

## FOREIGN LANGUAGE

### LOWER SCHOOL

The Lower School Japanese Studies Program focuses on both the culture and the language of Japan. This program opens a door on the largest and oldest part of world civilization, a door that for historical and cultural reasons has long been closed for American students. The Lower School Japanese program introduces boys to cultural aspects of Japanese life. It also provides the boys with a positive foreign language experience that is a foundation for further study in the future.

### MIDDLE SCHOOL

The Middle School Foreign Language Program begins with the study of Japanese in the fifth and sixth grades. Students new to St. Mark's in grades 5 and 6, who have had no previous Japanese study, will be grouped separately into the Japanese 5/6 class. Students study the language and culture of Japan and begin to develop an understanding of what it means to speak a second language. Seventh grade students may continue their study of Japanese or may select one of the following languages: German IA, Latin IA or Spanish IA. All students should bear in mind that the graduation requirement in foreign language is completion of 3 consecutive years in the Upper School.

Credit for Middle School language is given only for placement in Upper School courses. It does not appear on the college transcript.

### UPPER SCHOOL

The Upper School Foreign Language Program offers courses in German, Japanese, Spanish and Latin. French is offered through the coordinate program with Hockaday. Students must complete three years in the Upper School and must pass the Level III course to satisfy the foreign language graduation requirement. Credit for the first year of a language is

given only if a second year is successfully completed, but seniors may begin the study of a new language and receive one credit. Seniors are encouraged to continue their foreign language study since many will be required to study a language in college.

The Upper School program builds on the grammar and communicative skills acquired in the Middle School while placing increased emphasis on composition and reading. In addition to learning the language, students will develop expression, creativity and a greater awareness and appreciation of a different culture and way of life.

Criteria for nomination to AP and Honors Sections in the Language Department:

In the judgment of his teachers, the candidate for AP or Honors should demonstrate:

1. Strength in all areas of language learning.
2. Respect and appreciation for the language and culture.
3. Eagerness to respond to academic and intellectual challenges.
4. Creativity, self-motivation, and a capacity for independent thinking.

Beginning in level IV, honors status may be offered to outstanding students even if the enrollment does not permit the creation of a separate honors section. Students who receive the honors designation will be expected to maintain a high level of achievement throughout the year and to complete the supplementary work assigned by their teacher.

● **LATIN IA**  
**(300)** **GRADES 7-8**

*Full year*

This course aims to increase overall literacy, improve English skills, and provide a basis for the study of foreign language. *Phenomenon of Language* introduces the student to basic concepts of case, number, tense, declension, conjuga-

tion, and word order. Class activities include participation in Junior Classical League competitions and in the National Latin Exam. *Latin for Americans* is the principal text for the course.

**LATIN IB**  
**(301)** **GRADES 8-9**

*Full Year*

The fact that Latin has withstood the test of time and is experiencing an encouraging resurgence worldwide should strengthen a student's resolve to continue his studies in this area. This course is the continuation of Latin IA and also aims to improve general literacy and English skills (including Scholastic Aptitude Test preparation) as well as providing the basis for further foreign language study. Latin IB focuses upon Latin grammar, syntax, vocabulary, derivatives, and culture. Two class activities cap the course: entry in the National Latin Exam and Texas Junior Classical League competition. **Prerequisite:** Latin IA.

**LATIN I**  
**(308)** **GRADES 9-12**

*Full Year*

Latin I provides an opportunity for Upper School students to begin their study of Latin. This course aims to improve general literacy and English skills (including Scholastic Aptitude Test preparation). Basic concepts of case, number, tense, declension and conjugation are covered. There is an emphasis on Latin grammar, syntax, vocabulary, derivatives and Roman culture. Two class activities cap the course: entry in the National Latin Examination and Texas Junior Classical League competition.

**LATIN II**  
**(302)** **GRADES 9-12**

*Full Year*

This course is a continuation of Latin IB. Now that they have gained an insight into the Ancient World and learned the basics, students feel ready for a more

direct contact with the Classics through the reading of authors in the original Latin. However, students need to review the fundamentals first and complete their study of the language *per se* with instruction in the subjunctive and other types of complex sentences. Then they are ready for “war and peace” through the eyes of Caesar.

This course lays down a firm foundation for Scholastic Aptitude Tests, on the one hand, and for the National Latin Exam, Junior Classical League competitions, and later Latin courses, on the other hand. The primary text is *Latin for Americans Book II*. **Prerequisite:** Latin IB or Latin I.

<b>LATIN III</b> <b>(303)</b>	<b>GRADES 10-12</b>
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*Full Year*

Latin III is predominantly a reading course. During the first part of the year, students focus on the forensic skills of Cicero as the core of the course, after an introductory period of review of grammar and reading skills based on Aulus Gellius. There is a wide range of both prose and verse by ancient authors available to the student at this advanced level, including the comedy of Plautus, the love poetry of Catullus, the history of Livy, and the splendid mythology of Ovid, among others. Students who have covered the works of these authors will be ready for achievement tests, the National Latin Examination, and Junior Classical League competitions. The primary text is *Latin for Americans Book III*. **Prerequisite:** Latin II.

<b>LATIN IV-AP</b> <b>(304)</b>	<b>GRADES 11-12</b>
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*Full Year*

This course prepares students for the Advanced Placement Examination in Vergil. By the end of the course, students should be able to show that they can read and understand specific books of the *Aeneid*, with some knowledge of the rest as well as the *Iliad* and *Odyssey* in transla-

tion. Specifically, they should have a critical appreciation of the poetry, themes, and characters of the epic, and they should be able to recognize passages, words, or phrases in context. Incidental knowledge of history and cultures is also needed. Books: *Aeneid, Books I, II, IV, VI, X and XII*. **Prerequisite:** Latin III.

<b>LATIN V-AP</b> <b>(305)</b>	<b>GRADE 12</b>
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*Full Year*

This course prepares students for the Advanced Placement Examination in Catullus and Ovid. Students should be prepared to read a substantial number of poems of Catullus and Ovid with emphasis on translation, critical analysis, and appreciation. Skills required include a critical appreciation of the poetry, including tropes and metre, an ability to discuss themes or motifs, an awareness of structure, and an ability to identify the context and significance of short excerpts. Texts: *Catullus, Ovid*. **Prerequisite:** Latin IV.

<b>GERMAN IA</b> <b>(319)</b>	<b>GRADES 7-8</b>
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*Full Year*

German IA is an introductory course for seventh graders. The year begins with a two-week pre-reading period in which the student becomes familiar with the phonological system and with simple vocabulary so that he is able to present and respond to minimal oral communications. From then on the four language skills of listening, speaking, reading and writing are interwoven in a variety of exercises, presentations, and projects, with special emphasis on oral communication. An introduction to the culture of the German-speaking countries is also made. The text is *Deutsch Aktuell I*.

<b>GERMAN I</b> <b>(321)</b>	<b>GRADES 9-12</b>
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*Full Year*

German I is designed as a first-year Upper School elective for students who

are interested in learning the German language and the culture of the German-speaking peoples. Emphasis is placed on oral facility (including proper pronunciation and intonation), basic grammar concepts (including proper sentence structure), vocabulary acquisition, and discovery of the German people’s way of life. The text is *Deutsch Aktuell I*.

<b>GERMAN II</b> <b>(322)</b>	<b>GRADES 9-12</b>
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*Full Year*

This course is for St. Mark’s Upper School students who have successfully completed German IA and IB, German I, or who can satisfy the first-year requirement by placement testing. As in the first-year course, the main emphasis is placed on vocabulary acquisition and oral expression. Grammatical structures become increasingly more complex, and greater oral participation is expected. In addition, reading and written exercises on tests increase gradually in length and difficulty. Understanding the way Germans view the world around them becomes more important. An integrated series of videos, comprehension tapes, and listening test tapes supplement the basic material. The texts are *Deutsch Aktuell II* and *Die Weisse Rose*. **Prerequisite:** German I or German IB.

<b>GERMAN IV</b> <b>(324)</b>	<b>GRADES 11-12</b>
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*Full Year*

German IV encompasses a thorough review of the previous three years of grammar study and emphasizes particularly useful but more intricate grammar structures for the purpose of approximating native speech and composition. Readings relate to modern topics of concern to young Americans and Germans alike. This class also prepares students for the SAT II in German and for the AP course in German language, which is to follow at the next level of study. Texts include *German in Review, Deutsche Sagen und Legenden, Draussen vor der Tür* (Borchert) and *Das Brandopfer* (Goes). **Prerequisite:** German III.

<b>JAPANESE 5/6</b> <b>(340)</b>	<b>GRADES 5-6</b>
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Full Year

Japanese 5/6 is a beginning course for those students with no previous exposure to the language and who are entering either the 5th or the 6th grade. The format is the same as the Japanese 5 class. The text is *Kimono I*.

<b>JAPANESE 5</b> <b>(341)</b>	<b>GRADE 5</b>
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Full Year

Japanese 5 is a beginning course for those students with previous exposure to the language from the Lower School. All four basic language skills are taught, but the emphasis is on listening comprehension. A typical class includes role-playing and task-oriented activities. The course follows a functional/situational syllabus incorporating aspects of modern Japanese life. The text is *Kimono I*.

<b>JAPANESE 6</b> <b>(342)</b>	<b>GRADE 6</b>
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Full Year

The course continues the development of the four basic language skills with an emphasis on vocabulary acquisition and oral expression. Along with the modern culture, Japanese history is introduced. **Prerequisite:** Japanese 5 or 5/6.

<b>● JAPANESE IA</b> <b>(343)</b>	<b>GRADE 7</b>
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Full Year

Japanese IA is for students who have successfully completed the Japanese 6 class. The class continues to develop all four language skills with a functional syllabus and includes a more systematic presentation of grammar. Although the target language is the primary mode of instruction, English is used during group research projects on aspects of modern Japanese culture. The text, *Kimono 2* introduces the informal style of spoken Japanese used among friends and family. **Prerequisite:** Japanese 6.

<b>JAPANESE IB</b> <b>(344)</b>	<b>GRADE 8</b>
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Full Year

This class, conducted primarily in Japanese, maintains a balance of all skill areas: listening, speaking, reading, and writing. Having mastered both Katakana and Hiragana, the students expand their reading and writing skills to learn more Japanese kanji characters. Using a text providing realistic and meaningful activities for real-life situations, students are able to achieve a higher level of proficiency in communicating in Japanese. Authentic materials are used along with the text, *Kimono 3*. **Prerequisite:** Japanese IA.

<b>JAPANESE II</b> <b>(346)</b>	<b>GRADE 9</b>
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Full Year

While reviewing the basic grammatical elements presented in Japanese IB, the course continues to further the students' communicative proficiency in all four skills – listening, speaking, reading, and writing. Emphasis is on acquisition of a functional communicative competence in the spoken language. An eclectic approach enables students to experience simulated real-life situations in which they will function in a culturally appropriate manner. The text is *Yookoso I*. **Prerequisite:** Japanese IB.

<b>JAPANESE III</b> <b>(347)</b>	<b>GRADE 10</b>
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Full Year

Students learn the geography and history of Japan by reading a story in which a high school student travels through Japan. Students practice language through communicative activities and expand their understanding of Japanese culture. The text is *Yookoso II*. **Prerequisite:** Japanese II.

<b>JAPANESE IV (348)</b> <b>※ JAPANESE IV-H (353)</b>	<b>GRADE 11</b>
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Full Year

With emphasis on contemporary spoken Japanese, this course provides greater fluency and culturally authentic communication skills. In addition to the linguistic skills, students will study Japanese literature, history, geography and current events in Japan. Students are encouraged to use electronic as well as printed materials when pursuing their interest areas. The text is *Japanese Now III*. **Prerequisite:** Japanese III. **Limitation:** Department Chair approval required for the Honors class.

<b>JAPANESE V (349)</b> <b>※ JAPANESE V-H (350)</b>	<b>GRADE 12</b>
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Full Year

Japanese V is a course designed for students who wish to maintain and enhance their ability to speak, comprehend, read and write Japanese. An emphasis will be placed on oral communication skills as students are guided in discussion centered around various excerpts from video dramas, newspapers, and novels. The primary text is *Mirai 6*. **Prerequisite:** Japanese IV or IV-H. **Limitation:** Department Chair approval required for the Honors class.

<b>● SPANISH IA</b> <b>(330)</b>	<b>GRADES 7-8</b>
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Full Year

Spanish IA is an introductory course for seventh and/or eighth graders. The focus of the course is the development of basic communicative skills and an introduction to the culture of the Hispanic world. Much emphasis is given to authentic pronunciation and other oral work through the use of Spanish in the classroom. Activities include games, skits, oral interviews, songs, and drills which aim at building the skills the student will need to communicate in the national and interna-

tional Spanish-speaking community. The texts are *Ya verás: Primer nivel* and the accompanying student workbook.

<b>SPANISH IB</b> <b>(331)</b>	<b>GRADES 8-9</b>
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*Full Year*

This course reviews the fundamentals taught in seventh grade and strives to improve the students' communicative skills and understanding of Hispanic culture. Although the focus of classroom activities continues to be the development of strong oral skills, increased emphasis is given to reading and writing as well. The texts are *Ya verás: Segundo nivel* and the accompanying workbook. **Prerequisite:** Spanish IA.

<b>● SPANISH I</b> <b>(332)</b>	<b>GRADES 9-12</b>
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*Full Year*

Spanish I is a beginning course for Upper School students with little or no previous experience in the language, for those students who qualify by placement testing, or for those students requiring a stronger foundation after Spanish IB. All four basic foreign language skills are taught through a multi-media approach utilizing videotapes, cassettes, and textbooks. Spanish is spoken in the classroom, and priority is given to developing communicative ability and to the study of the culture of the Spanish-speaking world. A complete set of taped materials closely coordinated with the text is provided for home use.

<b>SPANISH II</b> <b>(333)</b>	<b>GRADES 9-12</b>
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*Full Year*

This course is designed to further develop the students' communicative skills by providing them with a strong grammatical base and an expanded vocabulary. Increased emphasis is given to reading and writing. Readings include cultural material, folk tales, and legends. The texts are *Juntos Tres* with its accompanying workbook, and *Cuéntame*. The

video program, *La Catrina*, is used as a supplement to the texts. **Prerequisite:** Spanish I or Spanish IB.

<b>SPANISH III</b> <b>(334)</b>	<b>GRADES 10-12</b>
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*Full Year*

The core of the third-year Spanish course is a study of Spanish civilization, beginning with the geography and history of Spain and continuing with an introduction to the fields of literature, art and music. Additionally, the students conduct a thorough review of grammar with significant emphasis on refining speaking and writing skills. The texts are *Horizontes* and the accompanying workbook, *En España*, and *Galería de arte y vida*. **Prerequisite:** Spanish II.

<b>⌘ SPANISH III-H</b> <b>(335)</b>	<b>GRADES 10-12</b>
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*Full Year*

Students who have demonstrated a high level of ability and competence in Spanish are nominated for Spanish III-H. This course, which delves more deeply into the intricacies of the language, proceeds at a faster pace than Spanish III and requires a greater degree of self-direction on the part of the student. A high level of proficiency in Spanish is developed through readings in Spanish and Latin American history and literature, listening comprehension exercises, grammar review, frequent compositions, and class discussions. Various resources (music, newspaper articles, internet, and video) provide insight into the culture of the Hispanic world. The texts include *Horizontes*, *España y su civilización*, and *Galería de arte y vida*. **Prerequisite:** Spanish II. **Limitation:** Department Chair approval required.

<b>SPANISH IV</b> <b>(336)</b>	<b>GRADES 11-12</b>
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*Full Year*

This course is designed to enhance proficiency in Spanish through the study

of Spanish-American history and culture. A realistic Latin American experience penetrates the classroom through frequent use of films, music, and newspaper articles. Works of major Hispanic authors, cross-cultural communication, politics, ecology, economics, and current events are also investigated. Special emphasis is given to the development of oral communication skills and the acquisition of an expanded vocabulary. **Prerequisite:** Spanish III.

<b>SPANISH V</b> <b>(337)</b>	<b>GRADE 12</b>
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*Full Year*

Spanish V is a course designed for those seniors who have completed Spanish IV or its equivalent and who elect not to enroll in AP Spanish Language or AP Spanish Literature, but wish to maintain and enhance their use of Spanish. It seeks to develop those skills necessary for communication in real-life activities, such as the expression of ideas and feelings, and those needed to function satisfactorily while traveling or residing abroad. Significant emphasis will be given to cultural understanding as well. Other components of the course include movies, selected readings, and creative and expository writing. **Prerequisite:** Spanish IV.

<b>⌘ AP SPANISH LANGUAGE</b> <b>(338)</b>	<b>GRADES 11-12</b>
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*Full Year*

This class focuses on Spanish for active communication, with concentration on oral skills and the composition of expository passages. Students read and discuss stories, newspaper and magazine articles and a novel. The last weeks of the course are dedicated to final preparation for the AP Spanish Language Examination. The texts include *San Manuel Bueno, mártir*, *Abriendo paso: Lectura*, and *AP Spanish: Preparing for the Language Examination*. **Prerequisite:** Spanish III-H, Spanish IV, or by teacher recommendation after Spanish III. **Limitation:** Department Chair approval required.

<b>AP SPANISH LITERATURE (339) GRADE 12</b>
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*Full Year*

AP Spanish Literature is the culmination of five years of language study, allowing the student to explore master works of Hispanic civilization. The course focuses on the works of the five authors chosen for the AP Spanish Literature Examination—Jorge Luis Borges, Federico García Lorca, Gabriel García Márquez, Ana María Matute, and Miguel de Unamuno. Students will read texts from all genres and learn to analyze them critically in writing and through class discussion. Typical assignments include nightly readings, short essays, creative projects, and oral reports. Students who have completed Spanish IV or AP Spanish Language and who meet the department criteria for nomination are eligible for this course.

**Prerequisite:** Spanish IV, AP Spanish Language, or by Teacher recommendation. **Limitation:** Department Chair approval required.