

## **Introduction**

“World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.” (New Jersey World Language Standards)

Research from the National Center for Biotechnology Information shows that being bilingual improves attention span, memory, task-switching and leads to less cognitive decline later in life. Further research from Business Insider and Scientific American indicates that being bilingual leads to being more analytical when making decisions in the second language.

There are many reasons to learn a second language, including being able to understand other cultures and communicate with people around the world, face to face or virtually. Knowledge of a second language can lead to more employment and more travel opportunities. It helps students build confidence in their own abilities, gives them a deeper understanding of English, allows them to watch films, listen to music and read books in their original language so that nothing gets lost in translation. Several studies have shown that students who study a second language perform better on standardized tests, particularly in math, reading and vocabulary.

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students' communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students' communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

The world language program at Randolph High School offers a multi-year consecutive sequential program in American Sign Language, French, Mandarin, Spanish, and Heritage Spanish. The goals of each language allow students to perform at their linguistic proficiency level within specific areas of emphasis: speaking, listening, reading, writing, and understanding the culture of the people who speak the language natively.

Randolph High School is proud to offer students the opportunity to obtain the NJ State Seal of Biliteracy. This award identifies graduating seniors as having the ability to communicate at a high proficiency level in both English and one or more world languages.

## **WORLD LANGUAGES**

<b>Course Title</b>	<b>Grade Level</b>	<b>Length</b>
American Sign Language I .....	9,10,11,12.....	Full Year
American Sign Language II .....	10,11,12.....	Full Year
American Sign Language III H .....	11,12.....	Full Year
American Sign Language IV H .....	12.....	Full Year
French I.....	9,10,11,12.....	
Full Year		
French II H.....	9,10,11,12.....	
Full Year		
French II A .....	9,10,11,12.....	
Full Year		
French III H .....	10,11,12.....	
Full Year		
French III A.....	10,11,12.....	
Full Year		
French IV H .....	11,12.....	Full Year
Full Year		
French IV A.....	11,12.....	Full Year
Full Year		
French V A.....	12.....	
Full Year		
AP French Language & Culture.....	12.....	Full Year
Mandarin I.....	9,10,11,12.....	Full Year
Full Year		
Mandarin II A.....	9,10,11,12.....	
Full Year		
Mandarin III H.....	10,11,12.....	Full Year
Full Year		
Mandarin IV H.....	11,12.....	Full Year
Full Year		
Spanish I .....	9,10,11,12.....	
Full Year		
Spanish II H.....	9,10,11,12.....	
Full Year		
Spanish IIA .....	9,10,11,12.....	
Full Year		
Spanish III H.....	10,11,12.....	
Full Year		
Spanish III A .....	10,11,12.....	
Full Year		
Spanish IV H.....	11,12.....	
Full Year		
Spanish IV A.....	11,12.....	Full Year
Full Year		
Spanish V A .....	12.....	
Full Year		
AP Spanish Language & Culture.....	11,12.....	Full Year
Full Year		
AP Spanish Literature & Culture .....	11,12.....	Full Year
Full Year		
Heritage Spanish I H .....	9,10,11,12.....	

Full Year	
Heritage Spanish II H .....	10,11,12.....
Full Year	
Spanish Language I .....	9,10, 11.....
Full Year	
Spanish Language II .....	10,11,12.....
Full Year	
Spanish Language III .....	11,12.....
Full Year	

## **ENGLISH AS A SECOND LANGUAGE**

<b>Course Title</b>	<b>Grade Level</b>	<b>Length</b>
Beginning ESL .....	9,10,11,12.....	
Full Year		
Intermediate ESL .....	9,10,11,12 .....	
Full Year		
Advanced ESL .....	9,10,11,12.....	
Full Year		
High Intensity ESL .....	9,10,11,12.....	
Full Year		

## **Course Recommendation Process**

Teacher recommendation, classroom performance, and diagnostic assessments are the primary criteria for determining appropriate course levels. When making recommendations for courses, teachers consider the following criteria:

Recommending a move to a different level: At least three of the listed indicators should be present.

