

Kansas Board of Regents Precollege Curriculum Courses Approved for University Admissions

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<u>Kansas</u> <u>Board of Regents</u> Precollege Curriculum Courses Proposed for University Admissions Adopted April 6, 2011

The precollege curriculum is designed to prepare high school students for university-level work. The list of courses fulfilling the precollege curriculum has been recommended by the Kansas State Department of Education and approved by the chief executive officer of the board of regents or the chief executive officer's designee. Requirements for the precollege curriculum are found in K.A.R. 88-29-11 and 88-29a-11.

Designed to introduce students to Spanish language and culture, Spanish courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand to language at a basic level within predictable areas of need, using customate courtesies and conventions. Spanish culture is introduced through the arms of Spanish I literature, customs, and history of Spanish-speaking people. Spanish II courses build upon skills developed in Spanish I, extending sturbility to understand and express themselves in Spanish and increasing to	ene ry t,
spoken accent so that students can read, write, speak, and understand t language at a basic level within predictable areas of need, using customa courtesies and conventions. Spanish culture is introduced through the area Spanish I literature, customs, and history of Spanish-speaking people. Spanish II courses build upon skills developed in Spanish I, extending stuability to understand and express themselves in Spanish and increasing to	ne ry t, dents'
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Spanish II courses build upon skills developed in Spanish I, extending stu ability to understand and express themselves in Spanish and increasing t	
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informative or social purposes, write expressions or passages that show	
understanding of sentence construction and the rules of grammar, and	
comprehend the language when spoken slowly. Students usually explore	
customs, history, and art forms of Spanish-speaking people to deepen th	eir
Spanish II 06102 understanding of the culture(s).	
Spanish III courses focus on having students express increasingly comple	(
concepts both verbally and in writing while showing some spontaneity.	-1
Comprehension goals for students may include attaining more facility an	
faster understanding when listening to the language spoken at normal ra	-
being able to paraphrase or summarize written passages, and conversing of the spanish III	
Spanish IV courses focus on advancing students' skills and abilities to rea	4
write, speak, and understand the Spanish language so that they can main	
simple conversations with sufficient vocabulary and an acceptable accen	
have sufficient comprehension to understand speech spoken at a norma	-
read uncomplicated but authentic prose, and write narratives that indicated	•
Spanish IV 06104 good understanding of grammar and a strong vocabulary.	ic u
Spanish V courses extend students' facility with the language so that the	, are
able to understand, initiate, and sustain general conversations on topics	aic
beyond basic survival needs. Reading and writing tasks will usually include	e all
Spanish V 06105 normal verb tenses (present, past, and future).	

		Spanish for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Spanish for Native Speakers courses often move
		faster than do regular Spanish foreign language courses and emphasize literary
		development (with a study of literature and composition). These courses may
		also include the culture or history of the people and introduce translation
Spanish for Native Speakers	06106	skills.
		Spanish Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Spanish is
		the main language spoken. Students strengthen their language skills (reading,
Spanish Field Experience	06107	writing, listening, and speaking) and increase their ability to interact naturally.
		Spanish Conversation and Culture courses provide students with an
		introduction to the Spanish language and the culture(s) of Spanish-speaking
		people, placing greater emphasis on speaking and listening skills while de-
Spanish Conversation and Culture	06108	emphasizing writing and reading the language.
		Spanish Literature courses place an emphasis on reading, understanding, and
Spanish Literature	06109	reacting in writing to literature written in Spanish.
		IB Language A (non-English)—Spanish courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Spanish	06110	students' native tongue.
		IB Language B—Spanish courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Spanish	06111	communicate fluently at native speed.

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		Designed by the College Board to parallel third-year college-level courses in Spanish language, AP Spanish Language and Culture courses build upon prior
		knowledge and develop students' ability to express ideas, exchange opinions,
		and present information in Spanish, both orally and in writing. These courses
		also help students in understanding and interpreting written and spoken
		Spanish. In addition, students explore the culture of Spanish-speaking people
AP Spanish Language and Culture	06112	in historical and contemporary contexts.
The specific state of the state		Designed by the College Board to parallel college-level Introduction to
		Hispanic Literature courses, AP Spanish Literature and Culture courses cover
		representative works from the literatures of Spain and Spanish America,
		encompassing all genres. The courses build students' Spanish language
		proficiency, with special attention given to critical opinions and literary
		analyses in oral and written Spanish. Students are encouraged to relate the
AP Spanish Literature and Culture	06113	texts to their cultural contexts.
711 Spanish Electatore and culture	00113	Designed to introduce students to French language and culture, French I
		emphasizes basic grammar and syntax, simple vocabulary, and the spoken
		accent so that students can read, write, speak, and understand the language at
		a basic level within predictable areas of need, using customary courtesies and
		conventions. French culture is introduced through the art, literature, customs,
French I	06121	and history of the French-speaking people.
Trenent	00121	French II courses build upon skills developed in French I, extending students'
		ability to understand and express themselves in French and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of French-speaking people to deepen their
French II	06122	understanding of the culture(s).
FIERCITII	00122	French III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and
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		faster understanding when listening to the language spoken at normal rates,
Franch III	06122	being able to paraphrase or summarize written passages, and conversing
French III	06123	easily within limited situations.

		French IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the French language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
French IV	06124	good understanding of grammar and a strong vocabulary.
Trementy	00121	French V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
French V	06125	normal verb tenses (present, past, and future).
THETICITY	00123	French for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), French for Native Speakers courses often move
		faster than do regular French foreign language courses and emphasize literary
		development (with a study of literature and composition). These courses may
5 16 10 10	06406	also incorporate more of the culture or history of the people than do regular
French for Native Speakers	06126	foreign language courses and introduce translation skills.
		French Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where French is
		the main language spoken. Students strengthen their language skills (reading,
French Field Experience	06127	writing, listening, and speaking) and increase their ability to interact naturally.
		French Conversation and Culture courses provide students with an
		introduction to the French language and the culture(s) of French-speaking
		people, placing greater emphasis on speaking and listening skills while de-
French Conversation and Culture	06128	emphasizing writing and reading the language.
		French Literature courses place an emphasis on reading, understanding, and
French Literature	06129	reacting in writing to literature written in French.
		IB Language A (non-English)—French courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—French	06130	students' native tongue.

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		IB Language B—French courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—French	06131	communicate fluently at native speed.
		Designed by the College Board to parallel third-year college-level courses in
		French language, AP French Language and Culture courses build upon prior
		knowledge and develop students' ability to express ideas, exchange opinions,
		and present information in French, both orally and in writing. These courses
		also help students in understanding and interpreting written and spoken
		French. In addition, students explore the culture of French-speaking people in
AP French Language and Culture	06132	historical and contemporary contexts.
		Designed to introduce students to Italian language and culture, Italian I
		emphasizes basic grammar and syntax, simple vocabulary and the spoken
		accent so that students can read, write, speak, and understand the language at
		a basic level within predictable areas of need, using customary courtesies and
		conventions. Italian culture is introduced through the art, literature, customs,
Italian I	06141	and history of the Italian-speaking people.
		Italian II courses build upon skills developed in Italian I, extending students'
		ability to understand and express themselves in Italian and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of Italian-speaking people to deepen their
Italian II	06142	understanding of the culture(s).
		Italian III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Italian III	06143	easily within limited situations.
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		Italian IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Italian language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
Italian IV	06144	good understanding of grammar and a strong vocabulary.
Italiali IV	00144	Italian V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
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Italian V	00145	beyond basic survival needs. Reading and writing tasks will usually include all
Italian V	06145	normal verb tenses (present, past, and future).
		Italian for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Italian for Native Speakers courses often move faster
		than do regular Italian foreign language courses and emphasize literary
		development (with a study of literature and composition). These courses may
		also incorporate more of the culture or history of the people than do regular
Italian for Native Speakers	06146	foreign language courses and introduce translation skills.
		Italian Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Italian is
		the main language spoken. Students strengthen their language skills (reading,
Italian Field Experience	06147	writing, listening, and speaking) and increase their ability to interact naturally.
		Italian Conversation and Culture courses provide students with an introduction
		to the Italian language and the culture(s) of Italian-speaking people, placing
		greater emphasis on speaking and listening skills while de-emphasizing writing
Italian Conversation and Culture	06148	and reading the language.
		Italian Literature courses place an emphasis on reading, understanding, and
Italian Literature	06149	reacting in writing to literature written in Italian.
		IB Language A (non-English)—Italian courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Italian	06150	students' native tongue.

		IB Language B—Italian courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Italian	06151	communicate fluently at native speed.
		Designed by the College Board to parallel third-year college-level courses in
		Italian language, AP Italian Language and Culture courses build upon prior
		knowledge and develop students' ability to express ideas, exchange opinions,
		and present information in Italian, both orally and in writing. These courses
		also help students in understanding and interpreting written and spoken
		Italian. In addition, students explore the culture of Italian-speaking people in
AP Italian Language and Culture	06152	historical and contemporary contexts.
		Designed to introduce students to Portuguese language and culture,
		Portuguese I courses emphasize basic grammar and syntax, simple vocabulary,
		and the spoken accent so that students can read, write, speak, and understand
		the language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Portuguese culture is introduced through the art,
Portuguese I	06161	literature, customs, and history of the Portuguese-speaking people.
		Portuguese II courses build upon skills developed in Portuguese I, extending
		students' ability to understand and express themselves in Portuguese and
		increasing their vocabulary. Typically, students learn how to engage in
		discourse for informative or social purposes, write expressions or passages
		that show understanding of sentence construction and the rules of grammar,
		and comprehend the language when spoken slowly. Students usually explore
		the customs, history, and art forms of Portuguesespeaking people to deepen
Portuguese II	06162	their understanding of the culture(s).
		Portuguese III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Portuguese III	06163	easily within limited situations.

