

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR
MODERN
AND CLASSICAL
LANGUAGES

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Introduction

The South Carolina Academic Standards for Modern and Classical Languages contains the revised academic standards in modern and classical languages for South Carolina students from kindergarten through twelfth grade. A field review of the first draft of these standards was conducted from March through April 2006, and feedback from that review has been incorporated into this document. The final draft was presented to the State Board of Education on xxxxx.

The State Department of Education (SDE) in partnership with the Standards Revision Committee developed these standards and the indicators utilizing the following sources:

- *South Carolina Foreign Language Curriculum Standards*, published by the State Department of Education in 1999,
- The national standards documents for modern and classical languages,
Standards for Foreign Language Learning in the 21st Century. Lawrence, KS: National Standards in Foreign Language Education Project, 1999.
K-12 Performance Guidelines. Washington, DC: National Geographic Research and Exploration, 1994.
Standards for Classical Language Learning. Oxford, OH, American Classical League, 1997.
- *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.
- The published modern language standards of other states, including Wisconsin, Connecticut, New Jersey, and Nebraska.

Operating procedures for the review of South Carolina standards are accessible online at http://www.myschools.com/offices/cso/foreign_language.htm.

Academic Standards

Beginning with the 2004 social studies standards document, the state-approved expectations for students will be called *academic standards* instead of *curriculum standards*. In accordance with the South Carolina Educational Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula.

The South Carolina Academic Standards for Modern and Classical Languages describes what every student of modern and classical languages should know and be able to do throughout an articulated language program that begins in elementary school and continues through middle and high school. They are based on the national standards and establish the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. All standards in each goal area are preceded by an essential question that is designed to focus on the big picture that frames the goal. These questions are not answerable by a single response, but rather lead to inquiry and transfer by both the teacher and the student.

The Beginning, Developing, and Expanding stages of the modern language standards are consistent with the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines designations of Novice, Intermediate, and Pre-Advanced. These same terms mirror the American Classical League stages for classical language learning. Due to the varying starting points in sequences of instruction in South Carolina, it is not appropriate to develop grade-level standards. Whether the sequence begins in elementary, middle, or high school, the starting point will be the beginning stage, and students will move along the language acquisition continuum. The later the sequence begins, the less likely it is that students will be able to carry out more than minimal language functions. Instructional sequences that begin in high school cannot provide students with enough time to progress through the developing and expanding stages. Student performance in modern and classical languages is directly related to the amount of time, intensity, and quality of instruction.

The academic standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, instructional strategies, approaches, or practices. *South Carolina Academic Standards for Modern and Classical Languages* is not a curriculum.

Revised Organization of the Modern and Classical Language Standards Document

The organization of the *South Carolina Academic Standards for Modern and Classical Languages* document has been modified since 1999 in several ways:

- A. Section 1 of the document presents all indicators for each standard across each of the three stages. Section 2 of the document presents all standards and indicators for each of the individual stages.
- B. An overview describing each stage of language learning precedes the stage-specific indicators.
- C. The number of standards has been reduced. The indicators reflect a progression in performance from one stage to the next.
- D. Each standard is preceded by an essential question. The essential question is designed to focus on the big picture that frames the standard. It is not answerable by a single response, but rather leads to inquiry and transfer by both the teacher and the student.
- E. Samples of classroom activities are included for each standard.

Modern and Classical Languages Curriculum Support Document

The SDE will develop a curriculum support document after the State Board adoption of these standards. Local districts, schools, and teachers should use the document when constructing a standards-based curriculum, adding or expanding topics, while organizing the content to fit their students' needs. The support document will include materials and resources such as

- sample units incorporating performance-based assessment,
- suggested rubrics for assessment,
- resources, including target language Web sites, sources of authentic materials, community organizations/groups,
- appropriate instructional strategies for performance tasks,
- documents relating to issues affecting modern language instruction, and
- guidelines for effective elementary, middle, and high school programs.

Definitions of Key Terms

- **Academic standards.** Statements of the most important, consensually determined expectations for student learning in a particular discipline.

In South Carolina, standards are provided for each stage of language learning.

- **Indicators.** Specific statements of the knowledge, skills, and cognitive processes needed to meet a stage-level standard.

The verbs in the indicators identify specific aspects of a cognitive process as described in the new taxonomy shown in appendix B. Use of the revised Bloom's taxonomy will allow teachers to identify the kind of content (knowledge) addressed in the indicators (as factual, conceptual, procedural, or metacognitive) and will help teachers to align lessons with both the content and the cognitive process identified in the indicators. The indicators in modern and classical languages address the full range of knowledge and cognitive process dimensions, which fosters transfer and meaningful learning rather than rote learning and memorization.

- **Sample classroom activities.** Samples of activities for teaching the competencies enunciated in a standard.

The activities provide examples of how students can learn or demonstrate their acquisition of the knowledge and skills required in one or more indicators. More than one sample activity is provided for each standard.

ACADEMIC STANDARDS FOR MODERN LANGUAGES

Communication

Communicate in Languages other than English

In order to communicate successfully in another language, students must have facility in that language, a familiarity with the cultures that use the language, and an awareness of how language and culture interact in societies. Students must apply this knowledge as they express ideas and interpret events in another language or reflect upon observations from other cultures. Therefore, achieving the standards in the Communication Goal is central to the attainment of the other four goals.

Acquiring communicative competence involves more than learning the elements of the language. The study of the language itself does not automatically result in the development of the ability to process language in real situations or in the ability to respond meaningfully in appropriate ways. Even those who master the vocabulary and grammar of a particular language may not be unable to understand that language when they encounter it outside the classroom. Learners must develop the strategies that will aid them in bridging the communication gaps that exist because of differences in languages and cultures. The academic standards included in the Communication Goal are intended to furnish guidelines for the development of district curriculum and classroom activities to provide students with ample opportunities for guided practice from the very earliest stages of language learning.

The overarching questions framing the Communication goal area are

How do students use another language to interact with others? (Interpersonal Mode)

How do students understand what others are trying to communicate in another language?
(Interpretive Mode)

How do students present information, concepts, and ideas in another language in a way that is understood? (Presentational Mode)

Essential Question

How do students use another language to interact with others?

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person, on the telephone, or in written correspondence, such as notes, letters, and e-mail.

Indicators

Beginning Interpersonal Students	Developing Interpersonal Students	Expanding Interpersonal Students
B 1.1-1 indicate that they do not understand or cannot express a message adequately.	D 1.1-1 use alternate phrasing when they cannot express a message adequately.	E 1.1-1 employ circumlocution to successfully communicate messages.
B 1.1-2 understand and express basic courtesies and related gestures.	D 1.1-2 identify and respond appropriately to nonverbal cues.	E 1.1-2 converse using language and behaviors that are appropriate to the setting.
B 1.1-3 give and follow simple directions.	D 1.1-3 give and follow directions and ask questions for clarification.	E 1.1-3 give and follow directions for managing an unexpected situation.
B 1.1-4 exchange personal information; including names addresses, telephone numbers, and e-mail.	D 1.1-4 exchange information on topics of personal interest.	E 1.1-4 exchange opinions and beliefs.
B 1.1-5 understand and express basic needs, including food, drink, shelter, travel assistance; in familiar situations.	D 1.1-5 express personal needs with details in expected situations.	E 1.1-5 respond appropriately to unexpected circumstances and situations.
B 1.1-6 understand and express statements of likes, dislikes, agreement, and disagreement about familiar topics.	D 1.1-6 express preferences, and opinions with supporting details.	E 1.1-6 express personal feelings and ideas for the purpose of persuading others.
B 1.1-7 ask and answer simple questions.	D 1.1-7 ask and answer complex questions, provide and request clarification when needed.	E 1.1-7 ask and respond appropriately to open-ended questions.

Essential Question

How do students understand information in another language?

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed realia, newspaper and magazine articles, Internet items, and literary works.

Indicators

Beginning Interpretive Students	Developing Interpretive Students	Expanding Interpretive Students
B 1.2-1 respond appropriately to simple directions and commands.	D 1.2-1 respond appropriately to more complex directions and commands.	E 1.2-1 respond appropriately to complex directions, instructions and commands.
B 1.2-2 identify aural, visual, and context clues in authentic spoken and written materials.	D 1.2-2 use aural, visual, and context clues to derive meaning from authentic spoken and written materials.	E 1.2-2 apply diverse strategies to derive meaning and details from authentic spoken and written materials.
B 1.2-3 identify the main idea and key words from authentic spoken and written materials.	D 1.2-3 identify the main idea and provide supporting details from authentic spoken and written materials.	E 1.2-3 interpret and analyze authentic spoken and written materials to derive meaning and purpose.
B 1.2-4 understand information on familiar topics in sentence-level oral and written presentations.	D 1.2-4 understand information on a variety of topics in paragraph-length oral and written presentations.	E 1.2-4 understand information on a wide variety of topics in paragraph-length and longer oral and written presentations.

