

MODERN AND CLASSICAL LANGUAGES

Ancient to Modern, East to West, we in the Department of Modern and Classical Languages offer a sequence of beginning, intermediate, and advanced classes in Chinese, French, Latin, and Spanish that actively and successfully fulfill our dream of turning students into world explorers. Our courses are multifaceted and rich in the myriad techniques and materials we use to bring our language learners to increasingly greater levels of speaking, listening, reading, and writing proficiency. Added to an array of video, audio, a state-of-the-art digitized Language Laboratory, and computer programs that open up distant cultures to the classroom is our membership in the School Year Abroad program, under whose auspices Sidwell students may spend a year in France, Italy, Spain or China.

Chinese Studies Program

In honor of the memory of John Fisher Zeidman ('79), Sidwell Friends School initiated a Chinese Studies Program in 1983. The Program consists of both Chinese language and Chinese/East Asian history courses. In addition to these curricular offerings, programmatic components include a library resource center devoted to China and East Asia, frequent speakers, regular summer trips to China, and the opportunity to apply for a fellowship to study in China after graduation from the School. The objectives of the Program are to not only expose students to China but build a strong foundation in the study of Chinese language, history, and culture. For information on Chinese language offerings, please refer to the Modern and Classical Languages Department curriculum, and for information on Chinese and East Asian history offerings, refer to the History Department curriculum.

Chinese

The Chinese program offers a six-year, five-level course of study starting in the 7th grade. The first level begins with an introduction to the sounds of Mandarin Chinese and basic interactions in Chinese. It is designed to develop good pronunciation and intonation with particular attention to the four tones. Over the course of the five levels, students build an inventory of vocabulary, grammatical structures, characters, and cultural communication strategies; practice enacting scenarios (memorized dialogs and written or improvised role-playing); and work with authentic materials (from restaurant menus and weather reports to Chinese television series and new articles). The Chinese course sequence is intended to both enable students to fulfill the school's foreign language requirement and to provide the necessary foundation for students who wish to engage in serious study of Chinese at the college level.

BEGINNING CHINESE—1 credit; year course

Open to: 9, 10, 11, 12

Prerequisites: None

Meets 5 times a v

This introductory language course focuses on oral language and is designed to provide students with numerous contextualized experiences that will allow them to begin to communicate in Chinese. *Far East Chinese for Youth Level 1* is the main text and is supplemented by a workbook and audio CDs. Students learn basic vocabulary and grammar patterns, with a focus on using these to communicate successfully in Chinese cultural contexts such as the classroom, with friends, and in shops and restaurants. Accurate tones and pronunciation are stressed. To begin, students learn the *pinyin* system of romanization, and after acquiring a solid foundation begin to learn to read and write Chinese characters. Over the course of the year, students learn a number of skills such as greeting and addressing people, introducing themselves and others, asking and answering personal questions, giving and receiving compliments, describing people, discussing preferences and abilities, discussing daily routines, and making plans.

CHINESE II—1 credit; year course

Open to: 9, 10, 11, 12
equivalent

Prerequisites: 7th and 8th Grade Chinese, Beginning Chinese or
Meets 5 times a week

The course is a continuation of Beginning Chinese and uses the next text in the series, *Far East Chinese for Youth Level II*, along with its supporting workbook and audio CDs. The focus is on increasing students' oral proficiency and fluency, enabling them to engage in longer interactions in a wider range of contexts, such as asking for directions, visiting a friend's home, celebrating holidays, and traveling. The spoken language remains the focus, but students will also further expand their foundation in reading and writing characters. Students will work with authentic materials, such as maps, street signs, and weather reports, and begin to write paragraphs in Chinese on focused topics. In the spring, the class reads the beginning of a Chinese folktale, *The Lady in the Painting*, adapted for beginning learners.

CHINESE III—1 year credit; year course

Open to: 10, 11, 12

Prerequisites: Chinese II or equivalent

Meets 4 times a week

This course is a continuation of Chinese II. Students complete *Far East Chinese for Youth Level II* and begin *Level III*. The third textbook in the series highlights areas of cultural difference between Chinese and Americans on a number of topics, and in addition to enacting dialogs and writing skits, a main goal of this course is to enable students to have extended discussions on a particular topic in Chinese, expressing their opinions, agreeing and disagreeing with others, and asking further questions. In addition, students will finish *The Lady in the Painting* and read other supplementary texts such as selections from intermediate Chinese readers and internet articles not adapted for foreign learners. They will also write more frequent essays in Chinese on the topics addressed in class. Furthermore, an important component of this course is the introduction of a contemporary Chinese television series. We will use the series as a basis for strengthening listening comprehension, learning new vocabulary and sentence structures, asking and answering questions, describing people and places, and narrating events.

