

## Kansas Board of Regents Precollege Curriculum Courses Approved for University Admissions

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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.

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	Course Code	
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ELECTIVES (FOREIGN LANGUAGES) Course Title	Ō	Course Description
		Designed to introduce students to Spanish language and culture, Spanish 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. Spanish culture is introduced through the art,
Spanish I	06101	literature, customs, and history of Spanish-speaking people.
		Spanish II courses build upon skills developed in Spanish I, extending
		students' ability to understand and express themselves in Spanish 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 Spanish-speaking people to deepen
Spanish II	06102	their understanding of the culture(s).
		Spanish 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
Spanish III	06103	easily within limited situations.
		Spanish IV courses focus on advancing students' skills and abilities to read,
		write, speak, and understand the Spanish 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
Spanish IV	06104	indicate a good understanding of grammar and a strong vocabulary.
		Spanish 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
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
Spanish for Native Speakers	06106	courses may also include the culture or history of the people and introduce translation skills.
	00100	
		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, writing, listening, and speaking) and increase their ability to interact
Spanish Field Experience	06107	naturally.
	00107	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
	06440	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
IB Language B—Spanish	06111	will be able to 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.
		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.
		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,
French I	06121	customs, and history of the French-speaking people.
		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).
		French 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
French III	06123	easily within limited situations.

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		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
French IV	06124	indicate a good understanding of grammar and a strong vocabulary.
		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).
		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 also incorporate more of the culture or history of the people
French for Native Speakers	06126	than do regular 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,
		writing, listening, and speaking) and increase their ability to interact
French Field Experience	06127	naturally.
	0012/	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.
	00120	French Literature courses place an emphasis on reading, understanding, and
French Literature	06129	reacting in writing to literature written in French.
	00129	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
	0.000	improve students' accuracy and fluency in the language, which is usually the
IB Language A (non-English)—French	06130	students' native tongue.

IB Language B—French courses prepare students Baccalaureate Language B exams at either the Sul These courses focus on improving students' accur	
These courses focus on improving students' accur	
written communication (usually in the students' "	
Students preparing to take the Subsidiary level ex	
understand native speakers; students preparing f	-
IB Language B—French06131will be able to communicate fluently at native special	
Designed by the College Board to parallel third-ye	ear college-level courses in
French language, AP French Language and Culture	e courses build upon prior
knowledge and develop students' ability to expre	ess ideas, exchange opinions,
and present information in French, both orally an	d in writing. These courses
also help students in understanding and interpret	ting written and spoken
French. In addition, students explore the culture of	of French-speaking people
AP French Language and Culture 06132 in historical and contemporary contexts.	
Designed to introduce students to Italian languag	e and culture, Italian I
emphasizes basic grammar and syntax, simple vo	cabulary and the spoken
accent so that students can read, write, speak, an	nd understand the language
at a basic level within predictable areas of need, u	using customary courtesies
and conventions. Italian culture is introduced three	ough the art, literature,
Italian I 06141 customs, and history of the Italian-speaking peop	le.
Italian II courses build upon skills developed in Ita	alian I, extending students'
ability to understand and express themselves in It	talian and increasing their
vocabulary. Typically, students learn how to enga	ige in discourse for
informative or social purposes, write expressions	or passages that show
understanding of sentence construction and the r	rules of grammar, and
comprehend the language when spoken slowly. S	Students usually explore the
customs, history, and art forms of Italian-speaking	
Italian II 06142 understanding of the culture(s).	
Italian III courses focus on having students expres	ss increasingly complex
concepts both verbally and in writing while showi	ing some spontaneity.
Comprehension goals for students may include at	ttaining more facility and
faster understanding when listening to the langua	
being able to paraphrase or summarize written paraphrase	
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
Italian IV	06144	indicate a good understanding of grammar and a strong vocabulary.
		Italian 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
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,
		writing, listening, and speaking) and increase their ability to interact
Italian Field Experience	06147	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-
Italian Conversation and Culture	06148	emphasizing writing 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.
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		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
IB Language B—Italian	06151	will be able to 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, literature, customs, and history of the
Portuguese I	06161	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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		Destructions IV accuracy for the advancement of the state
		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.
		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.
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		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
IB Language B—Portuguese	06171	will be able to 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
Romance/Italic Language I	06181	of 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 appropriate people to deepen their understanding of the
Romance/Italic Language II	06182	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,
Romance/Italic Language III	06183	and conversing easily within limited situations.
	00185	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
	00000	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
06185	tasks will usually 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
06186	history of the 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
06187	interact naturally.
	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,
	placing greater emphasis on speaking and listening skills while de-
06188	emphasizing writing and reading the language.
	Romance/Italic Literature courses place an emphasis on reading,
	understanding, and reacting in writing to literature written in a
	Romance/Italic language not otherwise described (e.g., Catalan, Sardinian, or
06189	Haitian Creole).
	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
	content is designed to improve students' accuracy and fluency in the
	06187