Essential Question

How do students present information in another language in a way that is understood by others?

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from skits to formal oral presentations and from short compositions and creative works to formal written reports.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

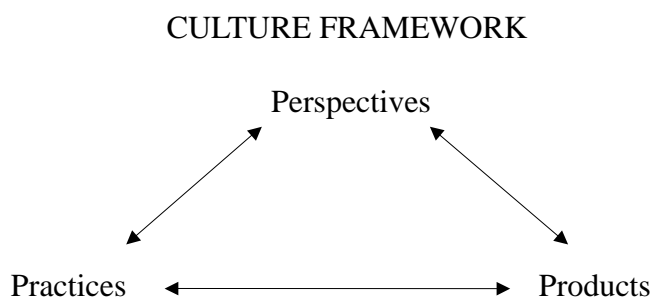
Indicators

Beginning Presentational Students	Developing Presentational Students	Expanding Presentational Students
B 1.3-1 give simple directions and commands.	D 1.3-1 give directions and commands for simple processes.	E 1.3-1 explain a complex process incorporating detailed instructions.
B 1.3-2 use visuals as support in communicating a message.	D 1.3-2 use repetition, rephrasing and gestures to assist in communicating a message.	E 1.3-2 use diverse strategies to enhance the communication of a message.
B 1.3-3 express likes or dislikes about familiar topics.	D 1.3-3 express and support opinions about selected topics.	E 1.3-3 formulate and defend a position on a researched issue.
B 1.3-4 dramatize simple authentic materials, including rhymes, songs, folk tales, poems.	D 1.3-4 summarize the plot of age-appropriate authentic materials, including songs, folklore, and short works of literature.	E 1.3-4 present analyses of authentic materials, including songs, folklore, and literature.
B 1.3-5 list and compare information from simple sources.	D 1.3-5 organize and summarize information from a variety of sources.	E 1.3-5 research and synthesize information from a variety of sources.
B 1.3-6 communicate information in sentence-level oral and written presentations on familiar topics.	D 1.3-6 communicate information in paragraph-length oral and written presentations on a variety of topics.	E 1.3-6 communicate information in multi-paragraph-length oral and written presentations on a wide variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

What is Culture? The term *culture* includes the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and the practices are derived from the philosophical perspectives that form the worldview of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights into a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

The essential questions framing the Cultures goal area are

How do students use their understanding of culture to communicate and function appropriately with speakers from other cultures?

How do students use their understanding of culture to communicate and function appropriately within another culture?

Essential Question

How do students use their understanding of culture to communicate and function appropriately with speakers from other cultures?

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where, and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Indicators

Beginning Students	Developing Students	Expanding Students
B 2.1-1 imitate language and behaviors that are appropriate to the target culture(s) during communication.	D 2.1-1 use language and behaviors that are target culture(s) in communication.	E 2.1-1 integrate appropriate words, phrases, gestures, and idioms into everyday communication.
B 2.1-2 identify (recognize) cultural characteristics and behaviors of everyday life.	D 2.1-2 describe cultural characteristics and behaviors of everyday life.	E 2.1-2 analyze the characteristics and behaviors of a target culture to determine their social, historical, and geographic effects.
B 2.1-3 identify cultural practices among same-language cultures.	D 2.1-3 compare cultural practices among same-language cultures.	E 2.1-3 analyze cultural practices among same-language cultures to determine factors that affect them.
B 2.1-4 recognize social issues affecting the target culture(s).	D 2.1-4 describe the perspectives of the target culture(s) toward social issues affecting them.	E 2.1-4 analyze the perspectives of the target culture(s) toward social issues affecting them.

Essential Question

How do students use their understanding of culture to communicate and function appropriately within another culture?

Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interrelatedness of languages, literatures, artifacts, traditions, and other products that are expressions of the target culture. The identification of important historical events and figures, a familiarity with the major literary, musical, and artistic contributions of the target country, and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

Indicators

Beginning Students	Developing Students	Expanding Students
B 2.2-1 identify tangible products and symbols of the target culture(s), including toys, dress, types of dwellings, foods, flags, monuments, landmarks.	D 2.2-1 describe the use of tangible products and symbols of the target culture(s) within the culture.	E 2.2-1 analyze the products and symbols of target culture(s) to determine their significance within the culture.
B 2.2-2 identify and participate in the expressive forms of the culture, including children's songs, selections from children's literature, other types of artwork.	D 2.2-2 summarize relationships between expressive forms and perspectives of the target culture (s).	E 2.2-2 analyze the relationships between expressive forms and perspectives of the target culture (s).
B 2.2-3 identify the contributions that the target culture(s) have made to the world.	D 2.2-3 summarize contributions that the target culture(s) have made to the world.	E 2.2-3 explain the effects of the culture's contributions to the world.
B 2.2-4 identify social, economic, and political institutions and perspectives of the target culture(s).	D 2.2-4 describe social, economic, and political institutions and perspectives of the target culture(s).	E 2.2-4 explain the impact of the culture's social, economic, and political institutions on current issues and world events.

Connections

Connect with Other Disciplines and Acquire Information

Foreign language study must be supportive of and integrated with the entire school experience. It is ideally suited to curriculum integration and helps students make valuable connections with other disciplines either formally or informally. Knowledge of a foreign language empowers students to extend their access to information and to increase their ability to “know and do.” Using a foreign language to acquire information empowers students with knowledge, no matter what the topic or discipline. In short, it helps students “learn how to learn.”

Even though students bring a wealth of knowledge to the foreign language classroom, connections with other disciplines very often originate in the language classroom. The teacher can use the classroom language learning experience to build upon what students already know. In this way, foreign language acquisition focuses on the broader education of students. As students learn another language, they are afforded the opportunity to expand their sources of available information. By using today’s technology at home or in school or by using traditional school and community resources, students can gather information, interact with native speakers, and hear and view programming in the target language.

The essential questions framing the Comparisons goal area are

How do students use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines?

How do students use their understanding of another language and culture to access information that would otherwise be unavailable to them?

Essential Question

How do students use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

Indicators

Beginning Students	Developing Students	Expanding Students
B 3.1-1 locate modern language resources and identify information to enhance knowledge of other subject areas.	D 3.1-1 locate modern language resources and summarize information to enhance knowledge of other subject areas.	E 3.1-1 locate modern language resources and synthesize information to enhance knowledge of other subject areas.

Essential Question

How do students use their understanding of another language and culture to access information that would otherwise be unavailable to them?

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available through the language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of that target culture. This access, either through traditional print or media sources or through the use of technologies such as the Internet, provides a veritable “window to the world.” Giving students these advantages is the focus of this standard.

Indicators

Beginning Students	Developing Students	Expanding Students
B 3.2-1 identify the viewpoints of the target culture(s) through sources intended for native speakers.	D 3.2-1 summarize the viewpoints of the target culture(s) through sources intended for native speakers.	E 3.2-1 compare the viewpoints of the target culture(s) through sources intended for native speakers.

Comparisons

Develop Insight into the Nature of Language and Culture

A major benefit of the study of a foreign language is that students better understand their own language and culture. By comparing languages, social behaviors, and cultural views, students become keen observers and analysts of their own society and communication system. In addition, the interconnectedness of linguistic and cultural elements becomes more apparent to them. The result of making these comparisons is that students develop their critical thinking abilities in valuable and important ways.

The essential questions for the Comparisons goal are

How do students make comparisons between their native language and another language to expand their understanding of both?

How do students make comparisons between their native culture and another culture to expand their understanding of both?

Essential Question
How do students make comparisons between their native language and another language to expand their understanding of both?

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general.