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		Portuguese IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Portuguese language so that they can
		maintain simple conversations with sufficient vocabulary and an acceptable
		accent, have sufficient comprehension to understand speech spoken at a
		normal pace, read uncomplicated but authentic prose, and write narratives
Portuguese IV	06164	that indicate a good understanding of grammar and a strong vocabulary.
		Portuguese V courses extend students' facility with the language so that they
		are able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Portuguese V	06165	normal verb tenses (present, past, and future).
		Portuguese for Native Speakers courses support, reinforce, and expand
		students' knowledge of their own tongue. Because students understand at
		least the rudiments and structure of the language and have a working
		vocabulary (to a greater or lesser degree), Portuguese for Native Speakers
		courses often move faster than do regular Portuguese foreign language
		courses and emphasize literary development (with a study of literature and
		composition). These courses may also incorporate more of the culture or
		history of the people than do regular foreign language courses and introduce
Portuguese for Native Speakers	06166	translation skills.
		Portuguese Field Experience courses place students in an environment in
		which they interact with native speakers, most typically in a setting where
		Portuguese is the main language spoken. Students strengthen their language
		skills (reading, writing, listening, and speaking) and increase their ability to
Portuguese Field Experience	06167	interact naturally.
·		Portuguese Conversation and Culture courses provide students with an
		introduction to the Portuguese language and the culture(s) of Portuguese-
		speaking people, placing greater emphasis on speaking and listening skills
Portuguese Conversation and Culture	06168	while de-emphasizing writing and reading the language.
		Portuguese Literature courses place an emphasis on reading, understanding,
Portuguese Literature	06169	and reacting in writing to literature written in Portuguese.

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		IB Language A (non-English)—Portuguese courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Portuguese	06170	students' native tongue.
		IB Language B—Portuguese courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Portuguese	06171	communicate fluently at native speed.
		Designed to introduce students to a Romance/Italic language not otherwise
		described (e.g., Catalan, Sardinian, or Haitian Creole) and culture,
		Romance/Italic Language I courses emphasize basic grammar and syntax,
		simple vocabulary, and the spoken accent so that students can read, write,
		speak, and understand the language at a basic level within predictable areas of
Romance/Italic Language I	06181	need, using customary courtesies and conventions.
		Romance/Italic Language II courses build upon skills developed in
		Romance/Italic Language I, extending students' ability to understand and
		express themselves in a Romance/Italic language not otherwise described
		(e.g., Catalan, Sardinian, or Haitian Creole) and increasing their vocabulary.
		Typically, students learn how to engage in discourse for informative or social
		purposes, write expressions or passages that show understanding of sentence
		construction and the rules of grammar, and comprehend the language when
		spoken slowly. Students usually explore the customs, history, and art forms of
Romance/Italic Language II	06182	appropriate people to deepen their understanding of the culture(s).
		Romance/Italic Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
Romance/Italic Language III	06183	conversing easily within limited situations.
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		Romance/Italic Language IV courses focus on advancing students' skills and
		abilities to read, write, speak, and understand the Romance/Italic Language
		being studied so that they can maintain simple conversations with sufficient
		vocabulary and an acceptable accent, have sufficient comprehension to
		understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Romance/Italic Language IV	06184	grammar and a strong vocabulary.
		Romance/Italic Language V courses extend students' facility with the language
		so that they are able to understand, initiate, and sustain general conversations
		on topics beyond basic survival needs. Reading and writing tasks will usually
Romance/Italic Language V	06185	include all normal verb tenses (present, past, and future).
		Romance/Italic Language for Native Speakers courses support, reinforce, and
		expand students' knowledge of their own tongue not otherwise described
		(e.g., Catalan, Sardinian, or Haitian Creole). Because students understand at
		least the rudiments and structure of the language and have a working
		vocabulary (to a greater or lesser degree), Romance/Italic Language for Native
		Speakers courses often move faster than do regular Romance/Italic Language
		courses and emphasize literary development (with a study of literature and
		composition). These courses may also include the culture or history of the
Romance/Italic Language for Native Speakers	06186	people and introduce translation skills.
		Romance/Italic Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a Romance/Italic language (e.g., Catalan, Sardinian, or Haitian
		Creole) is the main language spoken. Students strengthen their language skills
		(reading, writing, listening, and speaking) and increase their ability to interact
Romance/Italic Language Field Experience	06187	naturally.
Normaniec/Italie Language Field Experience	00107	Romance/Italic Language Conversation and Culture courses provide students
		with an introduction to a Romance/Italic language not otherwise described
		(e.g., Catalan, Sardinian, or Haitian Creole) and the culture(s) of the people,
Romance/Italic Language Conversation and		placing greater emphasis on speaking and listening skills while de-emphasizing
Culture	06188	writing and reading the language.
Culture	00100	Romance/Italic Literature courses place an emphasis on reading,
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Demande /Italia Literatura	00100	understanding, and reacting in writing to literature written in a Romance/Italic
Romance/Italic Literature	06189	language not otherwise described (e.g., Catalan, Sardinian, or Haitian Creole).

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		IB Language A (non-English)—Romance/Italic Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
		literature chosen from the appropriate IB list of texts and authors, written
		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—Romance/Italic		content is designed to improve students' accuracy and fluency in the language,
Language	06190	which is usually the students' native tongue.
		IB Language B—Romance/Italic Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Romance/Italic Language	06191	be able to communicate fluently at native speed.
		Designed to introduce students to German language and culture, German I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. German culture is introduced through the art,
German I	06201	literature, customs, and history of the German-speaking people.
		German II courses build upon skills developed in German I, extending students'
		ability to understand and express themselves in German and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of German-speaking people to deepen their
German II	06202	understanding of the culture(s).
		German III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
German III	06203	easily within limited situations.
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		German IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the German language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
German IV	06204	good understanding of grammar and a strong vocabulary.
Germaniv	00204	German V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
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Common V	00205	beyond basic survival needs. Reading and writing tasks will usually include all
German V	06205	normal verb tenses (present, past, and future).
		German for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), German for Native Speakers courses often move
		faster than do regular German foreign language courses and emphasize
		literary development (with a study of literature and composition). These
		courses may also incorporate more of the culture or history of the people than
German for Native Speakers	06206	do regular foreign language courses and introduce translation skills.
		German Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where German is
		the main language spoken. Students strengthen their language skills (reading,
German Field Experience	06207	writing, listening, and speaking) and increase their ability to interact naturally.
		German Conversation and Culture courses provide students with an
		introduction to the German language and the culture(s) of German-speaking
		people, placing greater emphasis on speaking and listening skills while de-
German Conversation and Culture	06208	emphasizing writing and reading the language.
		German Literature courses place an emphasis on reading, understanding, and
German Literature	06209	reacting in writing to literature written in German.
		IB Language A (non-English)—German courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—German	06210	students' native tongue.
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IB Language B—German courses prepare students to take the International
Baccalaureate Language B exams at either the Subsidiary or Higher level.
These courses focus on improving students' accuracy and fluency in oral and
written communication (usually in the students' "second" language). Students
preparing to take the Subsidiary level exam will be able to understand native
speakers; students preparing for the Higher level exam will be able to
communicate fluently at native speed.
Designed by the College Board to parallel third-year college-level courses in
German language, AP German Language and Culture courses build upon prior
knowledge and develop students' ability to express ideas, exchange opinions,
and present information in German, both orally and in writing. These courses
also help students in understanding and interpreting written and spoken
German. In addition, students explore the culture of German-speaking people
in historical and contemporary contexts.
Designed to introduce students to a Germanic language not otherwise
described (e.g., Dutch or Flemish) and culture, Germanic Language I courses
emphasize basic grammar and syntax, simple vocabulary, and the spoken
accent so that students can read, write, speak, and understand the language at
a basic level within predictable areas of need, using customary courtesies and
conventions.
Germanic Language II courses build upon skills developed in Germanic
Language I, extending students' ability to understand and express themselves
in a Germanic language not otherwise described (e.g., Dutch or Flemish) and
increasing their vocabulary. Typically, students learn how to engage in
discourse for informative or social purposes, write expressions or passages
that show understanding of sentence construction and the rules of grammar,
and comprehend the language when spoken slowly. Students usually explore
the customs, history, and art forms of appropriate people to deepen their
understanding of the culture(s).
Germanic Language III courses focus on having students express increasingly
complex concepts both verbally and in writing while showing some
spontaneity. Comprehension goals for students may include attaining more
facility and faster understanding when listening to the language spoken at
normal rates, being able to paraphrase or summarize written passages, and

	25244	Germanic Language IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Germanic Language being studied so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong
Germanic Language IV	06244	vocabulary.
Germanic Language V	06245	Germanic Language V courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future).
Cormonia Languago for Nativo Speakers	06246	Germanic Language for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue not otherwise described (e.g., Dutch or Flemish). Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Germanic Language for Native Speakers courses often move faster than do regular Germanic Language courses and emphasize literary development (with a study of literature and composition). These courses may also include the culture or history of the people and introduce translation skills.
Germanic Language for Native Speakers	06246	Germanic Language Field Experience courses place students in an environment in which they interact with native speakers, most typically in a setting where a Germanic language (e.g., Dutch or Flemish) is the main language spoken. Students strengthen their language skills (reading, writing, listening, and
Germanic Language Field Experience	06247	speaking) and increase their ability to interact naturally.
Germanic Language Conversation and Culture	06248	Germanic Language Conversation and Culture courses provide students with an introduction to a Germanic language not otherwise described (e.g., Dutch or Flemish) and the culture(s) of the people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language.
		Germanic Literature courses place an emphasis on reading, understanding,
		and reacting in writing to literature written in a Germanic language not
Germanic Literature	06249	otherwise described (e.g., Dutch or Flemish).