		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
IB Language B—Romance/Italic Language	06191	will 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
German II	06202	their 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.
		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
	00000	pace, read uncomplicated but authentic prose, and write narratives that
German IV	06204	indicate a good understanding of grammar and a strong vocabulary.
		German V courses extend students' facility with the language so that they are
		able to understand, initiate, and sustain general conversations on topics
Common M	00005	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
Cormon for Nativo Speakors	06206	history of the people than do regular foreign language courses and introduce translation skills.
German for Native Speakers	06206	
		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, writing, listening, and speaking) and increase their ability to interact
German Field Experience	06207	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.
		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
IB Language B—German	06211	will be able to communicate fluently at native speed.

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		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-
AP German Language and Culture	06212	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
Germanic Language I	06241	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
Germanic Language II	06242	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
Germanic Language III	06243	conversing easily within limited situations.
		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
Germanic Language IV	06244	grammar and a strong vocabulary.
		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
Germanic Language V	06245	include all normal verb tenses (present, past, and future).

		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
Germanic Language for Native Speakers	06246	also include the culture or history of the people and introduce translation skills.
		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,
Germanic Language Field Experience	06247	listening, and speaking) and increase their ability to interact naturally.
		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
Germanic Language Conversation and Culture	06248	language.
Germanic Literature	06249	Germanic Literature courses place an emphasis on reading, understanding, and reacting in writing to literature written in a Germanic language not otherwise described (e.g., Dutch or Flemish).
		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 designed to improve students' accuracy and fluency in the
IB Language A (non-English)—Germanic Language	06250	language, which is 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
IB Language B—Germanic Language	06251	will 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
Celtic Language I	06261	introduced through the art, literature, customs, and history of Celtic people.
	00201	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
Celtic Language II	06262	of 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.
		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
Celtic Language for Native Speakers	06266	people and introduce translation skills.

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		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
IB Language A (non-English)—Celtic Language	06270	language, which is 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
IB Language B—Celtic Language	06271	will 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,
Greek I	06281	literature, customs, and history of the Greek-speaking people.
Greek I	06281	<b>C</b>

		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
Greek II	06282	customs, history, and art forms of Greek-speaking people to deepen their
Greek II	00282	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.
		Greek IV courses focus on advancing students' skills and abilities to read,
		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
Greek IV	06284	indicate a 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
Greek V	06285	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 for Native Speakers	06286	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
Greek Field Experience	06287	naturally.
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		Greek Conversation and Culture courses provide students with an
		introduction to the Greek language and the culture(s) of Greek-speaking
		people, placing greater emphasis on speaking and listening skills while de-
Greek Conversation and Culture	06288	emphasizing writing and reading the language.
		Greek Literature courses place an emphasis on reading, understanding, and
Greek Literature	06289	reacting in writing to literature written in Greek.
		IB Language A (non-English)—Greek 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)—Greek	06290	students' native tongue.
		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
IB Language B—Greek	06291	will be able to 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 I	06301	Latin on a 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
Latin III	06303	in 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
Latin IV	06304	in writing and comprehend and react to original Latin texts.
	1	Latin V courses build students' knowledge of the Latin language and culture,
	0.000	typically focusing on having students express increasingly complex concepts
Latin V	06305	in writing and comprehend and react to original Latin texts.