### **Moving up a level**

- An average of 97 or above
- An apparent ease with assignments
- An ability to grasp concepts quickly
- A capacity for thinking at a deeper level with greater insight
- An interest in the subject matter more appropriate to a higher level student
- Uses the target language in all communication in and outside of the class with the teacher (World Language only)

### **Moving from Honors to an A level class**

- An average of a C or lower
- Struggling or seeming overwhelmed by the work
- Inability to grasp concepts without additional, separate, individual explanation
- Critical thinking and writing skill levels noticeably lower than those of peers
- Lack of motivation to meet the challenges of an accelerated course

*Please note that students who have an A in a class may simply be appropriately placed and are able to shine at that level. Having an A average alone does not indicate that a student should move to a more advanced level.*

*Regarding lack of motivation: If students do not submit work, it is difficult to gauge ability level. Although having difficulties completing homework assignments will naturally impact a student's grade, homework is only a portion of the average. Therefore, it stands to reason that if a student is appropriately placed, he/she should be able to maintain a high C average based on tests, essays, and participation.*

## WORLD LANGUAGES

**AMERICAN SIGN LANGUAGE IA** (WLA 800)

**FRENCH IA** (WLA 100)

**MANDARIN IA** (WLA 410)

**SPANISH IA** (WLA 210)

**Level A**

**Grades 9,10,11,12 Full Year**

**NCAA Approved Course**

World Language I introduces the student to basic pronunciation/hand formation, vocabulary/signs, grammar and culture. Each unit introduces new language and vocabulary in a situational context. Grammar concepts will be taught in context through listening, speaking, reading and writing activities in the target language. The World Language I Curriculum presents students with the opportunity to explore the topics of Getting Started, Student Life, Family Life, Active Lifestyles and Celebrations. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in World Language I are at the Novice-Low to Novice-Mid proficiency levels in American Sign Language, Chinese, French and/or Spanish. American Sign Language, the language of the deaf, unlike Chinese, French or Spanish is not a spoken or written language. Students of ASL show understanding of videos and teacher signing (receptive skills) as opposed to Chinese, French, and Spanish where students show understanding of spoken and written text (interpretive skills). Classes are taught in 90%+ target language and American Sign Language is presented with minimal to no voice.

**Prerequisite:** None. This course is for students without previous knowledge of the language.

**AMERICAN SIGN LANGUAGE IIA** (WLA810)

**FRENCH IIA** (WLA120), **FRENCH IIH** (WLA 130)

**MANDARIN IIA**(WLA420)

**SPANISH IIA** (WLA 230)

**SPANISH IIH**

(WLA 240)

**Level A or H**

**Grade 9,10,11,12 Full Year**

**NCAA Approved Course**

The World Language II curriculum is designed for those students who continue to demonstrate an aptitude and performance in the development of the major language skills. Emphasis will be placed on the development of communicative proficiency through interpretive, interpersonal and presentational activities. Grammar concepts and vocabulary will be taught in context through listening, speaking, reading and writing activities in the target language for Spanish and French and through expressive (signing) and receptive (understanding) skills in American Sign Language.

The World Language IIA curriculum presents students with the opportunity to explore the topics of Travel, Food, Home & Daily Routines, Health and Technology. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. Students in World Language IIA typically fall within the Novice-Mid to Novice-High proficiency level in American Sign Language, French, Mandarin and/or Spanish. Classes are taught in 90%+ target language and American Sign Language is presented with minimal to no voice.

World Language II Honors (French & Spanish only) will progress at a brisk pace with greater depth in writing and will serve as a foundation for the III Honors program for the coming year.

**Prerequisite:** Successful completion of American Sign Language I, French I, Mandarin I or Spanish I at the high school or Advanced French, Mandarin or Spanish at the middle school in conjunction with teacher recommendation.

**AMERICAN SIGN LANGUAGE IIIH (WLA 820)**

**MANDARIN IIIH (WLA 430)**

**FRENCH IIIH (WLA 160)**

**SPANISH IIIH (WLA 270)**  
(WLA 260)

**FRENCH IIIA (WLA 150)**

**SPANISH IIIA**

**Level A or H**

**Grades 10,11,12**

**Full Year**

**NCAA Approved Course**

The World Language III curriculum is designed for those students who continue to demonstrate an aptitude and performance in the development of the major language skills. Emphasis will be placed on the development of communicative proficiency through interpretive, interpersonal and presentational activities. Vocabulary and grammar concepts will be taught in context through listening, speaking, reading and writing activities in the target language.

The World Language III curriculum presents students with the opportunity to explore the topics of Travel, Nature & Environment, City Life, Workplace and Careers as well as the Arts. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. Students in World Language III typically fall within the Novice-High through Intermediate-Low proficiency level in American Sign Language, French, Mandarin and/or Spanish. Classes are taught in 90%+ target language and American Sign Language is presented with minimal to no voice.