		ID Language A (non English) Communic Language courses program students to
		IB Language A (non-English)—Germanic Language courses prepare students to
		take the International Baccalaureate Language A exams at either the
		Subsidiary or Higher level. Course content includes in-depth study of literature
		chosen from the appropriate IB list of texts and authors, written analyses of
		this literature, and other oral and written assignments. Course content is
IB Language A (non-English)—Germanic		designed to improve students' accuracy and fluency in the language, which is
Language	06250	usually the students' native tongue.
		IB Language B—Germanic Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Germanic Language	06251	be able to communicate fluently at native speed.
		Designed to introduce students to a Celtic language (e.g., Gaelic or Welsh) and
		culture, Celtic Language I courses emphasize basic grammar and syntax, simple
		vocabulary, and the spoken accent so that students can read, write, speak, and
		understand the language at a basic level within predictable areas of need,
		using customary courtesies and conventions. Celtic culture is introduced
Celtic Language I	06261	through the art, literature, customs, and history of Celtic people.
		Celtic Language II courses build upon skills developed in Celtic Language I,
		extending students' ability to understand and express themselves in a Celtic
		language (e.g., Gaelic or Welsh) and increasing their vocabulary. Typically,
		students learn how to engage in discourse for informative or social purposes,
		write expressions or passages that show understanding of sentence
		construction and the rules of grammar, and comprehend the language when
		spoken slowly. Students usually explore the customs, history, and art forms of
Celtic Language II	06262	Celtic people to deepen their understanding of the culture(s).
		Celtic Language III courses focus on having students express increasingly
		complex concepts both verbally and in writing while showing some
		spontaneity. Comprehension goals for students may include attaining more
		facility and faster understanding when listening to the language spoken at
		normal rates, being able to paraphrase or summarize written passages, and
Celtic Language III	06263	conversing easily within limited situations.
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		Celtic Language IV courses focus on advancing students' skills and abilities to
		read, write, speak, and understand the Celtic Language being studied so that
		they can maintain simple conversations with sufficient vocabulary and an
		acceptable accent, have sufficient comprehension to understand speech
		spoken at a normal pace, read uncomplicated but authentic prose, and write
		narratives that indicate a good understanding of grammar and a strong
Celtic Language IV	06264	vocabulary.
		Celtic Language V courses extend students' facility with the language so that
		they are able to understand, initiate, and sustain general conversations on
		topics beyond basic survival needs. Reading and writing tasks will usually
Celtic Language V	06265	include all normal verb tenses (present, past, and future).
		Celtic Language for Native Speakers courses support, reinforce, and expand
		students' knowledge of their own tongue. Because students understand at
		least the rudiments and structure of the language and have a working
		vocabulary (to a greater or lesser degree), Celtic Language for Native Speakers
		courses often move faster than do regular Celtic Language courses and
		emphasize literary development (with a study of literature and composition).
		These courses may also include the culture or history of the people and
Celtic Language for Native Speakers	06266	introduce translation skills.
		Celtic Language Field Experience courses place students in an environment in
		which they interact with native speakers, most typically in a setting where a
		Celtic language (e.g., Gaelic or Welsh) is the main language spoken. Students
		strengthen their language skills (reading, writing, listening, and speaking) and
Celtic Language Field Experience	06267	increase their ability to interact naturally.
		Celtic Language Conversation and Culture courses provide students with an
		introduction to a Celtic language (e.g., Gaelic or Welsh) and the culture(s) of
		Celtic people, placing greater emphasis on speaking and listening skills while
Celtic Language Conversation and Culture	06268	de-emphasizing writing and reading the language.
		Celtic Literature courses place an emphasis on reading, understanding, and
		reacting in writing to literature written in a Celtic language (e.g., Gaelic or
Celtic Literature	06269	Welsh).

		IB Language A (non-English)—Celtic Language courses prepare students to
		take the International Baccalaureate Language A exams at either the
		Subsidiary or Higher level. Course content includes in-depth study of literature
		chosen from the appropriate IB list of texts and authors, written analyses of
		this literature, and other oral and written assignments. Course content is
		designed to improve students' accuracy and fluency in the language, which is
IB Language A (non-English)—Celtic Language	06270	usually the students' native tongue.
		IB Language B—Celtic Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Celtic Language	06271	be able to communicate fluently at native speed.
		Designed to introduce students to Greek language and culture, Greek I courses
		emphasize basic grammar and syntax, simple vocabulary, and the spoken
		accent so that students can read, write, speak, and understand the language at
		a basic level within predictable areas of need, using customary courtesies and
		conventions. Greek culture is introduced through the art, literature, customs,
Greek I	06281	and history of the Greek-speaking people.
		Greek II courses build upon skills developed in Greek I, extending students'
		ability to understand and express themselves in Greek and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of Greek-speaking people to deepen their
Greek II	06282	understanding of the culture(s).
		Greek III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Greek III	06283	easily within limited situations.
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write, speak, and understand the Greek language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. Greek IV 06284 good understanding of grammar and a strong vocabulary. Greek V courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future). Greek for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Greek for Native Speakers courses often move faster than do regular Greek foreign language courses and emphasize literary development (with a study of literature and composition). These courses may also incorporate more of the culture or history of the people than do regular Greek foreign language courses and emphasize literary development (with a study of literature and composition). These courses may also incorporate more of the culture or history of the people than do regular foreek foreign language courses and introduce translation skills. Greek Field Experience courses place students in an environment in which they interact with native speakers, most typically in a setting where Greek is the main language spoken. Students strengthen their language skills (reading, writing, listening, and speaking) and increase their ability to interact naturally. Greek Conversation and Culture (s) of Greek-speaking people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language. Greek Literature courses place an emphasis on r			Greek IV courses focus on advancing students' skills and abilities to read,
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	Greek Literature	06289	reacting in writing to literature written in Greek.
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Higher level. Course content includes indepth study of literature chosen from			Higher level. Course content includes indepth study of literature chosen from
the appropriate IB list of texts and authors, written analyses of this literature,			the appropriate IB list of texts and authors, written analyses of this literature,
and other oral and written assignments. Course content is designed to			and other oral and written assignments. Course content is designed to
improve students' accuracy and fluency in the language, which is usually the			improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Greek 06290 students' native tongue.	IB Language A (non-English)—Greek	06290	

		IB Language B—Greek courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Greek	06291	communicate fluently at native speed.
		Latin I courses expose students to the Latin language and culture, emphasizing
		basic grammar and syntax, simple vocabulary, and the influence of Latin on
		current English words. Students will be able to read and write in Latin on a
Latin I	06301	basic level.
		Latin II courses enable students to expand upon what they have learned in
		Latin I, increasing their skills and depth of knowledge through the practice of
		structures, forms, and vocabulary. Reading materials reflect Roman life and
Latin II	06302	culture.
		Latin III courses build students' knowledge of the Latin language and culture,
		typically focusing on having students express increasingly complex concepts in
Latin III	06303	writing and comprehend and react to original Latin texts.
		Latin IV courses build students' knowledge of the Latin language and culture,
		typically focusing on having students express increasingly complex concepts in
Latin IV	06304	writing and comprehend and react to original Latin texts.
		Latin V courses build students' knowledge of the Latin language and culture,
		typically focusing on having students express increasingly complex concepts in
Latin V	06305	writing and comprehend and react to original Latin texts.
		Latin V courses build students' knowledge of the Latin language and culture,
		typically focusing on having students express increasingly complex concepts in
IB Classical Languages—Latin	06311	writing and comprehend and react to original Latin texts.
		Designed to parallel advanced college-level courses in Latin studies, AP Latin
		courses build upon and increase knowledge of Latin, enabling students to read
		the language with comprehension, to accurately translate Latin into English,
		and to appreciate the stylistic literary techniques used by the authors. AP Latin
		courses also include study of the political, social, and cultural background of
		the literary works and their authors, as well as their influence on later
AP Latin (Virgil, Catullus and Horace)	06313	literature.

		Classical Greek I courses expose students to classic Greek language and
		culture, emphasizing basic grammar, syntax, and simple vocabulary. Students
Classical Greek I	06321	will be able to read and write in Latin on a basic level.
		Classical Greek II courses enable students to expand upon what they have
		learned in Classical Greek I, increasing their skills and depth of knowledge
		through the practice of structures, forms, and vocabulary. Reading materials
Classical Greek II	06322	reflect Greek life and culture.
		Classical Greek III courses build students' knowledge of the classic Greek
		language and culture, typically focusing on having students express
		increasingly complex concepts in writing and comprehend and react to original
Classical Greek III	06323	Greek texts.
		Classical Greek IV courses build students' knowledge of the classic Greek
		language and culture, typically focusing on having students express
		increasingly complex concepts in writing and comprehend and react to original
Classical Greek IV	06324	Greek texts.
		Classical Greek V courses build students' knowledge of the classic Greek
		language and culture, typically focusing on having students express
		increasingly complex concepts in writing and comprehend and react to original
Classical Greek V	06325	Greek texts.
		IB Classical Languages—Greek courses seek to strike a balance between the
		study of the classic Greek language itself (structure, meaning, and formulation)
		and the civilization it reflects (particularly its culture, philosophies, and
		institutions). Course content enables students to understand, translate, and
		appreciate a classical Greek text; relate literature to its historical or social
		background; recognize current relevance of ancient literature; and apply
IB Classical Languages—Greek	06331	acquired knowledge to other subjects.
		Designed to introduce students to Chinese language and culture, Chinese I
		courses emphasize basic syntax, simple vocabulary, written characters, and
		spoken tones so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Chinese culture is introduced through the art,
Chinese I	06401	literature, customs, and history of Chinese-speaking people.

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		Chinese II courses build upon skills developed in Chinese I, extending students'
		ability to understand and express themselves in Chinese and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and phrasing, and comprehend the
		language when spoken slowly. Students usually explore the customs, history,
		and art forms of Chinese-speaking people to deepen their understanding of
Chinese II	06402	the culture(s).
		Chinese III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Chinese III	06403	easily within limited situations.
		Chinese IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Chinese language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
Chinese IV	06404	good understanding of language rules and a strong vocabulary.
Crimese IV	00404	Chinese V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Chinese V	06405	normal verb tenses (present, past, and future).
Cililese v	00403	Chinese for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Chinese for Native Speakers courses often move
		faster than do regular Chinese foreign language courses and emphasize
		literary development (with a study of literature and composition). These
Chinasa fan Natina Casal a sa	06406	courses may also incorporate more of the culture or history of the people than
Chinese for Native Speakers	06406	do regular foreign language courses and introduce translation skills.
		Chinese Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Chinese is
		the main language spoken. Students strengthen their language skills (reading,
Chinese Field Experience	06407	writing, listening, and speaking) and increase their ability to interact naturally.

		Chinese Conversation and Culture courses provide students with an
		introduction to the Chinese language and the culture(s) of Chinese-speaking
		people, placing greater emphasis on speaking and listening skills while de-
Chinese Conversation and Culture	06408	emphasizing writing and reading the language.
		Chinese Literature courses place an emphasis on reading, understanding, and
Chinese Literature	06409	reacting in writing to literature written in Chinese.
		IB Language A (non-English)—Chinese courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Chinese	06410	students' native tongue.
		IB Language B—Chinese courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Chinese	06411	communicate fluently at native speed.
		Designed to introduce students to Japanese language and culture, Japanese I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Japanese culture is introduced through the art,
Japanese I	06421	literature, customs, and history of the Japanese-speaking people.
		Japanese II courses build upon skills developed in Japanese I, extending
		students' ability to understand and express themselves in Japanese and
		increasing their vocabulary. Typically, students learn how to engage in
		discourse for informative or social purposes, write expressions or passages
		that show understanding of sentence construction and the rules of grammar,
		and comprehend the language when spoken slowly. Students usually explore
	00100	the customs, history, and art forms of Japanese-speaking people to deepen
Japanese II	06422	their understanding of the culture(s).