IB Classical Languages – Latin courses seek to strike a balance betweer         of the classic Latin language itself (structure, meaning, and formulation         the civilization it reflects (particularly its culture, philosophies, and         institutions). Course content enables students to understand, translate         appreciate a classical Latin text; relate literature to its historical or soci         background; recognize current relevance of ancient literature; and appreciate         IB Classical Languages—Latin         06311         acquired knowledge to other subjects.         Designed to parallel advanced college-level courses in Latin studies, AF	n) and e, and al ly Latin to
IB Classical Languages—Latin06311the civilization it reflects (particularly its culture, philosophies, and institutions). Course content enables students to understand, translate appreciate a classical Latin text; relate literature to its historical or soci background; recognize current relevance of ancient literature; and appreciate acquired knowledge to other subjects.	, and al ly Latin to
institutions). Course content enables students to understand, translate appreciate a classical Latin text; relate literature to its historical or soci background; recognize current relevance of ancient literature; and appIB Classical Languages—Latin06311acquired knowledge to other subjects.	al ly Latin to
appreciate a classical Latin text; relate literature to its historical or soci background; recognize current relevance of ancient literature; and appreciateIB Classical Languages—Latin06311acquired knowledge to other subjects.	al ly Latin to
B Classical Languages—Latin06311background; recognize current relevance of ancient literature; and approximation	ly Latin to
IB Classical Languages—Latin06311acquired knowledge to other subjects.	Latin to
	to
Designed to parallel advanced college-level courses in Latin studies, AF	to
courses build upon and increase knowledge of Latin, enabling students	
read the language with comprehension, to accurately translate Latin ir	to
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	heir
AP Latin (Virgil, Catullus and Horace) 06313 influence on later literature.	
Classical Greek I courses expose students to classic Greek language and	
culture, emphasizing basic grammar, syntax, and simple vocabulary. St	
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 h	ave
learned in Classical Greek I, increasing their skills and depth of knowled	lge
through the practice of structures, forms, and vocabulary. Reading ma	-
Classical Greek II 06322 reflect Greek life and culture.	
Classical Greek III courses build students' knowledge of the classic Gree	k
language and culture, typically focusing on having students express	
increasingly complex concepts in writing and comprehend and react to	
Classical Greek III 06323 original Greek texts.	
Classical Greek IV courses build students' knowledge of the classic Gre	ek 🛛
language and culture, typically focusing on having students express	
increasingly complex concepts in writing and comprehend and react to	
Classical Greek IV 06324 original Greek texts.	
Classical Greek V courses build students' knowledge of the classic Gree	k
language and culture, typically focusing on having students express	
increasingly complex concepts in writing and comprehend and react to	
Classical Greek V 06325 original 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
ID Classical Languages - Creak	00221	to its historical or social background; recognize current relevance of ancient
IB Classical Languages—Greek	06331	literature; and apply 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.
		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
Chinese II	06402	understanding of 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
Chinese IV	06404	indicate a good understanding of language rules and a strong vocabulary.
		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).
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		Chinasa for Nativa Speakers courses support reinforce, and expand students'
		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
		courses may also incorporate more of the culture or history of the people
Chinese for Native Speakers	06406	than 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, writing, listening, and speaking) and increase their ability to interact
Chinese Field Experience	06407	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
IB Language B—Chinese	06411	will be able to communicate fluently at native speed.
		Designed to introduce students to Japanese language and culture, Japanese l
		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.
aparicoc i	00721	including, customs, and motory of the supuriese speaking people.

		Jananasa II saursas huild upon skills davalanad in Jananasa Lavtanding
		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
		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
Japanese IV	06424	that indicate a 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 do regular foreign language courses and introduce
Japanese for Native Speakers	06426	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
Japanese Conversation and Culture	06428	writing and reading the language.
	00420	Japanese Literature courses place an emphasis on reading, understanding,
Japanese Literature	06429	and reacting in writing to literature written in Japanese.
	00429	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
	06400	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
IB Language B—Japanese	06431	will be able to 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).

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		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.
		Korean IV courses focus on advancing students' skills and abilities to read,
		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
Korean IV	06444	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
Korean V	06445	normal verb tenses (present, past, and future).
		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
Korean for Native Speakers	06446	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
Korean Field Experience	06447	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 de-
Korean Conversation and Culture	06448	emphasizing writing and reading the language.
		Korean Literature courses place an emphasis on reading, understanding, and
Korean Literature	06449	reacting in writing to literature written in Korean.