**Prerequisite:** Successful completion of American Sign Language II A, French IIA or IIH, Mandarin IIA, Spanish IIA or IIH in conjunction with teacher recommendation.

**AMERICAN SIGN LANGUAGE IVH (WLA 830)**

**MANDARIN IVH (WLA 440)**

**FRENCH IVH (WLA 180)**  
170)

**SPANISH IVH (WLA 300)**  
(WLA 290)

**FRENCH IVA (WLA**

**SPANISH IVA**

**Level A or H**

**Grades**

**11,12 Full Year NCAA Approved Course**

World Language IV is a continuation of the language program begun with level I. At this stage, students are able to understand and communicate at the sentence level and are more independent in creating with the language. Advanced grammar topics continue to be taught in context.

Conversation and cultural topics will assist in developing an appreciation of the culture and lifestyle of speakers/signers of the target language. Emphasis will continue to be placed on the development of communicative skills through performance-based activities and assessments. The French and Spanish program is designed to enhance the student's proficiency in speaking, listening, reading and writing through a thematic approach. The American Sign Language program is designed to enhance the student's proficiency in expressive and receptive skills through a thematic approach. Students in World Language IV typically fall within the Intermediate-Low to Intermediate-Mid proficiency level in American Sign Language, French, Chinese and/or Spanish. Classes are taught in 90%+ target language and American Sign Language is presented with minimal to no voice.

**Prerequisite:** Successful completion of American Sign Language III H, French IIIA or IIIH, Mandarin IIIH, Spanish IIIA or IIIH in conjunction with teacher recommendation.

**FRENCH VA (WLA 190)**  
**SPANISH VA (WLA 310)**

**Level A**

**Grade 12**

**Full**

**Year NCAA Approved Course**

French and Spanish V A are the continuation of the IV A curriculum and the culminating course of the A track program. Frequently used vocabulary is emphasized through the introduction of themes of everyday life. The course has as its purpose the development of the student's listening, speaking, reading and writing skills in order to prepare students for language courses at the university level. This course is taught in the target language and students are expected to communicate in Spanish or French. Students in World Language V typically fall within the Intermediate-Mid to Intermediate-High proficiency level in French and/or Spanish.

**Prerequisite:** Successful completion of French IV A or Spanish IVA in conjunction with teacher recommendation.

**AP FRENCH LANGUAGE AND CULTURE (WLA 500)**

**Level AP**

**Grade 12**

**Full**

**Year NCAA Approved Course**

AP French Language and Culture is the final course in the AP Vertical Track. This course builds upon the literature, grammar, and vocabulary covered in French IVH. It further broadens the student's interest in the language and culture through a variety of current media, written and audio documents that exemplify the culture and civilization of the French-speaking world. Extensive vocabulary development is emphasized throughout the rigorous and briskly paced program. The course has as its purpose the development of the student's listening, speaking, reading and writing skills to communicate successfully and creatively in various situations, and to prepare students for the French Language and Culture AP Exam. This course is taught entirely in French. The students are expected to communicate in the target language at all times.

**Prerequisite:** Successful completion of French IV H in conjunction with teacher recommendation.

**AP SPANISH LANGUAGE & CULTURE (WLA 510)**

**Level AP**

**Grade 11, 12**

**Full**

**Year NCAA Approved Course**

AP Spanish Language and Culture is the final course in the AP Vertical Track. This course builds upon the literature, grammar, and vocabulary covered in Spanish IV Honors. It further broadens the student's interest in the language and culture through a variety of current media, written and audio documents that exemplify the culture and civilization of the Spanish-speaking world. Extensive vocabulary development is emphasized throughout the rigorous and briskly paced program. The course has as its purpose the development of the student's listening, speaking, reading and writing skills to communicate successfully and creatively in various situations, and to prepare students for the Spanish Language and Culture AP Exam. This course is taught entirely in Spanish. The students are expected to communicate in the target language at all times. Students in AP Spanish Language and Culture typically fall within the Intermediate-Mid to Intermediate-High proficiency level in Spanish.

**Prerequisite:** Successful completion of Spanish IV H or Heritage Spanish II H in conjunction with teacher recommendation.

## **AP SPANISH LITERATURE & CULTURE (WLA 520)**

**Level AP**

**Grade 11, 12**

**Full**

### **Year NCAA Approved Course**

The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. This course prepares students for the Spanish Literature and Culture AP Exam. The class is taught entirely in Spanish and students are expected to communicate in the target language at all times. Students in AP Spanish Literature and Culture typically fall within the Intermediate-High to Advanced-Low proficiency level in Spanish.