		Japanese III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Japanese III	06423	easily within limited situations.
		Japanese IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Japanese language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
Japanese IV	06424	good understanding of grammar and a strong vocabulary.
		Japanese V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Japanese V	06425	normal verb tenses (present, past, and future).
		Japanese for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Japanese for Native Speakers courses often move
		faster than do regular Japanese foreign language courses and emphasize
		literary development (with a study of literature and composition). These
		courses may also incorporate more of the culture or history of the people than
Japanese for Native Speakers	06426	do regular foreign language courses and introduce translation skills.
		Japanese Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Japanese
		is the main language spoken. Students strengthen their language skills
		(reading, writing, listening, and speaking) and increase their ability to interact
Japanese Field Experience	06427	naturally.
		Japanese Conversation and Culture courses provide an introduction to the
		Japanese language and the culture(s) of Japanese-speaking people, placing
		greater emphasis on speaking and listening skills while de-emphasizing writing
Japanese Conversation and Culture	06428	and reading the language.
		Japanese Literature courses place an emphasis on reading, understanding, and
Japanese Literature	06429	reacting in writing to literature written in Japanese.

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		IB Language A (non-English)—Japanese courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Japanese	06430	students' native tongue.
		IB Language B—Japanese courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Japanese	06431	communicate fluently at native speed.
		Designed to introduce students to Korean language and culture, Korean I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Korean culture is introduced through the art,
Korean I	06441	literature, customs, and history of the Korean-speaking people.
		Korean II courses build upon skills developed in Korean I, extending students'
		ability to understand and express themselves in Korean and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of Korean-speaking people to deepen their
Korean II	06442	understanding of the culture(s).
		Korean III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Korean III	06443	easily within limited situations.
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write, speak, and understand the Korean language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. Korean V courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future). Korean V O6445 Korean for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Korean for Native Speakers courses often move faster than do regular Korean foreign language courses and emphasize literary development (with a study of literature and composition). These courses may also incorporate more of the culture or history of the people than do regular foreign language courses and introduce translation skills. Korean Field Experience courses place students in an environment in which they interact with native speakers, most typically in a setting where Korean is the main language spoken. Students strengthen their language skills (reading, writing, listening, and speaking) and increase their ability to interact naturally. Korean Conversation and Culture courses provide students with an introduction to the Korean language and the culture(s) of Korean-speaking people, placing greater emphasis on speaking and listening skills while deephasizing writing and reading the language. Korean Literature O6449 Korean Literature O6449 Korean Literature courses prepare students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes indepth			Korean IV courses focus on advancing students' skills and abilities to read,
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IB Language A (non-English)—Korean courses prepare students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes indepth study of literature chosen from the appropriate IB list of texts and authors, written analyses of this literature, and other oral and written assignments. Course content is designed to improve students' accuracy and fluency in the language, which is usually the			Korean Literature courses place an emphasis on reading, understanding, and
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the appropriate IB list of texts and authors, written analyses of this literature, and other oral and written assignments. Course content is designed to improve students' accuracy and fluency in the language, which is usually the			Higher level. Course content includes indepth study of literature chosen from
improve students' accuracy and fluency in the language, which is usually the			· · ·
improve students' accuracy and fluency in the language, which is usually the			
	IB Language A (non-English)—Korean	06450	students' native tongue.

		IB Language B—Korean courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		· · · · · · · · · · · · · · · · · · ·
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
151	06454	speakers; students preparing for the Higher level exam will be able to
IB Language B—Korean	06451	communicate fluently at native speed.
		Designed to introduce students to an East Asian language not otherwise
		described (e.g., Tibetan and Mongolian) and culture, East Asian Language I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
East Asian Language I	06481	courtesies and conventions.
		East Asian Language II courses build upon skills developed in East Asian
		Language I, extending students' ability to understand and express themselves
		in an East Asian language not otherwise described (e.g., Tibetan and
		Mongolian) and increasing their vocabulary. Typically, students learn how to
		engage in discourse for informative or social purposes, write expressions or
		passages that show understanding of sentence construction and the rules of
		grammar, and comprehend the language when spoken slowly. Students
		usually explore the customs, history, and art forms of appropriate people to
East Asian Language II	06482	deepen their understanding of the culture(s).
		East Asian Language III courses focus on having students express increasingly
		complex concepts both verbally and in writing while showing some
		spontaneity. Comprehension goals for students may include attaining more
		facility and faster understanding when listening to the language spoken at
		normal rates, being able to paraphrase or summarize written passages, and
East Asian Language III	06483	conversing easily within limited situations.
		East Asian Language IV courses focus on advancing students' skills and abilities
		to read, write, speak, and understand the East Asian Language being studied
		so that they can maintain simple conversations with sufficient vocabulary and
		an acceptable accent, have sufficient comprehension to understand speech
		spoken at a normal pace, read uncomplicated but authentic prose, and write
		narratives that indicate a good understanding of grammar and a strong
East Asian Language IV	06484	vocabulary.
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		East Asian Language V courses extend students' facility with the language so
		that they are able to understand, initiate, and sustain general conversations on
		topics beyond basic survival needs. Reading and writing tasks will usually
East Asian Language V	06485	include all normal verb tenses (present, past, and future).
		East Asian Language for Native Speakers courses support, reinforce, and
		expand students' knowledge of their own tongue not otherwise described
		(e.g., Tibetan and Mongolian). Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), East Asian Language for Native Speakers courses
		often move faster than do regular East Asian Language courses and emphasize
		literary development (with a study of literature and composition). These
		courses may also include the culture or history of the people and introduce
East Asian Language for Native Speakers	06486	translation skills.
		East Asian Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where an East Asian language (e.g., Tibetan and Mongolian) is the main
		language spoken. Students strengthen their language skills (reading, writing,
East Asian Language Field Experience	06487	listening, and speaking) and increase their ability to interact naturally.
		East Asian Language Conversation and Culture courses provide students with
		an introduction to an East Asian language not otherwise described (e.g.,
		Tibetan and Mongolian) and the culture(s) of the people, placing greater
		emphasis on speaking and listening skills while de-emphasizing writing and
East Asian Language Conversation and Culture	06488	reading the language.
		East Asian Literature courses place an emphasis on reading, understanding,
		and reacting in writing to literature written in an East Asian language not
East Asian Literature	06489	otherwise described (e.g., Tibetan and Mongolian).
		IB Language A (non-English)—East Asian Language courses prepare students to
		take the International Baccalaureate Language A exams at either the
		Subsidiary or Higher level. Course content includes in-depth study of literature
		chosen from the appropriate IB list of texts and authors, written analyses of
		this literature, and other oral and written assignments. Course content is
IB Language A (non-English)—East Asian		designed to improve students' accuracy and fluency in the language, which is
Language	06490	usually the students' native tongue.

		ID Language D. Foot Asian Language courses manage students to take the
		IB Language B—East Asian Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—East Asian Language	06491	be able to communicate fluently at native speed.
		Designed to introduce students to Vietnamese language and culture,
		Vietnamese I courses emphasize basic grammar and syntax, simple vocabulary,
		and the spoken accent so that students can read, write, speak, and understand
		the language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Vietnamese culture is introduced through the art,
Vietnamese I	06501	literature, customs, and history of the Vietnamese-speaking people.
		Vietnamese II courses build upon skills developed in Vietnamese I, extending
		students' ability to understand and express themselves in Vietnamese and
		increasing their vocabulary. Typically, students learn how to engage in
		discourse for informative or social purposes, write expressions or passages
		that show understanding of sentence construction and the rules of grammar,
		and comprehend the language when spoken slowly. Students usually explore
		the customs, history, and art forms of Vietnamesespeaking people to deepen
Vietnamese II	06502	their understanding of the culture(s).
		Vietnamese III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Vietnamese III	06503	easily within limited situations.
		Vietnamese IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Vietnamese language so that they can
		maintain simple conversations with sufficient vocabulary and an acceptable
		accent, have sufficient comprehension to understand speech spoken at a
		normal pace, read uncomplicated but authentic prose, and write narratives
Vietnamese IV	06504	that indicate a good understanding of grammar and a strong vocabulary.
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		Vietnamese V courses extend students' facility with the language so that they
I		are able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Vietnamese V	06505	normal verb tenses (present, past, and future).
vietianiese v	00303	Vietnamese for Native Speakers courses support, reinforce, and expand
		students' knowledge of their own tongue. Because students understand at
		least the rudiments and structure of the language and have a working
		vocabulary (to a greater or lesser degree), Vietnamese for Native Speakers
		courses often move faster than do regular Vietnamese foreign language
		courses and emphasize literary development (with a study of literature and
		composition). These courses may also incorporate more of the culture or
		history of the people than do regular foreign language courses and introduce
Vietnamese for Native Speakers	06506	translation skills.
		Vietnamese Field Experience courses place students in an environment in
		which they interact with native speakers, most typically in a setting where
		Vietnamese is the main language spoken. Students strengthen their language
		skills (reading, writing, listening, and speaking) and increase their ability to
Vietnamese Field Experience	06507	interact naturally.
		Vietnamese Conversation and Culture courses provide students with an
		introduction to the Vietnamese language and the culture(s) of Vietnamese-
		speaking people, placing greater emphasis on speaking and listening skills
Vietnamese Conversation and Culture	06508	while de-emphasizing writing and reading the language.
		Vietnamese Literature courses place an emphasis on reading, understanding,
Vietnamese Literature	06509	and reacting in writing to literature written in Vietnamese.
		IB Language A (non-English)—Vietnamese courses prepare students to take
		the International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Vietnamese	06510	students' native tongue.
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		IB Language B—Vietnamese courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Vietnamese	06511	be able to communicate fluently at native speed.
		Designed to introduce students to Filipino language and culture, Filipino I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Filipino culture is introduced through the art,
Filipino I	06521	literature, customs, and history of the people of the Philippines.
		Filipino II courses build upon skills developed in Filipino I, extending students'
		ability to understand and express themselves in Filipino and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of the Philippines to deepen their
Filipino II	06522	understanding of the culture(s).
		Filipino III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Filipino III	06523	easily within limited situations.
		Filipino IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Filipino language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
Filipino IV	06524	good understanding of grammar and a strong vocabulary.