		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
IB Language A (non-English)—Korean	06450	students' native tongue.
IB Language B—Korean	06451	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 speakers; students preparing for the Higher level exam will be able to 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	<ul> <li>deepen their understanding of the culture(s).</li> <li>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</li> </ul>
East Asian Language III	06483	conversing easily within limited situations.

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		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
East Asian Language IV	06484	grammar and a strong vocabulary.
		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
East Asian Language for Native Speakers	06486	introduce translation skills.
	00480	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,
	0.0.07	writing, listening, and speaking) and increase their ability to interact
East Asian Language Field Experience	06487	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 Languageto 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 students' native tongue.IB Language A (non-English)—East Asian Language06490Ianguage, which is usually the students' native tongue.IB Language B —East Asian Language06490Ianguage, which is usually the 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. The secourses focus on improving three Higher level exam will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speade.IB Language B—East Asian Language06491will be able to communicate fluently at native speed. <t< th=""><th></th><th></th><th></th></t<>			
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			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			being able to paraphrase or summarize written passages, and conversing
Vietnamese III 06503 easily within limited situations.	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
	0.000	normal pace, read uncomplicated but authentic prose, and write narratives
Vietnamese IV	06504	that indicate a good understanding of grammar and a strong vocabulary.
		Vietnamese 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
Vietnamese V	06505	normal verb tenses (present, past, and future).
		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.

		ID Longuage D. Mistromage courses are students to take the
		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
IB Language B—Vietnamese	06511	will 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
Filipino IV	06524	indicate a 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	normal verb tenses (present, past, and future).
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		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
Filining for Native Coopless	06526	courses may also incorporate more of the culture or history of the people
Filipino for Native Speakers	06526	than do regular 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,
		writing, listening, and speaking) and increase their ability to interact
Filipino Field Experience	06527	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
Filipino Conversation and Culture	06528	de-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.
		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.
Journeast Asian Language I	00501	

		Cauth and Asian Language U annual huild upon shills developed in Cauth and
		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
Southeast Asian Language II	06582	appropriate 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,
Southeast Asian Language III	06583	and 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
Southeast Asian Language V	06585	tasks 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 vision congrage for Mative speakers	00500	

		Southoast Asian Language Field Experience courses place students in an
		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,
		writing, listening, and speaking) and increase their ability to interact
Southeast Asian Language Field Experience	06587	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 emphasis on speaking and listening skills while de-
Southeast Asian Language Conversation and Culture	06588	emphasizing writing and 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	06590	language, which is usually the students' native tongue.
		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
IB Language B—Southeast Asian Language	06591	will be able to communicate fluently at native 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,
Russian I	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
Russian II	06602	their understanding of the culture(s).
	00002	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
Russian III	06603	easily within limited situations.
	00005	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
Pussion IV	06604	
Russian IV	00004	indicate a 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
Duration V	00005	beyond basic survival needs. Reading and writing tasks will usually include all
Russian V	06605	normal verb tenses (present, past, and future).
		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
Russian for Native Speakers	06606	than do regular 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, writing, listening, and speaking) and increase their ability to interact
Russian Field Experience	06607	naturally.

	Γ	Description Componentian and College and second
		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
IB Language B —Russian	06611	will be able to communicate fluently at native speed.
		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
Balto-Slavic Language I	06641	areas of need, 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
Balto-Slavic Language II	06642	of appropriate people to deepen their understanding of the culture(s).
Build Shavie Luliguage II	00042	or 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,
Balto-Slavic Language III	06643	and conversing easily within limited situations.
	00045	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
	00000	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.
		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).
	00049	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 this literature, and other oral and written assignments. Course
ID Language ( (non English) Dalta Clavia Language	00000	content is designed to improve students' accuracy and fluency in the
IB Language A (non-English)—Balto-Slavic Language	06650	language, which is usually the students' native tongue.
		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
IB Language B—Balto-Slavic Language	06651	will 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
Turkic/Ural-Altaic Language I	06661	and 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,
Turkic/Ural-Altaic Language III	06663	and conversing easily within limited situations.

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		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
Turkic/Ural-Altaic Language IV	06664	understanding of grammar and a strong vocabulary.
		Turkic/Ural-Altaic 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
Turkic/Ural-Altaic Language V	06665	tasks 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
Turkic/Ural-Altaic Language for Native Speakers	06666	introduce 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.
	00007	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.
	00008	
		Turkic/Ural-Altaic Literature courses place an emphasis on reading,
Turkin / Lund Altoin Literature	00000	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).