Indicators

Beginning Students	Developing Students	Expanding Students
B 4.1-1 recognize and imitate the sound patterns of the target language.	D 4.1-1 use the sound patterns of the target language in speech.	E 4.1-1 integrate the sound patterns of the target language into speech.
B 4.1-2 identify word borrowings and cognates from other languages.	D 4.1-2 describe the changing nature of the target language.	E 4.1-2 explain how languages influence each other.
B 4.1-3 identify the structural patterns of the target language and use them within limited contexts.	D 4.1-3 apply, within familiar contexts, the structural patterns of the target language.	E 4.1-3 apply, within a variety of contexts, the structural patterns of the target language.
B 4.1-4 identify the mechanics of the target language and use them within limited contexts in written work.	D 4.1-4 apply, within familiar contexts, the mechanics of the target language in written work.	E 4.1-4 apply, within a variety of contexts, the mechanics of the target language in written work.
B 4.1-5 recognize common idiomatic expressions within limited contexts.	D 4.1-5 recognize idiomatic expressions within familiar contexts.	E 4.1-5 recognize idiomatic expressions and their purpose in varied contexts.

Essential Question
How do students make comparisons between their native culture and another culture to expand their understanding of both?

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration into instruction from the earliest levels of learning.

Indicators

Beginning Students	Developing Students	Expanding Students
B 4.2-1 identify products from the target culture(s) and the student's native culture.	D 4.2-1 compare products from the target culture(s) and the student's native culture.	E 4.2-1 analyze products of the target culture(s) and the student's native culture to determine their significance.
B 4.2-2 identify similar and different behavioral patterns between the target culture(s) and the student's native culture.	D 4.2-2 compare behavioral patterns between the target culture(s) and the student's native culture.	E 4.2-2 use knowledge of behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's native culture.
B 4.2-3 identify practices from the target culture(s) and the student's native culture.	D 4.2-3 compare practices from the target culture(s) and the student's native culture.	E 4.2-3 analyze practices of the target culture(s) and the student's native culture to determine their significance.

Communities

Participate in Multilingual Communities at Home and around the World

Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they acquire. Their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas. The standards in this goal are dependent not only on one's careful language use but on the ability to apply knowledge of the perspectives, products, and practices of a culture, the ability to connect to other discipline areas, and the development of insight into one's own language and culture.

Some students are fortunate to have direct access to multilingual communities through their home backgrounds; all students benefit from an awareness of the many communities where English and other languages are spoken. Language students develop a keener awareness of cultures and are better equipped to function in multilingual communities than those who do not study a foreign language.

In addition to the ability to communicate in more than one language as a job skill, knowledge of other languages and cultures opens the door to many types of leisure activities. From the television screen to the computer monitor, Americans have a direct link with the entire world. Through works of great literature and the other arts, one gains a deeper understanding of self. As Americans travel to other countries and interact with speakers of other languages, they realize that competence in more than one language and knowledge of other cultures empower them to experience more fully the artistic and cultural creations of those cultures.

The essential question framing the Communities goal area is

How do students use their knowledge of languages and cultures to enrich their lives and broaden their opportunities?

Essential Question

How do students use their knowledge of languages and cultures to enrich their lives and broaden their opportunities?

Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one's life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

By developing a certain level of comfort with the new language, students can use these skills to access entertainment and information as they continue to learn throughout their lives. As a result of this standard, students have greater ability to use sources available to speakers of the target language to enrich their personal lives.

Indicators

Beginner Students	Developing Students	Expanding Students
B 5.1-1 share examples of the target language with others.	D 5.1-1 respond to the target language encountered outside of the classroom setting.	E 5.1-1 interact appropriately in the target language in real-life situations.
B 5.1-2 share examples of the target culture(s) with others.	D 5.1-2 establish connections with the target culture.	E 5.1-2 maintain connections with the target culture.
B 5.1-3 locate sources of the target culture in the community.	D 5.1-3 use target culture resources in the community to create opportunities for interaction.	E 5.1-3 perform community service using target language and/or cultural knowledge.

Stage Level Standards

Beginning

Learners in the beginning stage may be in any grade; first, sixth, ninth or twelfth, depending on the language sequence established by each district. This stage lasts more than one year.

This stage is more receptive in nature than the subsequent stages. Comprehension is generally better than language production. Students take in sounds and recognize patterns as they begin to imitate the target language. They develop aural/oral skills first; then they begin to read and write what they can already understand and say. Students in this stage are able to list, identify, name, and provide general information. They rely mainly on high-frequency words, phrases, and short sentences to communicate in the target language. Beginning stage learners use predictable language in familiar settings. They can understand and use everyday words, commands, simple phrases, sentences, and questions. They use strategies such as context clues, repetition, and paraphrasing to understand and communicate in the target language.

Beginning stage learners develop cultural awareness and the ability to recognize the products, practices, and perspectives of the target culture. They locate sources of the culture in the community and identify ways in which they can use the language to expand their knowledge of other content areas.



BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

BEGINNING STAGE

Essential Question

How do students use another language to interact with others?

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person, on the telephone, or in written correspondence, such as notes, letters, and e-mail.

Indicators

- B 1.1-1 Students indicate that they do not understand or cannot express a message adequately.
- B 1.1-2 Students understand and express basic courtesies and related gestures.
- B 1.1-3 Students give and follow simple directions.
- B 1.1-4 Students exchange personal information; including names addresses, telephone numbers and e-mail.
- B 1.1-5 Students understand and express basic needs, including food, drink, shelter, and travel assistance in familiar situations.
- B 1.1-6 Students understand and express statements of likes, dislikes, agreement, and disagreement about familiar topics.
- B 1.1-7 Students ask and answer simple questions.

Sample Activities for Standard B 1.1

- B 1.1-1 Individual Activity
Students refer to a language ladder to find a way to say, "I don't understand."
- B 1.1-2 Pair Activity
Students greet and introduce themselves to classmates and school staff.
- B 1.1-3 Group Activity
Students take turns playing the role of Simon in Simon Says.
- B 1.1-4 Group Activity
Students assigned to work on a project make arrangements to work on it after school.
- B 1.1-5 Pair or Group Activity
Students on a fixed budget simulate ordering a meal in a restaurant. Students simulate buying a train, subway, or bus ticket in a target language country.
- B 1.1-6 Pair Activity
Students talk with each other about where they want to spend the weekend and discuss what they would like or not like about that location.
- B 1.1-7 Group Activity
Students simulate Speed Dating and fill out an information card about three potential dates.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students understand information in another language?

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed realia, newspaper and magazine articles, Internet items, and literary works.

Indicators

- B 1.2-1 Students respond appropriately to simple directions and commands.
- B 1.2-2 Students identify aural, visual, and context clues in authentic spoken and written materials.
- B 1.2-3 Students identify the main idea and key words from authentic spoken and written materials.
- B 1.2-4 Students understand information on familiar topics in sentence-level oral and written presentations.

Sample Activities for Standard B 1.2

- B 1.2-1 Class Activity
After a Gouin Series activity on classroom routines, the entire class participates in a Class Routine Sequence Game. Each student randomly selects a written direction and performs it, either orally or kinesthetically.
- B 1.2-2 Individual Activity
Students underline the cognates in text then predict what the article is about in English.
Follow Up Group Activity
Groups brainstorm the strategies used in predicting (interpersonal activity).
- B 1.2-3 Individual Activity
After becoming familiar with a song from the target language culture, students complete the missing lyrics then state the main idea of a song.
- B 1.2-4 Individual Activity
Students read the text from a target language comic strip and match the illustrations to the text.
Individual Activity
Students give a title to a short article, song, tale, or poem.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students present information in another language in a way that is understood by others?

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from skits to formal oral presentations and from short compositions and creative works to formal written reports.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Indicators

- B 1.3-1 Students give simple directions and commands.
- B 1.3-2 Students use visuals as support in communicating a message.
- B 1.3-3 Students express likes or dislikes about familiar topics.
- B 1.3-4 Students dramatize simple authentic materials, including rhymes, songs, folk tales, and poems.
- B 1.3-5 Students list and compare information from simple sources.
- B 1.3-6 Students communicate information in sentence-level oral and written presentations on familiar topics.

Sample Activities for Standard B 1.3

- B 1.3-1 Individual Activity
Students list five things that they must do in foreign language class to be successful.
- B 1.3-2 Individual Activity
Students create a collage with pictures of family and friends and then describe the collage to a classmate.
- B 1.3-3 Group Activity
Students develop and distribute a survey on free time that includes the level of frequency in each activity.
- B 1.3-4 Group Activity
Groups of students teach an authentic rhyme, song, folktale, or poem to the rest of the class using total physical response.
- B 1.3-5 Individual or Group Activity
After reviewing train schedules, students choose the best schedule for travel and tell why, based on given criteria, such as the quickest routes, the cheapest route, or the train with the most amenities.
- B 1.3-6 Individual Activity
After receiving a gift from the parents of a target language-speaking exchange student, students write a thank-you note explaining why they liked the gift.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of culture to communicate and function appropriately with speakers from other cultures?