		Filipino V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Filipino V	06525	, , , , , , , , , , , , , , , , , , ,
Filipilio V	00323	normal verb tenses (present, past, and future).
		Filipino for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Filipino for Native Speakers courses often move
		faster than do regular Filipino foreign language courses and emphasize literary
		development (with a study of literature and composition). These courses may
		also incorporate more of the culture or history of the people than do regular
Filipino for Native Speakers	06526	foreign language courses and introduce translation skills.
		Filipino Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Filipino is
		the main language spoken. Students strengthen their language skills (reading,
Filipino Field Experience	06527	writing, listening, and speaking) and increase their ability to interact naturally.
		Filipino Conversation and Culture courses provide students with an
		introduction to the Filipino language and the culture(s) of the people of the
		Philippines, placing greater emphasis on speaking and listening skills while de-
Filipino Conversation and Culture	06528	emphasizing writing and reading the language.
		Filipino Literature courses place an emphasis on reading, understanding, and
Filipino Literature	06529	reacting in writing to literature written in Filipino.
		IB Language A (non-English)—Filipino courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Filipino	06530	students' native tongue.
		IB Language A (non-English)—Filipino courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language B—Filipino	06531	students' native tongue.
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		Designed to introduce students to a Southeast Asian language not otherwise
		described (e.g., Malay, Thai, and Lao) and culture, Southeast Asian Language I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
Southeast Asian Language I	06581	courtesies and conventions.
		Southeast Asian Language II courses build upon skills developed in Southeast
		Asian Language I, extending students' ability to understand and express
		themselves in a Southeast Asian language not otherwise described (e.g.,
		Malay, Thai, and Lao) and increasing their vocabulary. Typically, students learn
		how to engage in discourse for informative or social purposes, write
		expressions or passages that show understanding of sentence construction
		and the rules of grammar, and comprehend the language when spoken slowly.
		Students usually explore the customs, history, and art forms of appropriate
Southeast Asian Language II	06582	people to deepen their understanding of the culture(s).
		Southeast Asian Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
Southeast Asian Language III	06583	conversing easily within limited situations.
		Southeast Asian Language IV courses focus on advancing students' skills and
		abilities to read, write, speak, and understand the Southeast Asian Language
		being studied so that they can maintain simple conversations with sufficient
		vocabulary and an acceptable accent, have sufficient comprehension to
		understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Southeast Asian Language IV	06584	grammar and a strong vocabulary.
		Southeast Asian Language V courses extend students' facility with the
		language so that they are able to understand, initiate, and sustain general
		conversations on topics beyond basic survival needs. Reading and writing tasks
Southeast Asian Language V	06585	will usually include all normal verb tenses (present, past, and future).

		Southeast Asian Language for Native Speakers courses support, reinforce, and
		expand students' knowledge of their own tongue not otherwise described
		(e.g., Malay, Thai, and Lao). Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Southeast Asian Language for Native Speakers
		courses often move faster than do regular Southeast Asian Language courses
		and emphasize literary development (with a study of literature and
		composition). These courses may also include the culture or history of the
Southeast Asian Language for Native Speakers	06586	people and introduce translation skills.
		Southeast Asian Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a Southeast Asian language (e.g., Malay, Thai, and Lao) is the
		main language spoken. Students strengthen their language skills (reading,
Southeast Asian Language Field Experience	06587	writing, listening, and speaking) and increase their ability to interact naturally.
		Southeast Asian Language Conversation and Culture courses provide students
		with an introduction to a Southeast Asian language not otherwise described
		(e.g., Malay, Thai, and Lao) and the culture(s) of the people, placing greater
Southeast Asian Language Conversation and		emphasis on speaking and listening skills while de-emphasizing writing and
Culture	06588	reading the language.
		Southeast Asian Literature courses place an emphasis on reading,
		understanding, and reacting in writing to literature written in a Southeast
Southeast Asian Literature	06589	Asian language not otherwise described (e.g., Malay, Thai, and Lao).
		IB Language A (non-English)—Southeast Asian Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
		literature chosen from the appropriate IB list of texts and authors, written
		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—Southeast Asian		content is designed to improve students' accuracy and fluency in the language,
Language	06590	which is usually the students' native tongue.
00	2000	IB Language B—Southeast Asian Language courses prepare students to take
		the International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
 IB Language B—Southeast Asian Language	06591	be able to communicate fluently at native speed.
in ranguage n—poutheast Asian ranguage	100331	be able to confindincate intentity at harive speed.

	Designed to introduce students to Russian language and culture, Russian I
	courses emphasize basic grammar and syntax, simple vocabulary, and the
	spoken accent so that students can read, write, speak, and understand the
	language at a basic level within predictable areas of need, using customary
	courtesies and conventions. Russian culture is introduced through the art,
06601	literature, customs, and history of the Russian-speaking people.
	Russian II courses build upon skills developed in Russian I, extending students'
	ability to understand and express themselves in Russian and increasing their
	vocabulary. Typically, students learn how to engage in discourse for
	informative or social purposes, write expressions or passages that show
	understanding of sentence construction and the rules of grammar, and
	comprehend the language when spoken slowly. Students usually explore the
	customs, history, and art forms of Russian-speaking people to deepen their
06602	understanding of the culture(s).
	Russian III courses focus on having students express increasingly complex
	concepts both verbally and in writing while showing some spontaneity.
	Comprehension goals for students may include attaining more facility and
	faster understanding when listening to the language spoken at normal rates,
	being able to paraphrase or summarize written passages, and conversing
06603	easily within limited situations.
	Russian IV courses focus on advancing students' skills and abilities to read,
	write, speak, and understand the Russian language so that they can maintain
	simple conversations with sufficient vocabulary and an acceptable accent,
	have sufficient comprehension to understand speech spoken at a normal pace,
	read uncomplicated but authentic prose, and write narratives that indicate a
06604	good understanding of grammar and a strong vocabulary.
	Russian V courses extend students' facility with the language so that they are
	able to understand, initiate, and sustain general conversations on topics
	beyond basic survival needs. Reading and writing tasks will usually include all
06605	normal verb tenses (present, past, and future).
	06602

		Russian for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Russian for Native Speakers courses often move
		faster than do regular Russian foreign language courses and emphasize literary
		development (with a study of literature and composition). These courses may
		also incorporate more of the culture or history of the people than do regular
Russian for Native Speakers	06606	foreign language courses and introduce translation skills.
		Russian Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Russian is
		the main language spoken. Students strengthen their language skills (reading,
Russian Field Experience	06607	writing, listening, and speaking) and increase their ability to interact naturally.
		Russian Conversation and Culture courses provide students with an
		introduction to the Russian language and the culture(s) of Russian-speaking
		people, placing greater emphasis on speaking and listening skills while de-
Russian Conversation and Culture	06608	emphasizing writing and reading the language.
		Russian Literature courses place an emphasis on reading, understanding, and
Russian Literature	06609	reacting in writing to literature written in Russian.
		IB Language A (non-English)—Russian courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Russian	06610	students' native tongue.
		IB Language B—Russian courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language—Russian	06611	
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		Posterial relation and advantage Pulk Cl. 1.1
		Designed to introduce students to a Balto-Slavic language not otherwise
		described (e.g., Polish, Armenian, Serbo-Croatian, and Lithuanian) and culture,
		Balto-Slavic Language I courses emphasize basic grammar and syntax, simple
		vocabulary, and the spoken accent so that students can read, write, speak, and
		understand the language at a basic level within predictable areas of need,
Balto-Slavic Language I	06641	using customary courtesies and conventions.
		Balto-Slavic Language II courses build upon skills developed in Balto-Slavic
		Language I, extending students' ability to understand and express themselves
		in a Balto-Slavic language not otherwise described (e.g., Polish, Armenian,
		Serbo-Croatian, and Lithuanian) and increasing their vocabulary. Typically,
		students learn how to engage in discourse for informative or social purposes,
		write expressions or passages that show understanding of sentence
		construction and the rules of grammar, and comprehend the language when
		spoken slowly. Students usually explore the customs, history, and art forms of
Balto-Slavic Language II	06642	appropriate people to deepen their understanding of the culture(s).
		Balto-Slavic Language III courses focus on having students express increasingly
		complex concepts both verbally and in writing while showing some
		spontaneity. Comprehension goals for students may include attaining more
		facility and faster understanding when listening to the language spoken at
		normal rates, being able to paraphrase or summarize written passages, and
Balto-Slavic Language III	06643	conversing easily within limited situations.
		Balto-Slavic Language IV courses focus on advancing students' skills and
		abilities to read, write, speak, and understand the Balto-Slavic Language being
		studied so that they can maintain simple conversations with sufficient
		vocabulary and an acceptable accent, have sufficient comprehension to
		understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Balto-Slavic Language IV	06644	grammar and a strong vocabulary.
		Balto-Slavic Language V courses extend students' facility with the language so
		that they are able to understand, initiate, and sustain general conversations on
		topics beyond basic survival needs. Reading and writing tasks will usually
Balto-Slavic Language V	06645	include all normal verb tenses (present, past, and future).

		Balto-Slavic Language for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue not otherwise described (e.g., Polish, Armenian, Serbo-Croatian, and Lithuanian). Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Balto-Slavic Language for
		Native Speakers courses often move faster than do regular Balto-Slavic
		Language courses and emphasize literary development (with a study of
		literature and composition). These courses may also include the culture or
Balto-Slavic Language for Native Speakers	06646	history of the people and introduce translation skills.
		Balto-Slavic Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a Balto-Slavic language (e.g., Polish, Armenian, Serbo-Croatian,
		and Lithuanian) is the main language spoken. Students strengthen their language skills (reading, writing, listening, and speaking) and increase their
Balto-Slavic Language Field Experience	06647	ability to interact naturally.
Baito Siavic Language Field Experience	00047	Balto-Slavic Language Conversation and Culture courses provide students with
		an introduction to a Balto-Slavic language not otherwise described (e.g.,
		Polish, Armenian, Serbo-Croatian, and Lithuanian) and the culture(s) of the
		people, placing greater emphasis on speaking and listening skills while de-
Balto-Slavic Language Conversation and Culture	06648	emphasizing writing and reading the language.
		Balto-Slavic Literature courses place an emphasis on reading, understanding,
		and reacting in writing to literature written in a Balto-Slavic language not
Balto-Slavic Literature	06649	otherwise described (e.g., Polish, Armenian, Serbo-Croatian, and Lithuanian).
		IB Language A (non-English)—Balto-Slavic Language courses prepare students
		to take the International Baccalaureate Language A exams at either the
		Subsidiary or Higher level. Course content includes in-depth study of literature
		chosen from the appropriate IB list of texts and authors, written analyses of
ID Lance and A Const Footbally Bolling Class		this literature, and other oral and written assignments. Course content is
IB Language A (non-English)—Balto-Slavic	06650	designed to improve students' accuracy and fluency in the language, which is
Language	06650	usually the students' native tongue.