		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
		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)—Turkic/Ural-Altaic		content is designed to improve students' accuracy and fluency in the
Language	06670	language, which is usually the students' native tongue.
		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
IB Language B—Turkic/Ural-Altaic Language	06671	will 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
Iranian/Persian Language I	06681	and 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
Incritica / Devices I and and a	00000	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,
Iranian/Persian Language III	06683	and conversing easily within limited situations.

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		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.
	00001	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
	00005	
Iranian/Persian Language V	06685	tasks will usually 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.
		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 Pashto) and the culture(s) of the people, placing greater emphasis on
		speaking and listening skills while de-emphasizing writing and reading the
Iranian/Persian Language Conversation and Culture	06688	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).
	00000	

		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	06690	language, which is usually the students' native tongue.
		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
IB Language B—Iranian/Persian Language	06691	will 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
Hebrew II	06702	their understanding of the culture(s).
		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
Hebrew IV	06704	indicate a good understanding of grammar and a strong vocabulary.
		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
Hebrew for Native Speakers	06706	than do regular foreign language courses and introduce translation skills.
· · ·		Hebrew Field Experience courses place students in an environment in which
		they interact with native speakers, most typically in a setting where Hebrew
		is the main language spoken. Students strengthen their language skills
		(reading, writing, listening, and speaking) and increase they ability to interact
Hebrew Field Experience	06707	naturally.
		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.
	00/00	Hebrew Literature courses place an emphasis on reading, understanding, and
Hebrew Literature	06709	reacting in writing to literature written in Hebrew.
	00705	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
IP Language A (non English) — Hohrow	06710	
IB Language A (non-English)—Hebrew	00/10	students' native tongue.

		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
IB Language B—Hebrew	06711	will be able to 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).
		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.
	00725	cashy within infliced situations.

	T	
		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
Arabic IV	06724	indicate a good understanding of grammar and a strong vocabulary.
		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	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,
		writing, listening, and speaking) and increase their ability to interact
Arabic Field Experience	06727	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.
ID Language A (IIUII-English)—Arabic	00730	אמעכוונא וומנועב נטווצעב.

IB Language B—Arabic courses prepare students to take the Internation Baccalaureate Language B exams at either the Subsidiary or Higher leve These courses focus on improving students' accuracy and fluency in or 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 ex will be able to communicate fluently at native speed.IB Language B—Arabic06731IB Classical Languages—Arabic courses seek to strike a balance betweed study of the language itself (structure, meaning, and formulation) and study of the civilization it reflects (particularly its culture, philosophies institutions). Course content enables students to understand, translate appreciate a classical Arabic text; relate literature to its historical or so background; recognize current relevance of ancient literature; and appreciate a classical Arabic text; relate literature, and appreciate a classical Arabic text; not the subjects.IB Classical Languages—Arabic06732OB732acquired knowledge to other subjects.	I. I and Im the and and ial
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IB Classical Languages—Arabic       06732       acquired knowledge to other subjects.	У
Designed to introduce students to Swahili language and culture, Swahi	I
courses emphasize basic grammar and syntax, simple vocabulary, and	ne
spoken accent so that students can read, write, speak, and understand	the
language at a basic level within predictable areas of need, using custor	ary
courtesies and conventions. Swahili culture is introduced through the	rt,
Swahili I 06761 literature, customs, and history of the Swahili-speaking people.	
Swahili II courses build upon skills developed in Swahili I, extending stu	lents'
ability to understand and express themselves in Swahili and increasing	heir
vocabulary. Typically, students learn how to engage in discourse for	
informative or social purposes, write expressions or passages that sho	/
understanding of sentence construction and the rules of grammar, and	
comprehend the language when spoken slowly. Students usually explo	e the
customs, history, and art forms of Swahili-speaking people to deepen t	ieir
Swahili II 06762 understanding of the culture(s).	
Swahili III courses focus on having students express increasingly compl	X
concepts both verbally and in writing while showing some spontaneity	
Comprehension goals for students may include attaining more facility	nd
faster understanding when listening to the language spoken at normal	
being able to paraphrase or summarize written passages, and conversion	
Swahili III 06763 easily within limited situations.	

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		Swahili IV courses focus on advancing students' skills and abilities to read,
		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
Swahili IV	06764	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
Swahili V	06765	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
Swahili for Native Speakers	06766	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
Swahili Field Experience	06767	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 speaking and listening skills while de-
Swahili Conversation and Culture	06768	emphasizing writing and reading the language.
		Swahili Literature courses place an emphasis on reading, understanding, and
Swahili Literature	06769	reacting in writing to literature written in Swahili.
		IB Language A (non-English)—Swahili 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)—Swahili	06770	students' native tongue.
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		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 speakers; students preparing for the Higher level exam
IB Language B—Swahili	06771	will be able to 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
Non-Semitic African Language I	06781	of need, 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 appropriate people to deepen their understanding of the
Non-Semitic African Language II	06782	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,
Non-Semitic African Language III	06783	and 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
Non-Semitic African Language IV	06784	understanding of 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
Non-Semitic African Language V	06785	tasks will usually include all normal verb tenses (present, past, and future).
		Non-Semitic African Language for Native Speakers courses support, reinforce,
		and expand students' knowldege of their own tongue not otherwise
		described (e.g., Ibo, Yoruba, and Amharic). Because students understand at
		least the rudiments and structure of the language and have a working
		vocabulary (to a greater or lesser degree), Non-Semitic African for Native
		Speakers courses often move faster than do regular Non-Semitic African
		Language courses and emphasize literary development (with a study of
		literature and composition). These courses may also include the culture or
Non-Semitic African Language for Native Speakers	06786	history of the people and introduce translation skills.
		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
Non-Semitic African Language Field Experience	06787	interact 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
Non-Semitic African Language Conversation and		people, placing greater emphasis on speaking and listening skills while de-
Culture	06788	emphasizing 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 African		content is designed to improve students' accuracy and fluency in the
Language	06790	language, which is usually the students' native tongue.

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		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.
		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
American Sign Language I	06801	include 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
American Sign Language IV	06804	signed at a normal pace.
		American Sign Language V courses extend students' facility with the language
		so that they are able to understand, initiate, and sustain general
American Sign Language V	06805	conversations 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,
American Indian Language I	06821	using customary courtesies and conventions.

		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
American Indian Language II	06822	of 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,
American Indian Language III	06823	and 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
American Indian Language V	06825	tasks 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
American Indian Language for Native Speakers	06826	history of the people and introduce translation skills.
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		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, writing, listening, and speaking) and increase their ability to interact
American Indian Language Field Experience	06827	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 greater emphasis on speaking and listening skills while
American Indian Language Conversation and Culture	06828	deemphasizing writing 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	06830	language, 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
IB Language B—American Indian Language	06831	will 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 predictable areas of need, using customary courtesies and
Indic Language I	06841	conventions.

		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.
	00010	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
India Languago IV	06944	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
Indic Language for Native Speakers	06846	culture or history of the people and introduce translation skills.
		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.
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		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
IB Language A (non-English)—Indic Language	06850	language, which is usually the 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
IB Language B—Indic Language	06851	will 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,
Malayo-Polynesian Language I	06861	using customary 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 people to deepen their understanding of the
Malayo-Polynesian Language II	06862	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,
06863	and conversing easily within limited situations.
00803	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
00004	uncomplicated but authentic prose, and write narratives that indicate a good
06864	understanding of 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
0.000	conversations on topics beyond basic survival needs. Reading and writing
06865	tasks 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). These courses may also include the culture or
06866	history of the people and 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
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
	greater emphasis on speaking and listening skills while de-emphasizing
06868	writing and reading the language.
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		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-Polynesian		content is designed to improve students' accuracy and fluency in the
Language	06870	language, which is usually the students' native tongue.
	00070	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
IB Language B—Malayo-Polynesian Language	06871	Higher level exam will be able to communicate fluently at native speed.
	00071	Foreign Language and Literature—Independent Study courses, often
		conducted with instructors as mentors, enable students to explore foreign
		language-related topics of interest. Independent Study courses may serve as
Foreign Longuage and Literature . Independent		an opportunity for students to expand their expertise in a particular
Foreign Language and Literature—Independent	0007	language, to explore a topic in greater detail, or to develop more advanced
Study	06997	skills.