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where, and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Indicators

- B 2.1-1 Students imitate language and behaviors that are appropriate to the target culture(s) during communication.
- B 2.1-2 Students identify (recognize) cultural characteristics and behaviors of everyday life.
- B 2.1-3 Students identify cultural practices among same-language cultures.
- B 2.1-4 Students recognize social issues affecting the target culture(s).

Sample Activities for Standard B 2.1

- B 2.1-1 Individual Activity
Students create a mini-poster of five behaviors that a student learning the target language should know when interacting with a native speaker in a target language culture.
- B 2.1-2 Individual Activity
Students create a personal weekday schedule that exemplifies a day in a target language country.
- B 2.1-3 Individual or Group Activity
Students list winter holiday activities in three same-language countries.
- B 2.1-4 Individual Activity
Students scan target language newspapers from a target language country and list the recurring social issues identified in headlines.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of culture to communicate and function appropriately within another culture?

Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interrelatedness of languages, literatures, artifacts, traditions, and other products that are expressions of the target culture. The identification of important historical events and figures, a familiarity with the major literary, musical, and artistic contributions of the target country, and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

Indicators

- B 2.2-1 Students identify tangible products and symbols of the target culture(s), including toys, dress, types of dwellings, foods, flags, monuments, and landmarks.
- B 2.2-2 Students identify and participate in the expressive forms of the culture, including children's songs, selections from children's literature, and other types of artwork.
- B 2.2-3 Students identify the contributions that the target culture(s) have made to the world.
- B 2.2-4 Students identify social, economic, and political institutions and perspectives of the target culture(s).

Sample Activities for Standard B 2.2

- B 2.2-1 Group Activity
Students make flash cards of typical artifacts from several target language countries by placing a picture on one side and the target language word on the other.
- B 2.2-2 Individual Activity
Students learn a count-out rhyme from the target culture and use it when appropriate in class.
Individual Activity
Students choose a target language song of a specific genre or style and teach part of it to the class.
Individual Activity
Students create a self-portrait in the style of an artist from the target language culture.
- B 2.2-3 Class Activity
Students create a class scrapbook, big book, or PowerPoint. Throughout the course of the year, they add items to the publication showing examples of how the target culture has contributed to the world. They describe each item with one or two simple sentences in the target language.
- B 2.2-4 Pair Activity
Students create a graphic organizer to illustrate the basic elements of the government of a target language country.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

Indicators

B 3.1-1 Students locate modern language resources and identify information to enhance knowledge of other subject areas.

Sample Activity for Standard B 3.1

B 3.1-1 Individual Activity

Students find and cite three Web sites to support learning about the accomplishments and contributions of the target language country in science.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of another language and culture to access information that would otherwise be unavailable to them?

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available through the language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of that target culture. This access, either through traditional print or media sources or through the use of technologies such as the Internet, provides a veritable “window to the world.” Giving students these advantages is the focus of this standard.

Indicators

B 3.2-1 Students identify the viewpoints of the target culture(s) through sources intended for native speakers.

Sample Activity for Standard B 3.2

B 3.2-1 Pair or Group Activity

Students study car advertisements from the target culture and the United States. They create a graphic organizer in order to compare the ads and determine what people from both cultures value in cars.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students make comparisons between their native language and another language to expand their understanding of both?

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general.

Indicators

- B 4.1-1 Students recognize and imitate the sound patterns of the target language.
- B 4.1-2 Students identify word borrowings and cognates from other languages.
- B 4.1-3 Students identify the structural patterns of the target language and use them within limited contexts.
- B 4.1-4 Students identify the mechanics of the target language and use them within limited contexts in written work.
- B 4.1-5 Students recognize common idiomatic expressions within limited contexts.

Sample Activities for Standard B 4.1

- B 4.1-1 Group Activity
Students listen to, practice, and sing a song from the target culture.
- B 4.1-2 Individual Activity
Students scan a series of captions for advertisements and underline the cognates. Based on the cognates, they match the captions with pictures for the items advertised.
- B 4.1-3 Individual Activity
Students look at photographs of storefronts from the target culture and find patterns in names of the stores.
- B 4.1-4 Individual Activity
Students rewrite an instant message using appropriate capitalization and punctuation.
- B 4-1.5. Pair Activity
Students read a situation card and respond with the appropriate idiomatic expression from a bank of possibilities.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students make comparisons between their native culture and another culture to expand their understanding of both?

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration into instruction from the earliest levels of learning.

Indicators

- B 4.2-1 Students identify products from the target culture(s) and the student's native culture.
- B 4.2-2 Students identify similar and different behavioral patterns between the target culture(s) and the student's native culture.
- B 4.2-3 Students identify practices from the target culture(s) and the student's native culture.

Sample Activities for Standard B 4.2

- B 4.2-1 Individual or Pair Activity
Students choose a holiday celebrated in both the United States and a target language country and identify products related to each of the celebrations.
Follow-up Activity
Students describe how the products are used in each celebration.
- B 4.2-2 Individual Activity
Students create a timeline for meals in their family and a target culture family, including the name of the meal, how long it lasts, and two or three items that are consumed.
- B 4.2-3 Individual Activity
Students create a Venn Diagram listing their summer activities and those of a peer in a target language country.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their knowledge of languages and cultures to enrich their lives and broaden their opportunities?

Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one's life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

By developing a certain level of comfort with the new language, students can use these skills to access entertainment and information as they continue to learn throughout their lives. As a result of this standard, students have greater ability to use sources available to speakers of the target language to enrich their personal lives.

Indicators

- B 5.1-1 Students share examples of the target language with others.
- B 5.1-2 Students share examples of the target culture(s) with others.
- B 5.1-3 Students locate sources of the target culture in the community.

Sample Activities for Standard B 5.1

- B 5.1-1 Individual Activity
Students teach a parent, sibling, or friend how to order a meal in a target-language restaurant.
- B 5.1-2 Individual Activity
Students teach a parent, sibling, or friend how to greet native speakers, using appropriate gestures and language from the target culture(s).
- B 5.1-3 Individual or Pair Activity
Students get information from the local chamber of commerce regarding international businesses in their communities.



Stage Level Standards

Developing

Learners in the developing stage have completed the first part of a sequential, articulated program consisting of prolonged instruction in the target language. Students in this stage will have received more than 250 hours of uninterrupted language study. The developing stage is not the equivalent of the second year of instruction.

This stage is characterized by language production that moves from imitative to creative. Students are more reflective than automatic in their responses to situations or questions. Students are able to comprehend a greater variety of texts and produce more language. They respond in more complete and purposeful ways to meet their needs. They continue to develop language skills and are more accurate in the language they produce. However, they may move back and forth between stages, showing confidence and language control in some situations and not in others.

Rather than just name and identify, stage students are now better able to describe and provide more details. Students at this stage are beginning to recombine language to meet the demands of expanded contexts. They are not only able to express basic wants and needs, but can also elaborate on them. They ask and answer simple questions, narrate, and describe in sentences and groups of related sentences, read and understand short written passages. They continue to use strategies such as context clues, repetition, and paraphrasing to understand and communicate in the target language.

Developing stage learners recognize the interrelatedness of cultural products, practices and perspectives and establish connections with the target culture. They use the language to expand their knowledge of other content areas and gain awareness of multiple viewpoints.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

DEVELOPING STAGE

Essential Question

How do students use another language to interact with others?

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person, on the telephone, or in written correspondence, such as notes, letters, and e-mail.

Indicator

- D 1.1-1 Students use alternate phrasing when they cannot express a message adequately.
- D 1.1-2 Students identify and respond appropriately to nonverbal cues.
- D 1.1-3 Students give and follow directions and ask questions for clarification.
- D 1.1-4 Students exchange information on topics of personal interest.
- D 1.1-5 Students express personal needs with details in expected situations.
- D 1.1-6 Students express preferences, and opinions with supporting details.
- D 1.1-7 Students ask and answer complex questions, provide and request clarification when needed.

Sample Activities for Standard D 1.1

- D 1.1-1 Group Activity
Students build a monolingual class dictionary on chart paper illustrated by words and pictures throughout the course.
- D 1.1-2 Pair Activity
Students use illustrated flash cards to respond appropriately verbally.
- D 1.1-3 Pair Activity
Students engage in activities such as Battleship, Communication Gap, or map activities.
- D 1.1-4 Group Activity
Students assigned to plan a party make choices on the guest list, the food, decoration, and entertainment.
- D 1.1-5 Pair Activity
Students simulate a shopping experience in which they must ask a store clerk for assistance.
- D 1.1-6 Group Activity
Each group creates a description of what it means to be a hero.
Follow-up Activity
The class synthesizes the discussed characteristics to identify the qualities of a hero.
- D 1.1-7 Pair Activity
Students assume the role of a famous person living or dead, and take turns interviewing each other.
Follow-up Activity
Students write an essay on the common characteristics of famous people (presentational activity).