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		IB Language B—Balto-Slavic Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Balto-Slavic Language	06651	be able to communicate fluently at native speed.
		Designed to introduce students to a Turkic/Ural-Altaic language (e.g., Turkish,
		Finnish, and Hungarian) and culture, Turkic/Ural-Altaic Language I courses
		emphasize basic grammar and syntax, simple vocabulary, and the spoken
		accent so that students can read, write, speak, and understand the language at
		a basic level within predictable areas of need, using customary courtesies and
Turkic/Ural-Altaic Language I	06661	conventions.
		Turkic/Ural-Altaic Language II courses build upon skills developed in
		Turkic/Ural-Altaic Language I, extending students' ability to understand and
		express themselves in a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and
		Hungarian) and increasing their vocabulary. Typically, students learn how to
		engage in discourse for informative or social purposes, write expressions or
		passages that show understanding of sentence construction and the rules of
		grammar, and comprehend the language when spoken slowly. Students
		usually explore the customs, history, and art forms of appropriate people to
Turkic/Ural-Altaic Language II	06662	deepen their understanding of the culture(s).
		Turkic/Ural-Altaic Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
Turkic/Ural-Altaic Language III	06663	conversing easily within limited situations.
3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3		Turkic/Ural-Altaic Language IV courses focus on advancing students' skills and
		abilities to read, write, speak, and understand the Turkic/Ural-Altaic Language
		being studied so that they can maintain simple conversations with sufficient
		vocabulary and an acceptable accent, have sufficient comprehension to
		understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Turkic/Ural-Altaic Language IV	06664	grammar and a strong vocabulary.
ranker oral ratale Language IV	00004	Brannina and a strong vocabalary.

		Turkic/Ural-Altaic Language V courses extend students' facility with the
		language so that they are able to understand, initiate, and sustain general
- 1: //: 1 Alv : 1	06665	conversations on topics beyond basic survival needs. Reading and writing tasks
Turkic/Ural-Altaic Language V	06665	will usually include all normal verb tenses (present, past, and future).
		Turkic/Ural-Altaic Language for Native Speakers courses support, reinforce,
		and expand students' knowledge of their own tongue (e.g., Turkish, Finnish,
		and Hungarian). Because students understand at least the rudiments and
		structure of the language and have a working vocabulary (to a greater or lesser
		degree), Turkic/Ural-Altaic Language for Native Speakers courses often move
		faster than do regular Turkic/Ural-Altaic Language courses and emphasize
		literary development (with a study of literature and composition). These
		courses may also include the culture or history of the people and introduce
Turkic/Ural-Altaic Language for Native Speakers	06666	translation skills.
		Turkic/Ural-Altaic Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and
		Hungarian) is the main language spoken. Students strengthen their language
		skills (reading, writing, listening, and speaking) and increase their ability to
Turkic/Ural-Altaic Language Field Experience	06667	interact naturally.
, 0 0		Turkic/Ural-Altaic Language Conversation and Culture courses provide
		students with an introduction to a Turkic/Ural-Altaic language (e.g., Turkish,
		Finnish, and Hungarian) and the culture(s) of the people, placing greater
Turkic/Ural-Altaic Language Conversation and		emphasis on speaking and listening skills while de-emphasizing writing and
Culture	06668	reading the language.
Carcare	00000	Turkic/Ural-Altaic Literature courses place an emphasis on reading,
		understanding, and reacting in writing to literature written in a Turkic/Ural-
Turkic/Ural-Altaic Literature	06669	Altaic language (e.g., Turkish, Finnish, and Hungarian).
Tarkiej Oral Altaic Literature	00003	IB Language A (non-English)—Turkic/Ural-Altaic Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
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		literature chosen from the appropriate IB list of texts and authors, written
ID Language A (non-English) Toulde/Hard Alles		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—Turkic/Ural-Altaic	00070	content is designed to improve students' accuracy and fluency in the language,
Language	06670	which is usually the students' native tongue.

		ID Longuage D. Turkie/Urel Altric Longuage courses properly students to talk
		IB Language B—Turkic/Ural-Altaic Language courses prepare students to take
		the International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Turkic/Ural-Altaic Language	06671	be able to communicate fluently at native speed.
		Designed to introduce students to an Iranian/Persian language (e.g., Persian,
		Kurdish, and Pashto) and culture, Iranian/Persian Language I courses
		emphasize basic grammar and syntax, simple vocabulary, and the spoken
		accent so that students can read, write, speak, and understand the language at
		a basic level within predictable areas of need, using customary courtesies and
Iranian/Persian Language I	06681	conventions.
		Iranian/Persian Language II courses build upon skills developed in
		Iranian/Persian Language I, extending students' ability to understand and
		express themselves in a Iranian/Persian language (e.g., Persian, Kurdish, and
		Pashto) and increasing their vocabulary. Typically, students learn how to
		engage in discourse for informative or social purposes, write expressions or
		passages that show understanding of sentence construction and the rules of
		grammar, and comprehend the language when spoken slowly. Students
		usually explore the customs, history, and art forms of appropriate people to
Iranian/Persian Language II	06682	deepen their understanding of the culture(s).
		Iranian/Persian Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
Iranian/Persian Language III	06683	conversing easily within limited situations.
,	,,,,,,	Iranian/Persian Language IV courses focus on advancing students' skills and
		abilities to read, write, speak, and understand the Iranian/Persian Language
		being studied so that they can maintain simple conversations with sufficient
		vocabulary and an acceptable accent, have sufficient comprehension to
		understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Iranian/Persian Language IV	06684	grammar and a strong vocabulary.
Iramany r ersian Language IV	00004	graninal and a strong vocabulary.

		Iranian/Persian Language V courses extend students' facility with the language
		so that they are able to understand, initiate, and sustain general conversations
		on topics beyond basic survival needs. Reading and writing tasks will usually
Iranian/Persian Language V	06685	include all normal verb tenses (present, past, and future).
		Iranian/Persian Language for Native Speakers courses support, reinforce, and
		expand students' knowledge of their own tongue (e.g., Persian, Kurdish, and
		Pashto). Because students understand at least the rudiments and structure of
		the language and have a working vocabulary (to a greater or lesser degree),
		Iranian/Persian Language for Native Speakers courses often move faster than
		do regular Iranian/Persian Language courses and emphasize literary
		development (with a study of literature and composition). These courses may
		also include the culture or history of the people and introduce translation
Iranian/Persian Language for Native Speakers	06686	skills.
The state of the s	00000	Iranian/Persian Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where an Iranian/Persian language (e.g., Persian, Kurdish, and Pashto)
		is the main language spoken. Students strengthen their language skills
		(reading, writing, listening, and speaking) and increase their ability to interact
Iranian/Persian Language Field Experience	06687	naturally.
		Iranian/Persian Language Conversation and Culture courses provide students
		with an introduction to an Iranian/Persian language (e.g., Persian, Kurdish, and
Iranian/Persian Language Conversation and		Pashto) and the culture(s) of the people, placing greater emphasis on speaking
Culture	06688	and listening skills while de-emphasizing writing and reading the language.
		Iranian/Persian Literature courses place an emphasis on reading,
		understanding, and reacting in writing to literature written in an
Iranian/Persian Literature	06689	Iranian/Persian language (e.g., Persian, Kurdish, and Pashto).
		IB Language A (non-English)—Iranian/Persian Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
		literature chosen from the appropriate IB list of texts and authors, written
		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—Iranian/Persian		content is designed to improve students' accuracy and fluency in the language,
Language	06690	which is usually the students' native tongue.

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		IB Language B—Iranian/Persian Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Iranian/Persian Language	06691	be able to communicate fluently at native speed.
		Designed to introduce students to Hebrew language and culture, Hebrew I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Hebrew culture is introduced through the art,
Hebrew I	06701	literature, customs, and history of the Hebrew-speaking people.
		Hebrew II courses build upon skills developed in Hebrew I, extending students'
		ability to understand and express themselves in Hebrew and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of Hebrew-speaking people to deepen their
Hebrew II	06702	understanding of the culture(s).
nebiew ii	00702	
		Hebrew III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Hebrew III	06703	easily within limited situations.
		Hebrew IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Hebrew language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
Hebrew IV	06704	good understanding of grammar and a strong vocabulary.
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		Hebrew V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Hebrew V	06705	normal verb tenses (present, past, and future).
		Hebrew for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Hebrew for Native Speakers courses often move
		faster than do regular Hebrew foreign language courses and emphasize
		literary development (with a study of literature and composition). These
		courses may also incorporate more of the culture or history of the people than
Hebrew for Native Speakers	06706	do regular foreign language courses and introduce translation skills.
·		Hebrew for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Hebrew for Native Speakers courses often move
		faster than do regular Hebrew foreign language courses and emphasize
		literary development (with a study of literature and composition). These
		courses may also incorporate more of the culture or history of the people than
Hebrew Field Experience	06707	do regular foreign language courses and introduce translation skills.
·		Hebrew Conversation and Culture courses provide students with an
		introduction to the Hebrew language and the culture(s) of Hebrew-speaking
		people, placing greater emphasis on speaking and listening skills while de-
Hebrew Conversation and Culture	06708	emphasizing writing and reading the language.
		Hebrew Literature courses place an emphasis on reading, understanding, and
Hebrew Literature	06709	reacting in writing to literature written in Hebrew.
		IB Language A (non-English)—Hebrew courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Hebrew	06710	students' native tongue.
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		IB Language B—Hebrew courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Hebrew	06711	communicate fluently at native speed.
		IB Classical Languages—Hebrew courses seek to strike a balance between the
		study of the language itself (structure, meaning, and formulation) and the
		study of the civilization it reflects (particularly its culture, philosophies, and
		institutions). Course content enables students to understand, translate, and
		appreciate a classical Hebrew text; relate literature to its historical or social
		background; recognize current relevance of ancient literature; and apply
IB Classical Languages—Hebrew	06712	acquired knowledge to other subjects.
		Designed to introduce students to Arabic language and culture, Arabic I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Arabic culture is introduced through the art,
Arabic I	06721	literature, customs, and history of the Arabic-speaking people.
		Arabic II courses build upon skills developed in Arabic I, extending students'
		ability to understand and express themselves in Arabic and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of Arabic-speaking people to deepen their
Arabic II	06722	understanding of the culture(s).
	771-	Arabic III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Arabic III	06723	easily within limited situations.
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		Arabic IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Arabic language so that they can maintain
		simple conversations with sufficient vocabulary and an acceptable accent,
		have sufficient comprehension to understand speech spoken at a normal pace,
		read uncomplicated but authentic prose, and write narratives that indicate a
Arabic IV	06724	good understanding of grammar and a strong vocabulary.
Alabiciv	00724	Arabic V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
		beyond basic survival needs. Reading and writing tasks will usually include all
Arabic V	06725	,
Alabic v	06723	normal verb tenses (present, past, and future).
		Arabic for Native Speakers courses support, reinforce, and expand students'
		knowledge of their own tongue. Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), Arabic for Native Speakers courses often move faster
		than do regular Arabic foreign language courses and emphasize literary
		development (with a study of literature and composition). These courses may
		also incorporate more of the culture or history of the people than do regular
Arabic for Native Speakers	06726	foreign language courses and introduce translation skills.
		Arabic Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Arabic is
		the main language spoken. Students strengthen their language skills (reading,
Arabic Field Experience	06727	writing, listening, and speaking) and increase their ability to interact naturally.
		Arabic Conversation and Culture courses provide students with an
		introduction to the Arabic language and the culture(s) of Arabic-speaking
		people, placing greater emphasis on speaking and listening skills while de-
Arabic Conversation and Culture	06728	emphasizing writing and reading the language.
		Arabic Literature courses place an emphasis on reading, understanding, and
Arabic Literature	06729	reacting in writing to literature written in Arabic.
		IB Language A (non-English)—Arabic courses prepare students to take the
		International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes indepth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Arabic	06730	students' native tongue.