CHINESE IV—1 credit; year course

Open to: 11, 12

Prerequisites: Chinese III or equivalent

Meets 4 times a week

This course is a continuation of Chinese III. Students continue their work with the textbook *Far East Chinese for Youth Level III*, continuing to expand their ability to discuss cultural topics in Chinese. Students will also continue to work with the Chinese television series, learning to describe and narrate at a higher level. Students will continue to augment their knowledge of vocabulary to include more abstract and/or specialized concepts in Chinese, and will be introduced to longer, more advanced essays and articles selected from intermediate textbooks. Students will write longer expository essays in Chinese, and will engage in debates and discussions in class.

CHINESE V (A.P. Chinese Language and Culture)—1 credit; year course

Open to: 12

Prerequisites: Chinese IV or equivalent

Meets 5 times a v

This course centers around the text *A New China: Intermediate Reader of Modern Chinese*, with supplemental readings from other intermediate-level publications. Written from the perspective of an American student who has just arrived in China, the lesson texts are varied in format and include conversations, narration, and description. They move from daily life encounters to discussions of societal issues in contemporary China, highlighting both the ways in which Chinese culture is unique from the West and the ways in which China has changed over the past twenty years. Selected lessons are developed into thematic units supplemented with related readings and audio or video clips. While working towards a deeper understanding of contemporary Chinese society and culture, our goals are also to expand students' range of vocabulary, improve their ability to communicate at the paragraph-level, and refine their listening and reading comprehension skills and strategies. Students write essays in Chinese and engage in discussions, debates, presentations and roleplays in class. We continue our work with a Chinese television drama, which serves as one illustration of contemporary Chinese society as well as a basis for classroom discussion. At the completion of the course, students may take the A.P. Chinese Language and Culture exam.

INDEPENDENT STUDIES

For advanced students, and for those students with a previous background in Chinese language and culture, wishing to pursue Chinese at the college level, proposals for independent study will be accepted by the Chinese Studies Program.

French

In a world that has become more connected than ever, the learning of French becomes a must for any cultured person. In Europe, French is spoken in France of course, Belgium, Luxemburg, Switzerland. In Africa alone, French is the official or co-official language in over 20 countries. French is the native language of over 80% of Quebec's population. French, along with English, is the only language in the world deeply rooted in five continents. The French program truly immerses our students in some of the world's most diverse cultures and traditions.

Through a natural progression of courses, the French program has as its objective the aim of teaching students how to comprehend, speak, read and write French as well as to appreciate the socio-economic and cultural aspects of the French-speaking world. The French department offers a six-year course of study starting in the 7th grade. Oral practice in the basic and intermediate courses is guided by means of an audio-visual program designed to develop natural speech patterns, pronunciation and intonation. It is continued in the advanced courses through class discussion.

The books chosen at each level are carefully selected to discourage translation and to encourage reading in the target language as it is done in one's own language. French videos. CD-ROM on current events and/or points of grammar and culture are used to complement classroom experience, especially below the French V level.

All classes are conducted in French.

BEGINNING FRENCH—1 credit; year course

Open to: 9, 10, 11, 12

Prerequisites: None

Meets 5 times a v

This course covers the fundamentals of elementary French through contextual presentation of vocabulary, grammar and verb conjugations. Students start learning French with an integrated approach to listening comprehension, reading, writing, speaking and culture. The textbook, *Bon voyage level I*, is supplemented by an interactive CD-ROM, an audio-cassette program with student tape manual, writing activity workbook, exercises and games online (www.french.glencoe.com), active overhead transparencies for newly introduced vocabulary, and situation cards to ease conversational activities in class. The video segment for each chapter, with an accompanying *Video Activity Booklet*, helps students to become totally

immersed in the target language. The course is designed to give students useful, everyday expressions that they can use immediately in real life situations and prepare them for future literary studies.

FRENCH II—1 credit; year course

Open to: 9, 10, 11, 12

Prerequisites: 7th and 8th Grade French, Beginning French or equivalent

Meets 5 times a w

This course continues the two-year program offered in 7th and 8th grades or French I, and completes the basic level. Basic conversational, grammatical, writing and reading skills are expanded and vocabulary is broadened. The textbook, *Bon voyage level II*, is supplemented by an interactive CD-ROM, an audio-cassette program with student tape manual, writing activity workbook, exercises, and games and quizzes online (www.french.glencoe.com). The video segment for each chapter, with an accompanying *Video Activity Booklet*, exposes students to the vocabulary of daily life. It additionally covers a variety of socioeconomic and cultural features of France and the francophone world.