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students understand information in another language?

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed realia, newspaper and magazine articles, Internet items, and literary works.

Indicators

- D 1.2-1 Students respond appropriately to more complex directions and commands.
- D 1.2-2 Students use aural, visual, and context clues to derive meaning from authentic spoken and written materials.
- D 1.2-3 Students identify the main idea and provide supporting details from authentic spoken and written materials.
- D 1.2-4 Students understand information on a variety of topics in paragraph-length oral and written presentations.

Sample Activities for Standard D 1.2

- D 1.2-1 Individual Activity
Students read driving directions from a target language Web site and indicate the route on a map.
Individual or Group Activity
Students participate in a virtual driving test during which they have to follow the directions of the driving instructor.
- D 1.2-2 Class Activity
Using ads from a target language country, students analyze the ways cultures promote a product or idea.
- D 1.2-3 Group or Individual Activity
Students read a synopsis for a Mystery Dinner Club and tell who they think the culprit is and why.
- D 1.2-4 Group or Individual Activity
Students use sentence strips to sequence the events in an oral or written passage.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students present information in another language in a way that is understood by others?

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from skits to formal oral presentations and from short compositions and creative works to formal written reports.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Indicators

- D 1.3-1 Students give directions and commands for simple processes.
- D 1.3-2 Students use repetition, rephrasing and gestures to assist in communicating a message.
- D 1.3-3 Students express and support opinions about selected topics.
- D 1.3-4 Students summarize the plot of age-appropriate authentic materials, including songs, folklore, and short works of literature.
- D 1.3-5 Students organize and summarize information from a variety of sources.
- D 1.3-6 Students communicate information in paragraph-length oral and written presentations on a variety of topics.

Sample Activities for Standard D 1.3

- D 1.3-1 Individual Activity
Students explain to a target language-speaking exchange student how to download a song onto an I-Pod.
- D 1.3-2 Individual or Pair Activity
Students create their own language ladder on a new topic.
- D 1.3-3 Class Activity
Students defend their opinions on school uniforms, curfews, school rules, etc.
- D 1.3-4 Group Activity
Students participate in a jigsaw activity where they must summarize their section and then determine the order of events.
- D 1.3-5 Group Activity
Within the limits of a specific budget, students plan evening activities for three days in the capital city of a target language country.
- D 1.3-6 Individual Activity
Students prepare a walking tour of the campus or community for a new target language-speaking student.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of culture to communicate and function appropriately with speakers from other cultures?

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where, and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Indicators

- D 2.1-1 Students use language and behaviors that are target culture(s) in communication.
- D 2.1-2 Students describe cultural characteristics and behaviors of everyday life.
- D 2.1-3 Students compare cultural practices among same-language cultures.
- D 2.1-4 Students describe the perspectives of the target culture(s) toward social issues affecting them.

Sample Activities for Standard D 2.1

- D 2.1-1 Individual Activity
Students send an e-mail message to their teacher describing language, behaviors, and traditions typical of a holiday or season when on a virtual trip to a target language country.
- D 2.1-2 Individual Activity
Students create a journal entry for a Saturday or Sunday as if they were in a target language country from the time they get up until the time they go to bed.
- D 2.1-3 Individual Activity
Students compare the practices associated with the main meal in three same-language countries.
- D 2.1-4 Individual Activity
Students read several articles from online target language newspapers regarding immigration. Based on these articles, they describe how residents of that country feel toward the issue.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of culture to communicate and function appropriately within another culture?

Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interrelatedness of languages, literatures, artifacts, traditions, and other products that are expressions of the target culture. The identification of important historical events and figures; a familiarity with the major literary, musical, and artistic contributions of the target country; and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

Indicators

- D 2.2-1 Students describe the use of tangible products and symbols of the target culture(s) within the culture.
- D 2.2-2 Students summarize relationships between expressive forms and perspectives of the target culture(s).
- D 2.2-3 Students summarize contributions that the target culture(s) have made to the world.
- D 2.2-4 Students describe social, economic, and political institutions and perspectives of the target culture(s).

Sample Activities for Standard D 2.2

- D 2.2-1 Individual Activity
Students identify staple-food items from a target culture and describe how they are used.
- D 2.2-2 Group Activity
Students take a virtual tour of a target culture museum then compare the representations of the royal family from two different time periods.
- D 2.2-3 Class Activity
Students categorize various contributions of the target culture(s) to the world. In small groups, students choose one of the categories, summarize those contributions, and present them to the class.
- D 2.2-4 Group Activity
Students describe how a selected institution from the target culture serves the residents.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

Indicators

D 3.1-1 Students locate modern language resources and summarize information to enhance knowledge of other subject areas.

Sample Activity for Standard D 3.1

D 3.1-1 Individual or Pair Activity
Students locate example(s) of food pyramids from target language countries in order to share definitions of healthy lifestyles.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of another language and culture to access information that would otherwise be unavailable to them?

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available through the language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of that target culture. This access, either through traditional print or media sources or through the use of technologies such as the Internet, provides a veritable “window to the world.” Giving students these advantages is the focus of this standard.

Indicators

D 3.2-1 Students summarize the viewpoints of the target culture(s) through sources intended for native speakers.

Sample Activity for Standards D 3.2

D 3.2-1 Individual Activity

Students read the front page headlines of three target culture newspapers for a given day and then prioritize the relative importance of the headlines from most to least important.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students make comparisons between their native language and another language to expand their understanding of both?

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general.

Indicators

- D 4.1-1 Students use the sound patterns of the target language in speech.
- D 4.1-2 Students describe the changing nature of the target language.
- D 4.1-3 Students apply, within familiar contexts, the structural patterns of the target language.
- D 4.1-4 Students apply, within familiar contexts, the mechanics of the target language in written work.
- D 4.1-5 Students recognize idiomatic expressions within familiar contexts.

Sample Activities for Standard D 4.1

- D 4.1-1 Pair Activity
Students simulate a phone conversation in which one student reads several movie synopses in order to decide which movie to see.
- D 4.1-2 Individual Activity
Students read two passages describing fashion, one from the present and one from the past. Students cite examples of differences between the descriptions in the two passages.
- D 4.1-3 Individual Activity
Students create top ten lists of "Do's" and "Don'ts" about how to get their way with their parents then share the lists with the class.
- D 4.1-4 Individual Activity
Students paraphrase a conversation overheard in the hallway in a note to another classmate, citing several examples of what each person said in the note.
- D 4.1-5 Group Activity
Students draw a written expression out of a hat and simulate a situation in which they would use it.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students make comparisons between their native culture and another culture to expand their understanding of both?

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration into instruction from the earliest levels of learning.

Indicators

- D 4.2-1 Students compare products from the target culture(s) and the student's native culture.
- D 4.2-2 Students compare behavioral patterns between the target culture(s) and the student's native culture.
- D 4.2-3 Students compare practices from the target culture(s) and the student's native culture.

Sample Activities for Standard D 4.1

- D 4.1-1 Individual Activity
Students compare the floor plans of a home in the United States to a home in a target language country.
- D 4.2-1 Group Activity
Students create a T-chart containing information about circumstances that affect the decision of young adults to move out on their own in the target culture and in the United States.
- D 4.2-3 Pair or Group Activity
Students compare dating practices in a target culture to those of their community.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their knowledge of languages and cultures to enrich their lives and broaden their opportunities?

Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one's life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

By developing a certain level of comfort with the new language, students can use these skills to access entertainment and information as they continue to learn throughout their lives. As a result of this standard, students have greater ability to use sources available to speakers of the target language to enrich their personal lives.

Indicators

- D 5.1-1 Students respond to the target language encountered outside of the classroom setting.
- D 5.1-2 Students establish connections with the target culture.
- D 5.1-3 Students use target culture resources in the community to create opportunities for interaction.

Sample Activities for Standard D 5.1

- D 5.1-1 Individual Activity
Students keep a language journal noting times when they hear, see or read the target language and how they responded.
- D 5.1-2 Group Activity
As a class, students establish an e-class relationship with a class of students from the target culture(s).
- D 5.1-3 Pair or Group Activity
Students design activities for Sister City visitors to their town.

