

BERKS CATHOLIC HIGH SCHOOL

GOD | FAMILY | ACADEMICS | FUN

WORLD LANGUAGE

These are the specific attitudes and skills that are emphasized by the teachers of foreign languages:

- ❖ A competence in listening, speaking, reading and writing commensurate with the level of instruction;
- ❖ An understanding of the people of a given nation;
- ❖ An appreciation of the literary expression of these nations;
- ❖ A grasp of history, geography, traditions and art of these nations;
- ❖ An appreciation of language as a relevant aid in mastering related disciplines;
- ❖ An awareness of the career opportunities available to those who have mastered a second language.

French I Grade 9, 10, 11, 12 College Prep

Prerequisite: Upperclassmen must have a passing grade in other academic subjects. French I gives the student a basic knowledge of the sounds, vocabulary and patterns of the French language. Through the use of audio and Internet resources, the student will practice listening, speaking, reading, and writing in French. The students will acquire the skills necessary to communicate needs and conversational skills in French while focusing on the present tense.

French II Grade 9, 10, 11, 12 CP Honors

Prerequisite for Honors: 90% in French I and teacher recommendation

Prerequisite for College Prep: 70% in French I and teacher recommendation

French II concentrates on the development of the four skills of communication: listening, speaking, reading and writing. There is a greater emphasis on the areas of self-expression, vocabulary building, and the use of French in speaking and writing. Reading is introduced through conversation depicting the life of contemporary teenagers. Cultural information deals with youth and various aspects of life in France and throughout the French-speaking world with an emphasis on Paris. After completion of the second level program, the students will have acquired a command of the key vocabulary and structures of fundamental French as well as an appreciation of the culture, values and attitudes of French-speaking people. The grammar in French II focuses on irregular verbs and expressions in the past. *French II Honors requires independent reading and projects.*

French III Grade 10, 11, 12 Honors Prerequisite: 90% in French II and teacher recommendation

French III introduces language study at an advanced stage. This level continues to build on the known information and reviews vocabulary and grammatical structures acquired in the first two years of French. An increased amount of conversation encourages oral proficiency, facilitated by the use of audio and Internet resources. There is an emphasis on writing and grammar in future and conditional tenses. French readings, such as *Suivez la Piste*, will improve the four basic language-learning skills: listening, reading, writing, and speaking.

French IV Grade 11, 12 Honors Prerequisite: 90% in French III Honors and teacher recommendation

French IV Honors coordinates the four skills of language study: listening, speaking, reading, and writing, while increasing the student's knowledge of French culture and civilization. Thus there is an intensified review of grammar, composition of original paragraphs, and vocabulary study. Students will read selected adaptations from classical French literature, such as *Phantom of the Opera* and *Les Misérables* to ensure comprehension. Students will enhance their conversational skills through Class Announcements. A focus on the history of France will strengthen knowledge of culture.

Spanish 1 Grade 9, 10, 11, 12 College Prep Prerequisite: Students in Grades 10 and 11 must have a passing grade in other academic subjects. Although emphasis is on hearing and speaking, provision is made from the outset for the visual reinforcement of reading and writing. Oral activity proceeds gradually, within each unit, from highly controlled types of responses to the more flexible. The principal goals are to understand and communicate meaningfully within the context of the language elements, which are systematically introduced. Dialogues are used extensively as a source of language assimilation and not

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