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		IB Language B—Arabic courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
		speakers; students preparing for the Higher level exam will be able to
IB Language B—Arabic	06731	communicate fluently at native speed.
		IB Classical Languages—Arabic courses seek to strike a balance between the
		study of the language itself (structure, meaning, and formulation) and the
		study of the civilization it reflects (particularly its culture, philosophies, and
		institutions). Course content enables students to understand, translate, and
		appreciate a classical Arabic text; relate literature to its historical or social
		background; recognize current relevance of ancient literature; and apply
IB Classical Languages—Arabic	06732	acquired knowledge to other subjects.
		Designed to introduce students to Swahili language and culture, Swahili I
		courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
		courtesies and conventions. Swahili culture is introduced through the art,
Swahili I	06761	literature, customs, and history of the Swahili-speaking people.
		Swahili II courses build upon skills developed in Swahili I, extending students'
		ability to understand and express themselves in Swahili and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of Swahili-speaking people to deepen their
Swahili II	06762	understanding of the culture(s).
		Swahili III courses focus on having students express increasingly complex
		concepts both verbally and in writing while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when listening to the language spoken at normal rates,
		being able to paraphrase or summarize written passages, and conversing
Swahili III	06763	easily within limited situations.
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write, speak, and understand the Swahili language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. Swahili V courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future). Swahili V courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future). Swahili For Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Swahili for Native Speakers courses often move faster than do regular Swahili foreign language courses and emphasize literary development (with a study of literature and composition). These courses may also incorporate more of the culture or history of the people than do regular foreign language courses and introduce translation skills. Swahili Field Experience courses place students in an environment in which they interact with native speakers, most typically in a setting where Swahili is the main language spoken. Students strengthen their language skills (reading, writing, listening, and speaking) and increase their ability to interact naturally. Swahili Conversation and Culture courses provide students with an introduction to the Swahili language and the culture(s) of Swahili-speaking people, placing greater emphasis on reading, understanding, and reacti			Swahili IV courses focus on advancing students' skills and abilities to read,
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and other oral and written assignments. Course content is designed to improve students' accuracy and fluency in the language, which is usually the			· · ·
improve students' accuracy and fluency in the language, which is usually the			
	IB Language A (non-English)—Swahili	06770	students' native tongue.

		ID Language D. Cookili according to the day to the late of the lat
		IB Language B—Swahili courses prepare students to take the International
		Baccalaureate Language B exams at either the Subsidiary or Higher level.
		These courses focus on improving students' accuracy and fluency in oral and
		written communication (usually in the students' "second" language). Students
		preparing to take the Subsidiary level exam will be able to understand native
10.1	06774	speakers; students preparing for the Higher level exam will be able to
IB Language B—Swahili	06771	communicate fluently at native speed.
		Designed to introduce students to a Non-Semitic African language not
		otherwise described (e.g., Ibo, Yoruba, and Amharic) and culture, Non-Semitic
		African Language I courses emphasize basic grammar and syntax, simple
		vocabulary, and the spoken accent so that students can read, write, speak, and
		understand the language at a basic level within predictable areas of need,
Non-Semitic African Language I	06781	using customary courtesies and conventions.
		Non-Semitic African Language II courses build upon skills developed in Non-
		Semitic African Language I, extending students' ability to understand and
		express themselves in a Non-Semitic African language not otherwise described
		(e.g., Ibo, Yoruba, and Amharic) and increasing their vocabulary. Typically,
		students learn how to engage in discourse for informative or social purposes,
		write expressions or passages that show understanding of sentence
		construction and the rules of grammar, and comprehend the language when
		spoken slowly. Students usually explore the customs, history, and art forms of
Non-Semitic African Language II	06782	appropriate people to deepen their understanding of the culture(s).
		Non-Semitic African Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
Non-Semitic African Language III	06783	conversing easily within limited situations.
		Non-Semitic African Language IV courses focus on advancing students' skills
		and abilities to read, write, speak, and understand the Non-Semitic African
		Language being studied so that they can maintain simple conversations with
		sufficient vocabulary and an acceptable accent, have sufficient comprehension
		to understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Non-Semitic African Language IV	06784	grammar and a strong vocabulary.
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		Non-Semitic African Language V courses extend students' facility with the
		language so that they are able to understand, initiate, and sustain general
		conversations on topics beyond basic survival needs. Reading and writing tasks
 Non-Semitic African Language V	06785	will usually include all normal verb tenses (present, past, and future).
Non-Semilic Amcan Language v	00763	Non-Semitic African Language V courses extend students' facility with the
		,
No. Contin Africa I and a fee Notice		language so that they are able to understand, initiate, and sustain general
Non-Semitic African Language for Native	06706	conversations on topics beyond basic survival needs. Reading and writing tasks
Speakers	06786	will usually include all normal verb tenses (present, past, and future).
		Non-Semitic African Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a Non-Semitic African language (e.g., Ibo, Yoruba, and Amharic)
		is the main language spoken. Students strengthen their language skills
		(reading, writing, listening, and speaking) and increase their ability to interact
Non-Semitic African Language Field Experience	06787	naturally.
		Non-Semitic African Language Conversation and Culture courses provide
		students with an introduction to a Non-Semitic African language not otherwise
		described (e.g., Ibo, Yoruba, and Amharic) and the culture(s) of the people,
Non-Semitic African Language Conversation and		placing greater emphasis on speaking and listening skills while de-emphasizing
Culture	06788	writing and reading the language.
		Non-Semitic African Literature courses place an emphasis on reading,
		understanding, and reacting in writing to literature written in a Non-Semitic
Non-Semitic African Literature	06789	African language not otherwise described (e.g., Ibo, Yoruba, and Amharic).
		IB Language A (non-English)—Non-Semitic African Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
		literature chosen from the appropriate IB list of texts and authors, written
		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—Non-Semitic		content is designed to improve students' accuracy and fluency in the language,
African Language	06790	which is usually the students' native tongue.
		IB Language B—Non-Semitic African Language courses prepare students to
		take the International Baccalaureate Language B exams at either the
		Subsidiary or Higher level. These courses focus on improving students'
		accuracy and fluency in oral and written communication (usually in the
		students' "second" language). Students preparing to take the Subsidiary level
		exam will be able to understand native speakers; students preparing for the
IB Language B—Non-Semitic African Language	06791	Higher level exam will be able to communicate fluently at native speed.
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		Designed to introduce students to American Sign Language, American Sign
		Language I courses enable students to communicate with deaf persons
		through finger spelling, signed words, and gestures. Course topics may include
American Sign Language I	06801	the culture of and issues facing deaf people.
		American Sign Language II courses build upon skills developed in American
		Sign Language I, extending students' ability to understand and express
		themselves in American Sign Language and increasing their vocabulary and
		speed. Typically, students learn how to engage in discourse for informative or
American Sign Language II	06802	social purposes and to comprehend the language when signed slowly.
		American Sign Language III courses focus on having students express
		increasingly complex concepts while showing some spontaneity.
		Comprehension goals for students may include attaining more facility and
		faster understanding when viewing the language signed at normal rates and
American Sign Language III	06803	conversing easily within limited situations.
		American Sign Language IV courses focus on advancing students' skills and
		abilities to sign and understand the language so that they can maintain simple
		conversations with sufficient vocabulary and in an acceptable pace and have
		sufficient comprehension skills to understand the language when signed at a
American Sign Language IV	06804	normal pace.
		American Sign Language V courses extend students' facility with the language
		so that they are able to understand, initiate, and sustain general conversations
American Sign Language V	06805	on topics beyond basic survival needs.
		Designed to introduce students to a American Indian language not otherwise
		described (e.g., Navajo, Cherokee, and Kree) and culture, American Indian
		Language I courses emphasize basic grammar and syntax, simple vocabulary,
		and the spoken accent so that students can read, write, speak, and understand
		the language at a basic level within predictable areas of need, using customary
American Indian Language I	06821	courtesies and conventions.

		Associate Indian Language II course build on a still developed in Association
		American Indian Language II courses build upon skills developed in American
		Indian Language I, extending students' ability to understand and express
		themselves in a American Indian language not otherwise described (e.g.,
		Navajo, Cherokee, and Kree) and increasing their vocabulary. Typically,
		students learn how to engage in discourse for informative or social purposes,
		write expressions or passages that show understanding of sentence
		construction and the rules of grammar, and comprehend the language when
		spoken slowly. Students usually explore the customs, history, and art forms of
American Indian Language II	06822	appropriate people to deepen their understanding of the culture(s).
		American Indian Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
American Indian Language III	06823	conversing easily within limited situations.
		American Indian Language IV courses focus on advancing students' skills and
		abilities to read, write, speak, and understand the American Indian Language
		being studied so that they can maintain simple conversations with sufficient
		vocabulary and an acceptable accent, have sufficient comprehension to
		understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
American Indian Language IV	06824	grammar and a strong vocabulary.
		American Indian Language V courses extend students' facility with the
		language so that they are able to understand, initiate, and sustain general
		conversations on topics beyond basic survival needs. Reading and writing tasks
American Indian Language V	06825	will usually include all normal verb tenses (present, past, and future).
		American Indian Language for Native Speakers courses support, reinforce, and
		expand students' knowledge of their own tongue not otherwise described
		(e.g., Navajo, Cherokee, and Kree). Because students understand at least the
		rudiments and structure of the language and have a working vocabulary (to a
		greater or lesser degree), American Indian Language for Native Speakers
		courses often move faster than do regular American Indian Language courses
		and emphasize literary development (with a study of literature and
		composition). These courses may also include the culture or history of the
American Indian Language for Native Speakers	06826	people and introduce translation skills.
	300-0	Feeling and analysis analysis and analysis and analysis and analysis and analysis and analysis analysis and analysis analysis analysis and analysis

		American Indian Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a American Indian language (e.g., Navajo, Cherokee, and Kree) is
		the main language spoken. Students strengthen their language skills (reading,
American Indian Language Field Experience	06827	writing, listening, and speaking) and increase their ability to interact naturally.
		American Indian Language Conversation and Culture courses provide students
		with an introduction to a American Indian language not otherwise described
		(e.g., Navajo, Cherokee, and Kree) and the culture(s) of the people, placing
American Indian Language Conversation and		greater emphasis on speaking and listening skills while deemphasizing writing
Culture	06828	and reading the language.
		American Indian Literature courses place an emphasis on reading,
		understanding, and reacting in writing to literature written in a American
American Indian Literature	06829	Indian language not otherwise described (e.g., Navajo, Cherokee, and Kree).
		IB Language A (non-English)—American Indian Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
		literature chosen from the appropriate IB list of texts and authors, written
		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—American Indian		content is designed to improve students' accuracy and fluency in the language,
Language	06830	which is usually the students' native tongue.
		IB Language B—American Indian Language courses prepare students to take
		the International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—American Indian Language	06831	be able to communicate fluently at native speed.
		Designed to introduce students to an Indic language (e.g., Hindi, Urdu, Panjabi,
		and Romany) and culture, Indic Language I courses emphasize basic grammar
		and syntax, simple vocabulary, and the spoken accent so that students can
		read, write, speak, and understand the language at a basic level within
Indic Language I	06841	predictable areas of need, using customary courtesies and conventions.

		India Lagraga II compagnial despendint la lagraga de lagraga de la lagraga de la lagraga de lagraga de la lagraga de lagraga de la lagraga de la lagraga de la lagraga de la lagraga de lagraga de la lagraga de lagraga de la lagraga de la lagraga de lagraga de lagraga de lagraga de lagraga de lagraga de lagraga
		Indic Language II courses build upon skills developed in Indic Language I,
		extending students' ability to understand and express themselves in an Indic
		language (e.g., Hindi, Urdu, Panjabi, and Romany) and increasing their
		vocabulary. Typically, students learn how to engage in discourse for
		informative or social purposes, write expressions or passages that show
		understanding of sentence construction and the rules of grammar, and
		comprehend the language when spoken slowly. Students usually explore the
		customs, history, and art forms of appropriate people to deepen their
Indic Language II	06842	understanding of the culture(s).
		Indic Language III courses focus on having students express increasingly
		complex concepts both verbally and in writing while showing some
		spontaneity. Comprehension goals for students may include attaining more
		facility and faster understanding when listening to the language spoken at
		normal rates, being able to paraphrase or summarize written passages, and
Indic Language III	06843	conversing easily within limited situations.
		Indic Language IV courses focus on advancing students' skills and abilities to
		read, write, speak, and understand the Indic Language being studied so that
		they can maintain simple conversations with sufficient vocabulary and an
		acceptable accent, have sufficient comprehension to understand speech
		spoken at a normal pace, read uncomplicated but authentic prose, and write
		narratives that indicate a good understanding of grammar and a strong
Indic Language IV	06844	vocabulary.
		Indic Language V courses extend students' facility with the language so that
		they are able to understand, initiate, and sustain general conversations on
		topics beyond basic survival needs. Reading and writing tasks will usually
Indic Language V	06845	include all normal verb tenses (present, past, and future).
		Indic Language for Native Speakers courses support, reinforce, and expand
		students' knowledge of their own tongue (e.g., Hindi, Urdu, Panjabi, and
		Romany). Because students understand at least the rudiments and structure of
		the language and have a working vocabulary (to a greater or lesser degree),
		Indic Language for Native Speakers courses often move faster than do regular
		Indic Language courses and emphasize literary development (with a study of
		literature and composition). These courses may also include the culture or
Indic Language for Native Speakers	06846	history of the people and introduce translation skills.
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		Indic Language Field Experience courses place students in an environment in
		which they interact with native speakers, most typically in a setting where an
		Indic language (e.g., Hindi, Urdu, Panjabi, and Romany) is the main language
		spoken. Students strengthen their language skills (reading, writing, listening,
Indic Language Field Experience	06847	and speaking) and increase their ability to interact naturally.
		Indic Language Conversation and Culture courses provide students with an
		introduction to an Indic language (e.g., Hindi, Urdu, Panjabi, and Romany) and
		the culture(s) of the people, placing greater emphasis on speaking and
Indic Language Conversation and Culture	06848	listening skills while de-emphasizing writing and reading the language.
		Indic Literature courses place an emphasis on reading, understanding, and
		reacting in writing to literature written in an Indic language (e.g., Hindi, Urdu,
Indic Literature	06849	Panjabi, and Romany).
		IB Language A (non-English)—Indic Language courses prepare students to take
		the International Baccalaureate Language A exams at either the Subsidiary or
		Higher level. Course content includes in-depth study of literature chosen from
		the appropriate IB list of texts and authors, written analyses of this literature,
		and other oral and written assignments. Course content is designed to
		improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—Indic Language	06850	students' native tongue.
		IB Language B—Indic Language courses prepare students to take the
		International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
IB Language B—Indic Language	06851	be able to communicate fluently at native speed.
		Designed to introduce students to a Malayo-Polynesian language (e.g., Malay,
		Indonesian, Hawaiian, and Samoan) and culture, Malayo-Polynesian Language
		I courses emphasize basic grammar and syntax, simple vocabulary, and the
		spoken accent so that students can read, write, speak, and understand the
		language at a basic level within predictable areas of need, using customary
Malayo-Polynesian Language I	06861	courtesies and conventions.

		Malayo-Polynesian Language II courses build upon skills developed in Malayo-
		Polynesian Language I, extending students' ability to understand and express
		themselves in a Malayo-Polynesian language (e.g., Malay, Indonesian,
		Hawaiian, and Samoan) and increasing their vocabulary. Typically, students
		learn how to engage in discourse for informative or social purposes, write
		expressions or passages that show understanding of sentence construction
		and the rules of grammar, and comprehend the language when spoken slowly.
		Students usually explore the customs, history, and art forms of appropriate
Malayo-Polynesian Language II	06862	people to deepen their understanding of the culture(s).
		Malayo-Polynesian Language III courses focus on having students express
		increasingly complex concepts both verbally and in writing while showing
		some spontaneity. Comprehension goals for students may include attaining
		more facility and faster understanding when listening to the language spoken
		at normal rates, being able to paraphrase or summarize written passages, and
Malayo-Polynesian Language III	06863	conversing easily within limited situations.
, , , , ,		Malayo-Polynesian Language IV courses focus on advancing students' skills
		and abilities to read, write, speak, and understand the Malayo-Polynesian
		Language being studied so that they can maintain simple conversations with
		sufficient vocabulary and an acceptable accent, have sufficient comprehension
		to understand speech spoken at a normal pace, read uncomplicated but
		authentic prose, and write narratives that indicate a good understanding of
Malayo-Polynesian Language IV	06864	grammar and a strong vocabulary.
, , , , ,		Malayo-Polynesian Language V courses extend students' facility with the
		language so that they are able to understand, initiate, and sustain general
		conversations on topics beyond basic survival needs. Reading and writing tasks
Malayo-Polynesian Language V	06865	will usually include all normal verb tenses (present, past, and future).
		Malayo-Polynesian Language for Native Speakers courses support, reinforce,
		and expand students' knowledge of their own tongue (e.g., Malay, Indonesian,
		Hawaiian, and Samoan). Because students understand at least the rudiments
		and structure of the language and have a working vocabulary (to a greater or
		lesser degree), Malayo-Polynesian Language for Native Speakers courses often
		move faster than do regular Malayo-Polynesian Language courses and
		emphasize literary development (with a study of literature and composition).
Malayo-Polynesian Language for Native		These courses may also include the culture or history of the people and
Speakers	06866	introduce translation skills.

		Malayo-Polynesian Language Field Experience courses place students in an
		environment in which they interact with native speakers, most typically in a
		setting where a Malayo-Polynesian language (e.g., Malay, Indonesian,
		Hawaiian, and Samoan) is the main language spoken. Students strengthen
		their language skills (reading, writing, listening, and speaking) and increase
Malayo-Polynesian Language Field Experience	06867	their ability to interact naturally.
		Malayo-Polynesian Language Conversation and Culture courses provide
		students with an introduction to a Malayo-Polynesian language (e.g., Malay,
		Indonesian, Hawaiian, and Samoan) and the culture(s) of the people, placing
Malayo-Polynesian Language Conversation and		greater emphasis on speaking and listening skills while de-emphasizing writing
Culture	06868	and reading the language.
		Malayo-Polynesian Literature courses place an emphasis on reading,
		understanding, and reacting in writing to literature written in a Malayo-
Malayo-Polynesian Literature	06869	Polynesian language (e.g., Malay, Indonesian, Hawaiian, and Samoan).
		IB Language A (non-English)—Malayo-Polynesian Language courses prepare
		students to take the International Baccalaureate Language A exams at either
		the Subsidiary or Higher level. Course content includes in-depth study of
		literature chosen from the appropriate IB list of texts and authors, written
		analyses of this literature, and other oral and written assignments. Course
IB Language A (non-English)—Malayo-		content is designed to improve students' accuracy and fluency in the language,
Polynesian Language	06870	which is usually the students' native tongue.
		IB Language B—Malayo-Polynesian Language courses prepare students to take
		the International Baccalaureate Language B exams at either the Subsidiary or
		Higher level. These courses focus on improving students' accuracy and fluency
		in oral and written communication (usually in the students' "second"
		language). Students preparing to take the Subsidiary level exam will be able to
		understand native speakers; students preparing for the Higher level exam will
 IB Language B—Malayo-Polynesian Language	06871	be able to communicate fluently at native speed.
ib Language b—ividiayo-roiyilesidii Language	00871	Foreign Language and Literature—Independent Study courses, often
		conducted with instructors as mentors, enable students to explore foreign
Frankritan and Maria and Article Andrews		language-related topics of interest. Independent Study courses may serve as
Foreign Language and Literature—Independent	0.000=	an opportunity for students to expand their expertise in a particular language,
Study	06997	to explore a topic in greater detail, or to develop more advanced skills.