Stage Level Standards

Expanding

Students who reach the expanding stage are have completed a minimum of four years in a sequential, articulated program consisting of quality instruction in the target language. Students in this stage will have received more than 500 hours of uninterrupted language study. The expanding stage is not the equivalent of the third or fourth year of instruction.

Learners in this stage create and initiate communication as they interact with others. They take on full responsibility for engaging, maintaining, and furthering conversation. Students successfully act independently in the target language to meet a wide variety of purposes. They are comfortable using sources intended for native speakers and incorporate culturally appropriate phrases and gestures into communication.

Students at this stage use sentence, paragraph, and essay-length discourse appropriately to communicate with a wide variety of audiences. They refine their language skills and are increasingly accurate in the language they produce. They communicate in more complex and involved situations, respond to problems, and resolve those problems using the target language. They use multiple strategies to understand and communicate in the target language.

Expanding stage learners analyze the interrelatedness of cultural products, practices, and perspectives and maintain connections with the target culture. They use the language to explore multidisciplinary issues and viewpoints.



EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

EXPANDING STAGE

Essential Question

How do students use another language to interact with others?

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person, on the telephone, or in written correspondence, such as notes, letters, and e-mail.

Indicator

- E 1.1-1 Students employ circumlocution to successfully communicate messages.
- E 1.1-2 Students converse using language and behaviors that are appropriate to the setting.
- E 1.1-3 Students give and follow directions for managing an unexpected situation.
- E 1.1-4 Students exchange opinions and beliefs.
- E 1.1-5 Students respond appropriately to unexpected circumstances and situations.
- E 1.1-6 Students express personal feelings and ideas for the purpose of persuading others.
- E 1.1-7 Students ask and respond appropriately to open-ended questions.

Sample Activities for Standard E 1.1

- E 1.1-1 Group Activity
Students participate in or create a version of the game Password or Taboo.
- E 1.1-2 Pair Activity
Students conduct a mock scholarship interview for study abroad.
- E 1.1-3 Pair or Group Activity
Students play the role of an airline passenger who reacts to an unexpected situation created by the teacher who plays the role of the airline representative.
- E 1.1-4 Group Activity
Students choose a current issue affecting several target language countries and work in several groups to prepare for a debate.
- E 1.1-5 Pair Activity
Students simulate a phone call to speak with a health care provider in a target language country in order find the appropriate solution to their health problem.
Group Activity
Students speak with a waiter about their bill that is more than they anticipated. They have to figure out if there is an error or not.
- E 1.1-6 Pair Activity
Students simulate a parent/child conversation in which the child tries to persuade parent to:
 - change a curfew
 - choose a major
 - pursue a particular career, etc.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

E 1.1-7 Group Activity

Students read and discuss different TL countries' policies on a given environmental issue. Students compare a target language country's policy on an environmental issue to that of the US's policy on the same issue in discussion or debate format.

Follow Up Activity

Students defend their position on the issue in an essay (presentational activity).

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students understand information in another language?

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed realia, newspaper and magazine articles, Internet items, and literary works.

Indicators

- E 1.2-1 Students respond appropriately to complex directions, instructions and commands.
- E 1.2-2 Students apply diverse strategies to derive meaning and details from authentic spoken and written materials.
- E 1.2-3 Students interpret and analyze authentic spoken and written materials to derive meaning and purpose.
- E 1.2-4 Students understand information on a wide variety of topics in paragraph-length and longer oral and written presentations.

Sample Activities for Standard E 1.2

- E 1.2-1 Individual Activity
Students apply for a visa to travel in a target language country.
- E 1.2-2 Individual Activity
Students develop a graphic organizer that summarizes a reading selection.
- E 1.2-3 Group or Individual Activity
Students listen to or read excerpts from news reports on a particular current event to determine distinct viewpoints.
- E 1.2-4 Individual Activity
Students listen to video or audio clips or read a story and rewrite or predict the ending before hearing or reading the conclusion.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students present information in another language in a way that is understood by others?

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from skits to formal oral presentations and from short compositions and creative works to formal written reports.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Indicators

- E 1.3-1 Students explain a complex process incorporating detailed instructions.
- E 1.3-2 Students use diverse strategies to enhance the communication of a message.
- E 1.3-3 Students formulate and defend a position on a researched issue.
- E 1.3-4 Students present analyses of authentic materials, including songs, folklore, and literature.
- E 1.3-5 Students research and synthesize information from a variety of sources.
- E 1.3-6 Students communicate information in multi-paragraph-length oral and written presentations on a wide variety of topics.

Sample Activities for Standard E 1.3

- E 1.3-1 Individual Activity
Students explain how to create a personalized electronic or online photo album with a digital camera, including pitfalls to avoid.
- E 1.3-2 Individual or Group Activity
Students create public service messages for a variety of audiences for written and/or spoken media.
- E 1.3-3 Individual Activity
After researching the use of drugs in sports, students defend their position on the issue.
- E 1.3-4 Individual Activity
Students prepare written or oral analyses of selected texts.
Individual Activity
Students recast a traditional folktale into the 21st century.
- E 1.3-5 Individual or Group Activity
Using information from several target language sources, students present a target language country's perspective toward a particular aspect of US foreign policy.
- E 1.3-6 Individual Activity
Students create a Power Point presentation on what constitutes a healthy life style.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of culture to communicate and function appropriately with speakers from other cultures?

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where, and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Indicators

- E 2.1-1 Students integrate appropriate words, phrases, gestures, and idioms into everyday communication.
- E 2.1-2 Students analyze the characteristics and behaviors of a target culture to determine their social, historical, and geographic effects.
- E 2.1-3 Students analyze cultural practices among same-language cultures to determine factors that affect them.
- E 2.1-4 Students analyze the perspectives of the target culture(s) toward social issues affecting them.

Sample Activities for Standard E 2.1

- E 2.1-1 Group Activity
Students create a Power Point on “How to Make a Good First Impression” in a target country in specific situations.
- E 2.1-2 Individual or Group Activity
Define the concept of time in the target culture and how it may be changing.
- E 2.1-3 Individual or Group Activity
Students compare the ways in which people are honored and remembered after they die in several target language countries.
- E 2.1-4 Group Activity
The class simulates a United Nations panel discussion among several same-language countries on terrorism.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of culture to communicate and function appropriately within another culture?

Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interrelatedness of languages, literatures, artifacts, traditions, and other products that are expressions of the target culture. The identification of important historical events and figures; a familiarity with the major literary, musical, and artistic contributions of the target country; and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

Indicators

- E 2.2-1 Students analyze the products and symbols of target culture(s) to determine their significance within the culture.
- E 2.2-2 Students analyze the relationships between expressive forms and perspectives of the target culture(s).
- E 2.2-3 Students explain the effects of the culture's contributions to the world.
- E 2.2-4 Students explain the impact of the culture's social, economic, and political institutions on current issues and world events.

Sample Activities for Standard E 2.2

- E 2.2-1 Individual Activity
Students analyze the components of the flag of a target language country and the use of the flag in that country.
- E 2.2-2 Pair or Group Activity
Students listen to then read the lyrics of a selected popular song from the target culture. Students cite examples of how the lyrics reflect contemporary viewpoints of the culture.
- E 2.2-3 Individual Activity
Students write a letter of nomination supporting their choice of Person of the Past millennium from the target culture.
Follow-Up Group Activity
A committee evaluates the letters to choose a winner, and the class holds an award ceremony.
- E 2.2-4 Group Activity
Students analyze the issues related to immigration and emigration in a target language country then propose solutions for that country.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

Indicators

E 3.1-1 Students locate modern language resources and synthesize information to enhance knowledge of other subject areas.

Sample Activity for Standard E 3.1

E 3.1-1 Group Activity

Students use the Internet to find immigration statistics from a target language country to the United States. Students then analyze the data for immigration trends and explain their findings to the class.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their understanding of another language and culture to access information that would otherwise be unavailable to them?

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available through the language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of that target culture. This access, either through traditional print or media sources or through the use of technologies such as the Internet, provides a veritable “window to the world.” Giving students these advantages is the focus of this standard.

Indicators

E 3.2-1 Students compare the viewpoints of the target culture(s) through sources intended for native speakers.

Sample Activity for Standard E 3.2

E 3.2-1 Group or Class Activity

Students compare the news stories for a particular event from several online newspapers from different target language countries. They discuss the prominence or lack thereof of coverage of a particular story in the selected papers and countries.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students make comparisons between their native language and another language to expand their understanding of both?

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general.

Indicators

- E 4.1-1 Students integrate the sound patterns of the target language into speech.
- E 4.1-2 Students explain how languages influence each other.
- E 4.1-3 Students apply, within a variety of contexts, the structural patterns of the target language.
- E 4.1-4 Students apply, within a variety of contexts, the mechanics of the target language in written work.
- E 4.1-5 Students recognize idiomatic expressions and their purpose in varied contexts.

Sample Activities for Standard E 4.1

- E 4.1-1 **Group or Class Activity**
Students simulate a news broadcast by reading information about current events gathered from target language resources, such as web casts, online newspapers, or print newspapers.
- E 4.1-2 **Pair or Group Activity**
Students find instructions for a household product that are written in both English and the target language. They compare the instructions in the two languages and explain the influence of one language on the other.
- E 4.1-3 **Individual Activity**
After having read several fairy tales in the target language and analyzed their common elements, students share a memorable childhood event with their classmates in the form of a fairy tale.
- E 4.1-4 **Individual Activity**
Students write a formal letter in the target language inquiring about a summer study abroad opportunity in a target country.
- E 4.1-5 **Group Activity**
Students watch a video clip and analyze the use of idiomatic expressions in the viewed segment.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students make comparisons between their native culture and another culture to expand their understanding of both?

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration into instruction from the earliest levels of learning.

Indicators

- E 4.2-1 Students analyze products of the target culture(s) and the student's native culture to determine their significance.
- E 4.2-2 Students use knowledge of behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's native culture.
- E 4.2-3 Students analyze practices of the target culture(s) and the student's native culture to determine their significance.

Sample Activities for Standard E 4.2

- E 4.2-1 Pair or Group Activity
Students analyze products considered as status symbols in the United States and in a target language country.
- E 4.2-2 Group Activity
Students compare the drinking age in target language countries to the United States and analyze the role of alcohol in these societies.
- E 4.2-3 Pair or Group Activity
Students compare the role of the café in a target culture to that of a fast-food restaurant in the United States.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students use their knowledge of languages and cultures to enrich their lives and broaden their opportunities?

Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one's life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

By developing a certain level of comfort with the new language, students can use these skills to access entertainment and information as they continue to learn throughout their lives. As a result of this standard, students have greater ability to use sources available to speakers of the target language to enrich their personal lives.

Indicators

- E 5.1-1 Students interact appropriately in the target language in real-life situations.
- E 5.1-2 Students maintain connections with the target culture,
- E 5.1-3 Students perform community service using target language and/or cultural knowledge.

Sample Activities for Standard E 5.1

- E 5.1-1 Group Activity
Students perform a service learning activity that benefits the target-language community.
- E 5.1-2 Individual Activity
Students correspond with an e-pal from the target culture(s) about topics of interest to high school students.
- E 5.1-3 Pair or Group Activity
Students create a brochure about city resources for immigrants or visitors from the target culture.

ACADEMIC STANDARDS FOR CLASSICAL LANGUAGES

Communication

Communicate in a Classical Language

Essential Question

How do students interpret authentic classical texts?

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Indicators

Beginning Students	Developing Students	Expanding Students
B 1.1-1 recognize words, phrases, and simple sentences in Latin or Greek and identify them with pictures, other words, phrases, and simple sentences.	D 1.1-1 understand selected Latin or Greek passages.	E 1.1-1 critique in English passages of Latin or Greek prose and poetry in order to enhance understanding of the culture.
B 1.1-2 match English derivatives to Latin or Greek root words.	D 1.1-2 apply common Latin or Greek phrases, abbreviations, and mottoes to English including common phrases used in the vernacular.	E 1.1-2 apply appropriate modern usage of common Latin or Greek phrases, abbreviations, and mottoes, including legal and medical terms, as appropriate to modern usage.
B 1.1-3 use grammatical structures in Latin or Greek that are essential including declension endings, conjugation forms, and syntax in order to translate.	D 1.1-3 match in English figures of Latin or Greek speech to styles of selected authors read.	E 1.1-3 analyze in English the use of literary devices including meter, elisions, epic conventions and poetic terminology in Latin or Greek passages in order to appreciate poetic form.
B 1.1-4 recognize in English specific, factual information in selected Latin or Greek passages.	D 1.1-4 interpret in English specific information in selected Latin or Greek passages.	E 1.1-4 analyze in English major passages of authentic Latin or Greek poetry and prose in order to enhance understanding of the culture.
B 1.1-5 analyze sentences from selected passages in order to acquire translation skills.	D 1.1-5 analyze paragraphs from selected passages in order to develop translation skills	E 1.1-5 analyze authentic passages in order to expand translation skills.
B 1.1-6 use bilingual dictionary as appropriate to read, understand, or interpret texts.	D 1.1-6 apply understanding of derivatives to decipher unknown words and phrases.	E 1.1-6 attribute meaning of unknown words and phrases from context clues in authentic passages.

Essential Question

How do students understand information in Latin or Greek?

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Indicators

Beginning Students	Developing Students	Expanding Students
B 1.2-1 understand and respond appropriately to simple directions, commands, greetings, and questions.	D 1.2-1 understand and respond appropriately to more complex directions, commands, and questions.	E 1.2-1 generate simple directions, commands and questions.
B 1.2-2 recall and recite simple phrases and sentences in Latin or Greek.	D 1.2-2 recall and recite more complex passages in Latin or Greek.	E 1.2-2 recite authentic Latin or Greek prose and poetry with attention to metrical structure, meaningful phrase grouping, and appropriate voice inflection.
B 1.2-3 recall and recite Latin or Greek including accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection.	D 1.2-3 apply complex grammatical structures, including, moods, verbals, and special constructions to written sentences.	E 1.2-3 analyze famous Latin or Greek passages in order to appreciate their literary and historical value.
B 1.2-4 create simple phrases in Latin or Greek.	D 1.2-4 create simple sentences in Latin or Greek.	E 1.2-4 create complex sentences in Latin or Greek.

Cultures

Gain Knowledge and Understanding of Greco-Roman Culture

Essential Question

How do students apply their understanding of Greco-Roman culture to modern society?

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.

Indicators

Beginning Students	Developing Students	Expanding Students
B 2.1-1 recognize special activities celebrated in the Greco-Roman culture, including banquets, holidays, and theatre.	D 2.1-1 illustrate through simulations events associated with the Greco-Roman world, including banquets, holidays, and theatre.	E 2.1-1 compare Greek or Roman customs with their modern day equivalents.
B 2.1-2 recognize the expansion of ancient civilizations, including geo-political expansion.	D 2.1-2 recognize selected historical events within their geo-political contexts including the roles of famous Greeks or Romans.	E 2.1-2 analyze Greco-Roman personal, social, and political relationships in order to contextualize selected Latin or Greek passages.
B 2.1-3 illustrate through examples aspects of Greco-Roman life including music, games, food, and clothing.	D 2.1-3 compare the roles and daily life activities of men, women, children, and slaves in Rome and Greece.	E 2.1-3 analyze the philosophy, government, religion, and arts in order to determine Greco-Roman perspectives.
B 2.1-4 recognize belief systems based on Greco-Roman mythology and cultural legends.	D 2.1-4 recognize the effects of the Greco-Roman belief systems on societal practices and perspectives.	E 2.1-4 explain how the belief systems of Greeks and Romans impacted daily practices and individual perspectives as reflected in the writings of Virgil, Horace, Catullus, Cicero, or Ovid.

Essential Question
How did the products of Greco-Roman society reflect ancient cultures and impact subsequent cultures?

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks and the Romans.

Indicators

Beginning Students	Developing Students	Expanding Students
B 2.2-1 identify the names, deeds and spheres of influence of major Greco-Roman deities.	D 2.2-1 identify the names, deeds and spheres of influence of minor Greco-Roman deities.	E 2.2-1 outline the development of the epic hero from its Greco-Roman origins to modern times.
B 2.2-2 identify various forms of classical architecture, works of art, and artifacts.	D 2.2-2 exemplify specialized Greco-Roman customs including marriage, presentation of the toga praetexta, and funerals.	E 2.2-2 analyze Greco-Roman realia in order to enhance understanding of their culture.
B 2.2-3 explain how educational opportunities in the classical society affected Greco-Roman literature and oratory.	D 2.2-3 explain the impact of Greco-Roman literature on ancient society.	E 2.2-3 analyze classical literature and oratory to determine the culture, beliefs, and political influences on which it is based.