**Prerequisite:** Successful completion of Spanish IV H or Heritage Spanish II H in conjunction with teacher recommendation.

**HERITAGE SPANISH I Honors (WLA 320)**

**Grades  
9,10,11,12**

**Full  
Year**

**HERITAGE SPANISH II Honors (WLA 330)**

**Grades 10,11,12**

**Full  
Year**

### **NCAA Course Approved**

Heritage Spanish is a formal course for students with established communicative skills in the native language. The primary purpose is to introduce the Spanish-speaking student to a variety of literary works that exemplify the culture and civilization of the Spanish-speaking world. Throughout the course, emphasis will be placed on encouraging students to use correct syntax and structure while expanding vocabulary in the language; to develop critical thinking through discussions, to read with a critical eye; and to write with focus on creativity of thought. The successful completion of Heritage Spanish II Honors will serve as the foundation for AP Spanish Language and Culture and/or AP Spanish Literature and Culture. Students in Heritage Spanish typically fall within the Advanced-Low proficiency level in Spanish.

**Prerequisite:** Teacher recommendation based on an oral interview and a written placement test.

## **SPANISH LANGUAGE I (WLA 670)**

**Level B**

**Grades 9,10,11**

**Full Year**

Spanish Language I is an entry level course and the first year of a three-year sequential program that moves students through the stages of the novice level standards. Students will be introduced to basic pronunciation and vocabulary and various aspects of the culture of Spanish-speaking countries, but at a pace slower than that of the regular college preparatory course. Students in Spanish Language I typically fall within the Novice-Low to Novice-Mid proficiency level in Spanish.

**Prerequisite:** Placement criteria, supervisor approval.

## **SPANISH LANGUAGE II (WLA 680)**

**Level B**

**Grades 10,11,12**

**Full Year**

Spanish Language II is a continuation of the three year sequential program. It builds upon the material learned in Spanish Language I and continues to focus on communicative skills. Focus will be placed on vocabulary, speaking skills and various cultural aspects of Spanish-speaking countries. Students in Spanish Language II typically fall within the Novice-Mid to Novice-High proficiency level in Spanish.



**Prerequisite:** Completion of Spanish Language I in conjunction with teacher recommendation.

**SPANISH LANGUAGE III (WLA 690)**

**Level B Grades 11,12 Full Year**

Spanish Language III is a final course of the three-year sequential program. It builds upon the material learned in Spanish Language I and II and continues to focus on communicative skills. Focus will be placed on vocabulary, speaking skills and various cultural aspects of Spanish-speaking countries. Students in Spanish Language III typically fall within the Novice-Mid to Novice-High proficiency level in Spanish.

**Prerequisite:** Completion of Spanish Language I in conjunction with teacher recommendation.

## **ENGLISH AS A SECOND LANGUAGE**

### **BEGINNING ESL 9,10,11,12 Full Year**

(WLA 600)

**Grades**

Beginning ESL is designed for the beginner level student whose native language is not English. It focuses on the oral communication and written language needed for a non-native speaker to transition to an English-language academic environment. Students will learn the structures of English grammar as well as begin to develop academic vocabulary in the areas of speaking, listening, reading and writing. This course fulfills the English requirement.

**Prerequisite:** Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.

### **INTERMEDIATE ESL 9,10,11,12 Full Year**

(WLA 610)

**Grades**

Intermediate ESL is designed for the English Language Learner (ELL) of the intermediate level. Building on the basic English skills previously learned, it focuses on speaking, listening, reading and writing, with an emphasis on academic vocabulary needed to succeed in high school content-area classes.

Students will learn more complex grammatical structures, language forms and conventions, as well as greater depth of vocabulary. This course fulfills the English requirement.

**Prerequisite:** Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.

### **ADVANCED ESL 9,10,11,12 Full Year**

(WLA 620)

**Grades**

Advanced ESL is designed for the English Language Learner (ELL) of advanced level to develop proficiency in all language domains. Using informational and literary texts, it focuses on developing speaking, listening, reading and writing skills needed for success in subject areas. It prepares the ELL for Transitional English. This course fulfills the English requirement.

**Prerequisite:** Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.

### **HIGH INTENSITY ESL (WLA 630)**

**Grades 9,10,11,12 Full Year**

High Intensity ESL is designed for the English Language Learner (ELL) of the beginner or intermediate level and requires a second period of ESL daily. It focuses on literacy in the English language at the proficiency level of the student. This course fulfills the English requirement.

**Prerequisite:** Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests.