WORLD LANGUAGE

PLACEMENT AND CREDITS

Students may take a placement exam to see if they can test into a higher level of any language. If students place into anything above a beginning level, they will get a Credit by Exam (CBE) for the level(s) they were able to skip. Our classes move much more quickly and with much more depth than most high school classes, so oftentimes, students do not place into the level they expect to be based on their previous course-work. Please keep in mind that our beginning classes covers about two years of what is covered in classes at other high schools.

GRADUATION REQUIREMENTS

All world languages courses are for high school credit unless families elect for them to be taken for middle school credit. For graduation, students need to have three foreign language credits, and at least two of them must be in the same language. Some univer-sities require three years in the same language, so it's a good idea to look into this requirement if you're looking at specific schools.

CHINESE I

This course will introduce students to Standard Mandarin Chinese through the development of four language skills (i.e., listening, speaking, reading, and writing) and cultural knowledge. Through lectures, drill, contextualized exercises, and interactive and interpersonal activities, this course focuses on teaching students the skills to communicate with Chinese people on topics such as family, hobbies, school life, shopping, transportation, and so on, and help students develop an understanding of Chinese interpersonal behavioral culture and related thought patterns. The ultimate goal is to train students to function successfully in Chinese culture using Mandarin as their primary language.

CHINESE II

This course will continue focusing on teaching students the Chinese language and cultural knowledge, and preparing them to be able to communicate with Chinese people on topics such as weather, food, navigation, sports, traveling, and so on, while helping them develop an understanding of Chinese interpersonal behavioral culture and related thought patterns. Through the development of competence in listening, reading, viewing, speaking, signing, and writing, the course aims to train students to function successfully in Chinese culture using Mandarin as their primary language.

CHINESE III/IV

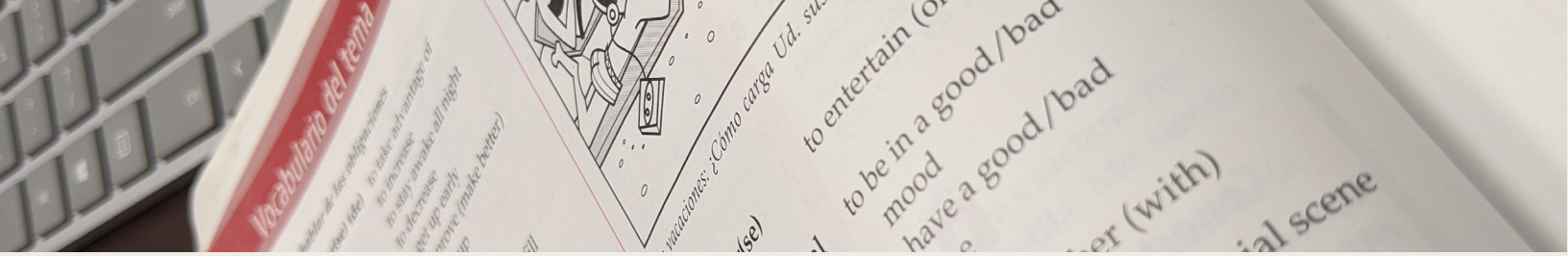
This course will continue focusing on developing students' interpersonal, interpretive, and presentation skills, and preparing them to be able to communicate with Chinese people across ethnic, cultural, ideological, and national boundaries. Chinese III and IV review the grammar structures and target expressions introduced in Chinese I and II, and expand students' vocabulary and language skills through interpersonal communicative activities including discussions, debates, collaborative annotations, contextualized reading, listening and speaking assignments that were designed based on authentic resources such as movies, video clips from TV series and reality shows, interviews, talks, and novels.

CHINESE V/VI

While continuing to refine and develop students' Chinese language and cultural knowledge in all aspects, this course emphasizes the differences between two discourses: conversational or spoken language, and formal or written language, with the focus gradually transitioning to the latter. Students will read increasingly formal texts; study Chinese talk shows and films that explore current cultural and social phenomena; compare US-China sociocultural differences; and use formal language in more sophisticated interpretive assignments, oral presentations, group discussions, and compositions.

CLASSICAL CHINESE

This course introduces the essentials of vocabulary, grammar, and syntax of Classical Chinese through close readings of authentic ancient texts, and aims to develop the students' reading comprehension skills, translation techniques, cultural interpretation abilities, and rhetorical strategies for interpersonal and presentational communications. Through the practice of reading the highly stylized form of literary language and translating it into modern Mandarin in both oral and written forms, the course acquaints students not only with classical Chinese cultural heritage, but also the underlying working mechanism that is in many ways still largely relevant to the form and usage of Mandarin Chinese today.



SPANISH FUNDAMENTALS

During this course, students will learn beginning grammatical Spanish structures and vocabulary, integrating the lessons though meaningful activities. The students will be exposed to aural stimuli as well as written and collaborative exercises. They will work with their classmates to exchange ideas and compare information. The students will also learn about cultures and geography, expanding their knowledge and awareness about all of the diversity in Latin America and Spain by reading different texts in English and Spanish. The objective of this course is that students can begin to communicate and understand the importance of learning Spanish and its application in real life. Students will communicate with native Spanish-speaking students through a virtual cultural exchange.

INTERMEDIATE SPANISH I/II

During this course, students will gain intermediate communicative skills in Spanish. They will learn more vocabulary that will provide them a wider range of topics of conversation as well as more complex grammatical structures and Spanish tenses. The students will continue working on communicative and meaningful activities which will improve their abilities to engage and acquire an intermediate level in the target language. The students will work towards writing compositions and the class will have a greater emphasis on communicating in Spanish. Students will continue communicating with Spanish-speaking student through a virtual cultural exchange.

ADVANCED SPANISH I/II

This course is designed as a continuation of Intermediate Spanish. During this course, the students will put into practice all the grammatical structures learned in previous Spanish classes with the goal of applying them in a more communicative way. The students will acquire a greater proficiency in the Spanish language and an understanding of different Spanish-speaking cultures. They will analyze and compare cultural information and read more complex and authentic texts. They will continue the cultural exchanges with students from another Spanish speaking country and discuss and compare national and cultural topics with them. At the end of this course, the student will have gained all the required modes of communication to fully communicate in Spanish within different settings.

WORLD LANGUAGE CENTER

All language students at DAO have access to the World Language Center in Canvas. The student aides, referred as Language Wranglers, give useful and effective feedback on writing assignments in a variety of disciplines. It's a great way to improve composition, translation, and presentation skills.
At the same time, Language Wranglers strengthen their own language skills by assisting DAO's language students. Language Wranglers also receive credits working as student aides at the WLC.

STUDENTS USING THEIR LANGUAGE KNOWLEDGE

Davidson Academy alumni have lived in China, Japan, Peru, Spain, Chile, Germany, and France after graduation. One of the alumni teaches English in China. Many students have participated in programs like the National Security Language Initiative for Youth (NSLI-Y) and have gotten scholarships to live abroad and continue their language studies. their language studies.

HISPANOPHONE LITERATURE AND HISTORY

This course is designed as a continuation of Advanced Spanish and is divided into two sections: History and Literature. In the History section, the students will study the different groups that conquered and lived in the Iberian Peninsula and how the Spanish language arrived in the Americas during the colonization period. This will help the students to understand the origin of the Spanish language, its evolution, and how some words in English share the same Latin root. The Literature section will be an introduction to canonical readings through an introductory timeline from the literature of Spanish conquest in the New World to different literary movements such as Baroque, Modernism, New Novel, and Boom. Students will engage in class discussions about different interpretations and analysis after reading poetry, short stories, and extracts from various novels such as *Don Quixote*.

SPANISH PRACTICUM

This course is designed to expose students to different methods and problem-solving techniques that translators face when performing translations. The students will learn the importance of accurate translations and the qualifications needed to be a professional translator or interpreter. During this class different guest speakers and members of different organizations will be invited to give class presentations. The students will participate in class discussions, translation- and community-based activities, and weekly reflections. The students will work on a research project with a community organization in order to understand the importance of using the Spanish language and its applications in the real world. Finally, they will put into practice what they learned, working on their own translation project for the community.