FRENCH III—1 credit; year course

Open to: 10, 11, 12

Prerequisites: French II or equivalent

Meets 4 times a v

This intermediate course covers most of the verb tenses as well as the grammatical structures needed to move beyond the intermediate level. The Amsco grammar book is used throughout the year to give the students a more in-depth presentation of the grammar. Literature is also introduced at this level. *Un billet pour le commissaire*, a mystery, is read in the first semester. This text is well suited for this level as the structures increase in complexities as the story develops. It prepares the students to the reading of *Le Petit Prince*, introduced in the second semester, and brings them a philosophical dimension of French literature. The emphasis of this course is on oral and written work that becomes increasingly more challenging.

FRENCH IV—1 credit; year course

Open to: 11, 12

Prerequisites: French III or equivalent

Meets 4 times a v

This advanced course covers cultural aspects as well as literature of France and French-speaking countries. This course provides more in-depth study of grammar and its applications in verbal and written works. The emphasis of this course is increasingly on literature. A variety of francophone authors are introduced in “Autour de la littérature” followed by the in-depth study of a full novel by Camara Laye (*L’enfant noir*) and/or a play by Jean-Paul Sartre (*Huis-clos*). By reading the works of a variety of authors, the students are introduced to literary analysis. In-class discussions, led by the teacher and/or students, as well as more essay writing, are the important aspects of this course. Students who have completed this course may take the Advanced Placement Examination in French Language at the end of the year.

FRENCH V, LITERATURE CONTEMPORAINE—1 credit; year course

Open to: 11, 12

Prerequisites: French IV or equivalent

Meets 4 times a v

In this more advanced course, representation of works from France and the Francophone world are offered. The emphasis of this course is on the theater but other genres may be introduced (poetry, novel). The authors are selected to reflect a variety of literary trends and backgrounds. The works of authors such as Anouih, Sartre, Ionesco and Diop are studied (the list may vary). The study of each work includes: in-class discussions led by the students or the teacher, writing of essays and, in the case of a play, presentations of scenes, sometimes leading to the presentation of the entire play. Students who have completed this course may take the Advanced Placement Examination in French Language at the end of the year.

ADVANCED PLACEMENT FRENCH LITERATURE—1 credit; year course

Open to: 11, 12
of B+

Prerequisites: French IV or equivalent, Departmental Approval, grade
Meets 5 times a week

The AP French Literature course is the most advanced offering. It gives students the opportunity to cover a chronological survey of French literature which comprises critical analysis of texts, comprehensive essays and stimulating class discussions. Works in the program are representative of the major literary movements from the 16th century to present day. This course is offered not only to prepare advanced students for the Advanced Placement Exam, but also to enable them to discover and appreciate various literary styles as they evolved from the past to the present. The literature is also presented in the context of cultural, social and historical influences. The reading list of this course demands an intensive full-year commitment to work at an accelerated level. Students will take the Advanced Placement Examination in French Literature at the end of the year.

Latin

The study of classical languages and literature was once the centerpiece of the liberal arts education. Although times have changed, it is our belief that grounding in Latin and an introduction to the Greco-Roman world still have their rewards. The Latin program, therefore, is designed to 1) acquaint students with the principles of an ancient, inflected language, 2) teach them the fundamentals of Latin

grammar and vocabulary, 3) enable them to read from the treasure house of Latin literature that includes such authors as Vergil, Cicero, Ovid, Caesar, and Catullus, and 4) introduce them to Greco-Roman life and culture.

BEGINNING LATIN—1 credit; year course

Open to: 9, 10, 11, 12

Prerequisites: None

Meets 5 times a w

This course provides students with a working knowledge of Latin grammar and vocabulary through oral and written work. The emphasis is on learning reading skills that will benefit the student at all levels. Students study Greco-Roman mythology throughout the year and an emphasis is placed on improving English vocabulary through recognition of Latin roots and derivatives.

LATIN II—1 credit; year course

Open to: 9, 10, 11, 12

Prerequisites: 7th and 8th Grade Latin, Beginning Latin or equivalent

Meets 5 times a v

This course is the sequel to Beginning Latin (previously called Latin I) and it continues the 7th and 8th grade program. The early weeks of the year are used for both review of the previous year's work and introduction of new grammar and vocabulary. Life in the provinces and in Rome is examined realistically through the daily experiences of the main characters. Authentic excerpts from Roman authors are also presented. Roman history and culture are examined in the context of the stories. And, as in the first year, strong emphasis is placed on improving English vocabulary by learning prefixes, suffixes, roots, and many derivatives from Latin.

LATIN III—1 credit; year course

Open to: 10, 11, 12

Prerequisites: Latin II or equivalent

Meets 4 times a v

Students make the transition to real Latin at this level through readings from Roman authors. In the first semester the class will translate letters from Pliny, excerpts from Cicero, and passages and poems from other selected authors. Vergil's *Aeneid* is the focus of the second semester when students will translate a large portion of the first book. The turbulent years of the First Triumvirate, Civil Wars and the rise of Augustus will be examined as a backdrop to the year's work.

LATIN IV, A.P. VERGIL—1 credit; year course

Open to: 11, 12

Prerequisites: Latin III or equivalent, Department Approval

Meets 5 times a v

This course builds on the previous year's introduction of the *Aeneid* and prepares students for the Advance Placement exam on Vergil. After a review of Book 1, students will translate from Books 2, 4, 6, 10, and 12 and read the rest in English. Time will be devoted to accuracy and growing fluency of translations and metrical readings, as well as to discussions of the style, themes, and devices of the epic. The amount of material in this course demands an intensive full-year commitment to work at an accelerated level. Students will be prepared to take the Advanced Placement Examination in AP Latin: Vergil at the end of the year.

LATIN V, A.P. CATULLUS —1 credit; year course

Open to: 11, 12

Prerequisites: Latin IV or equivalent, Departmental Approval

Meets 5 times a v

After a year and a half of Vergil, the poetry of Catullus will seem fresh and immediate to advanced Latin eyes and minds. Coupled with the sometimes passionate, sometimes biting poetry of Catullus are timeless pieces from Ovid, including the tales of Daphne and Apollo, Pyramus and Thisbe, and Pygmalion. As with A.P. Vergil, attention will be paid to all aspects of the poems, from their language to their themes. The amount of material in this course demands an intensive full-year commitment to work at an accelerated level. Students will be prepared to take the Advanced Placement Examination in AP Latin: Literature at the end of the year.

INDEPENDENT STUDIES

An independent study of other Roman authors or beginning Ancient Greek may be offered to any student who has taken all other Latin offerings.

Spanish

The study of Spanish is developed through a series of courses which concentrate on the active use of the language and the study of culture, history, and literature. Because Spanish is spoken in 21 countries of political and economic importance to the United States, which itself has the 5th largest Spanish-speaking population in the world; and also, because Spanish is the language of some of the most intriguing

contemporary literature, exposure to Spanish and its diverse cultural history is more and more important. The Spanish program in the Upper School concludes a program that begins in Pre-Kindergarten.

The Upper School program stresses at all levels the development of natural speech pattern, pronunciation and intonation. Consequently, all texts, computer aids, and audio visual materials used promote the development of proficiency in understanding, speaking, writing, and reading Spanish. Translation is discouraged, and all classes are conducted in Spanish. Each class is scheduled at least once a week in the language laboratory.

BEGINNING SPANISH —1 credit; year course

Open to: 9, 10, 11, 12

Prerequisites: None

Meets 5 times a week

This is a beginning course for students who have not studied nor been exposed to Spanish before. The course uses the Communicative Approach and concentrates on both oral comprehension and production. The text, *Dos Mundos*, (along with its exercise/lab workbook, computer program, and language laboratory material) is organized to promote natural language acquisition through constant exposure to and repetition of the protocol, vocabulary and basic grammar of everyday situations. Initially, the primary emphasis is on listening, repeating and speaking and as the year progresses more attention is given to reading and writing.

SPANISH I—1 credit; year course

Open to: 9, 10, 11, 12
equivalent

Prerequisites: 7th and 8th grade Spanish, Beginning Spanish or
Meets 5 times a week

This course is the continuation of the two-year program begun in the seventh grade. Students continue to develop their ability to express themselves both orally and in writing. The text used is *Vistas*, together with its workbook and CD program. Supplementary reading materials are used throughout the year.

SPANISH II—1 credit; year course

Open to: 9, 10, 11, 12
or equivalent

Prerequisites: 7th and 8th grade Spanish, Beginning Spanish, Spanish I

Meets 5 times a week

This course, also a continuation of the Middle School program, is designed for students who have fully mastered basic material and who possess a focused interest and intuitive ability for language acquisition. The text used is *Vistas*, together with its workbook and CD program and selected cultural and literary readings.

SPANISH III—1 credit; year course

Open to: 10, 11, 12

Prerequisites: Spanish II or equivalent

Meets 4 times a week

In this course, emphasis is given to natural self-expression, precise written expression, reading comprehension, and an overall sensitivity to the diversity of the Hispanic world. In the first semester, students will extensively review all major grammatical concepts. Throughout the year, readings aim to support the acquisition of a more sophisticated and specialized vocabulary.

SPANISH IV, TOPICS IN HISPANIC CULTURE—1 credit; year course

Open to: 11, 12

Prerequisites: Spanish III or equivalent

Meets 4 times a week

This course is a multidisciplinary approach to the study of Spanish through essays, editorials, literary pieces and short films touching on history, current events and cultural topics from the Hispanic World. Emphasis is on the continued development of the skills of conversation and composition at an advanced level. Students make frequent oral presentations. Extensive use will be made of audio-visual media, the Internet, video, periodicals, and, to the extent possible, the resources of Washington and its Spanish-speaking community. At the end of this course students may be ready to take the Advanced Placement Language Examination.

SPANISH V, HISTORICAL AND LITERARY DEVELOPMENT OF SPAIN—1

credit; year course

Open to: 11, 12

Prerequisites: Spanish IV or equivalent, Spanish III with recommendation, and

departmental approval

Meets 4 times a v

This course undertakes a chronological survey of Peninsular Spanish literature from the 14th to the 20th century. By reading excerpted original or complete texts of prose fiction, poems, and plays, students will learn the characteristics of literary movements, along with the social, cultural, and historical events that create them. Students who complete this course are eligible to take the Advanced Placement Language exam. The completion of this course *and* 337 Advanced Placement Spanish prepares the students for the Advanced Placement Literature Examination.

ADVANCED PLACEMENT SPANISH—1 credit; year course

Open to: 11, 12

Prerequisites: Spanish V and Departmental Approval

Meets 5 times a v

This course completes the Advanced Placement Literature exam curriculum begun in Spanish V. The 2005–2006 reading list is available at www.apcentral.collegeboard.com. The reading list demands an intensive full-year commitment to work at an accelerated level.

School Year Abroad

Sidwell Friends is a member of School Year Abroad, a program that allows Juniors and Seniors to spend a year in France, Italy, Spain or China. Students are also permitted to enroll for just the First Semester in China, where classes begin in Mid-August and conclude in December. Because Sidwell's Senior Curriculum includes semester courses, it may be easy for Seniors to participate in the SYA China. The Fall Semester there is followed by a Winterim of travel to the South for full-year students. Need-based Financial Aid is available to cover the difference between our tuition and that of SYA.

On School Year Abroad, students pursue a full academic course of study (including Environmental Science) in the framework of a foreign culture. Students take classes at School Year Abroad facilities in Renne, France; Viterbo, Italy; Zaragaza, Spain; and Beijing, China, living with host families supervised by the school. Outside of school, students participate in athletic, cultural, and recreational activities with their host-country counterparts and many take advantage of opportunities for travel, both with the school and independently with parental permission. Because of the significant independence that SYA students enjoy, prospective applicants and their parents should be aware of the additional self-discipline and good judgment required of students abroad. Furthermore, Sidwell Friends supports any disciplinary and academic sanctions by School Year Abroad.

In Spain and France, only English and Math courses are taught in English. In China, the language instruction is more intensive, but Modern Chinese History and Chinese Culture are taught in English. Likewise, in Italy, students who have studied Latin receive intensive instruction in Italian. Therefore, the programs in China and Italy can accept students with no previous experience in Mandarin and Italian, while the programs in Spain and France require a minimum of two years of study.

Students should begin to consider School Year Abroad during Freshman year since participation requires curricular choices especially in the areas of Mathematics and Lab Sciences. At a minimum, interested students and parents should speak to the School Year Abroad Coordinator during the fall of Sophomore Year because applications are due on the first class day of January. Then, students must undergo a selection process that considers personal, academic, and linguistic qualifications as well as the appropriateness of School Year Abroad to a student's course of study. School Year Abroad makes the actual admissions (and any financial aid) decision based on Sidwell Friends' recommendation.

In any given year, the school may limit the number of students granted a leave of absence to participate in School Year Abroad.