Connections

Connect with Other Disciplines and Expand Knowledge

Essential Question

How do students use their understanding of a classical language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Indicators

Beginning Students	Developing Students	Expanding Students
B 3.1-1 identify vocabulary derivatives from classical languages found in modern English usage.	D 3.1-1 illustrate through examples Latin or Greek terminology used in social sciences, history, and law.	E 3.1-1 infer Latin or Greek roots across all disciplines, including philosophy, the arts, and music.
B 3.1-2 identify within a familiar context information and skills common to modern language and other disciplines, including Roman numerals, engineering, and grammar.	D 3.1-2 identify within authentic texts information and skills common to the modern language and other disciplines, including nomenclatures, calendars, and military life.	E 3.1-2 analyze Greek or Latin texts to determine information skills common to modern literature and other disciplines, including politics, oration, and expressions of love.
B 3.1-3 compare the syntax of Greek or Latin sentences to English sentences.	D 3.1-3 compare the structure of classical prose to modern prose.	E 3.1-3 compare the structure of classical poetry to modern poetry.

Essential Question
**How does the ability to read Greek and Latin enhance the understanding
of Greco-Roman culture?**

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Indicators

Beginning Students	Developing Students	Expanding Students
B 3.2-1 recall information about the Greco-Roman culture from passages of Latin or Greek literature with culturally authentic settings.	D 3.2-1 use authentic sources to synthesize the perspectives of classical civilization and modern civilization.	E 3.2-1 compare the structure of the epic and other poetic forms with literature from other cultures.

Comparisons

Develop Insight into One's Own Language and Culture

Essential Question

How does a student's ability to communicate effectively in English increase with knowledge of Greek or Latin?

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Indicators

Beginning Students	Developing Students	Expanding Students
B 4.1-1 compare the sentence structure of classical languages with that of modern English.	D 4.1-1 compare the structure of authentic classical orations and literary works with modern-day equivalents.	E 4.1-1 critique the variations between classical poetry/prose and their modern-day equivalents.
B 4.1-2 explain how Greek or Latin influences other languages, including roots and prefixes.	D 4.1-2 explain the similarities between languages and how they influence one another's mottoes and abbreviations.	E 4.1-2 explain the similarities between languages and how they influence one another's language patterns.

Essential Question

How are students' public and private lives impacted by the ancient world?

Standard 4.2 Students compare their own culture with that of the Greco-Roman world.

Indicators

Beginning
Students

B 4.2-1 compare aspects of ancient private lives, to those of modern culture, including eating etiquette, clothing, and the family unit.

B 4.2-2 compare aspects of ancient public lives, to those of modern culture.

Developing
Students

E 4.2.1. Explain the influence of ancient private life customs on modern private life including marriage, funerals, and leisure activities.

D 4.2-2 explain the influence of ancient customs on modern society.

Expanding
Students

E 4.2-1 evaluate the private life customs of the ancient world in relationship to their impact upon modern society.

E 4.2-2 explain the influence of ancient social in relationship to their impact upon modern society.

Communities

Participate in Wider Communities of Language and Culture

Essential Question

What influence does the knowledge of classical languages and cultures have within a multicultural society?

Standard 5.1 Students use their knowledge of Latin or Greek in a global society.

Indicators

Beginning Students	Developing Students	Expanding Students
B 5.1-1 use knowledge of the target language to communicate with others, including greetings, mottoes, phrases on buildings, numerals.	D 5.1-1 coordinate connections with other students and classicists through the use of technology and multimedia.	E 5.1-1 create communication within the community of classical language learners in cultural events, contests, lectures, and scholarship.
B 5.1-2 compare classical events to personal experiences with situational vocabulary, literary works, and modern media.	D 5.1-2 analyze various perspectives of universal themes.	E 5.1-2 critique various perspectives of universal themes.
B 5.1-3 recognize classical and cultural diversity and customs to foster an acceptance of and appreciation for other cultures.	D 5.1-3 analyze classical and cultural diversity and customs to aid in an acceptance of and appreciation for other cultures.	E 5.1-3 critique classical and cultural diversity and customs to aid in an acceptance of and appreciation for other cultures.

Stage Level Standards

Beginning



Learners in the beginning stage may be in any grade, depending on the language sequence established by each district. The beginning stage should be completed by the end of the first Carnegie unit.



Comprehension is the primary focus of this stage. Students take in sounds and recognize patterns as they begin to imitate the classical language. They learn decoding skills first; then they begin to understand and analyze what they read. Students in this stage are able to list, identify, name, and provide general information. They recognize high-frequency words, phrases, and short sentences. Beginning stage learners apply predictable language syntax to build their translation skills. They can understand and use everyday words, commands, simple phrases, sentences, and questions. They use strategies such as context clues, repetition, and inference to understand the classical language.



Beginning stage learners gain cultural awareness and the ability to recognize the products, practices and perspectives of classical culture. They locate evidence of Greco-Roman culture in the community and identify ways in which the classics have expanded their knowledge of other content areas.



BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

ACADEMIC STANDARDS FOR CLASSICAL LANGUAGES

BEGINNING STAGE

Communication

Communicate in a Classical Language

Essential Question

How do students interpret authentic classical texts?

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Indicators

- B 1.1-1 Students recognize words, phrases, and simple sentences in Latin or Greek and identify them with pictures, other words, phrases, and simple sentences.
- B 1.1-2 Students match English derivatives to Latin or Greek root words.
- B 1.1-3 Students use grammatical structures in Latin or Greek that are essential including declension endings, conjugation forms, and syntax in order to translate.
- B 1.1-4 Students recognize in English specific, factual information in selected Latin or Greek passages.
- B 1.1-5 Students analyze sentences from selected passages in order to acquire translation skills.
- B 1.1-6 Students use bilingual dictionary as appropriate to read, understand, or interpret texts.

Sample Activities for Standard B 1.1

- B 1.1-1 Pair or Group Activity
Use picture flash cards to cue the use of new vocabulary and phrases.
- B 1.1-2 Group Activity
Play Concentration to pair English derivatives with their classical roots.
- B 1.1-3 Group Activity
Students participate in a chariot race declining nouns and conjugating verbs on the board. Teams use batons to represent their chariots.
- B 1.1-4 Group Activity
Students read aloud a selected passage in Latin describing gladiators and answer questions about their weaponry.
- B 1.1-5 Group Activity
Students play TNT. If the verb ends in a “t” or “nt”, the verb explodes and students must look in the rest of the sentence for a subject.
- B 1.1-6 Individual Activity
Student chooses 10 irregular word forms and find their base words in the dictionary regardless of the case or conjugation.

BEGINNING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students understand information in Latin or Greek?

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Indicators

- B 1.2-1 Students understand and respond appropriately to simple directions, commands, greetings and questions.
- B 1.2-2 Students recall and recite simple phrases and sentences in Latin or Greek.
- B 1.2-3 Students recall and recite Latin or Greek including accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection.
- B 1.2-4 Students create simple phrases in Latin or Greek.

Sample Activities for Standard B 1.2

- B 1.2-1 Group Activity
Students play *Simon Digit*.
- B 1.2-2 Pair or Group Activity
Students recite college mottoes and match them with their colleges.
- B 1.2-3 Group Activity
Students participate in choral reading of selected words, phrases, and sentences.
- B 1.2-4 Individual Activity
Student designs a classical greeting card.

Cultures

Gain Knowledge and Understanding of Greco-Roman Culture

Essential Question

How do students apply their understanding of Greco-Roman culture to modern society?

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.

Indicators

- B 2.1-1 Students recognize special activities celebrated in the Greco-Roman culture, including banquets, holidays, and theatre.
- B 2.1-2 Students recognize the expansion of ancient civilizations, including geo-political expansion.
- B 2.1-3 Students illustrate through examples aspects of Greco-Roman life including music, games, food, and clothing.
- B 2.1-4 Students recognize belief systems based on Greco-Roman mythology and cultural legends.

Sample Activities for Standard B 2.1

- B 2.1-1 Group Activity
Students celebrate Saturnalia.
- B 2.1-2 Individual or Pair Activity
Students design a series of maps depicting the expansion of the Roman Empire.
- B 2.1-3 Group Activity
Students produce a fashion show highlighting Roman clothing styles.
- B 2.1-4 Group Activity
Students read the story of the founding of Rome and discuss modern day manhole covers in Rome that are still marked with the city symbol of Rome.

Essential Question

How did the products of Greco-Roman society reflect ancient cultures and impact subsequent cultures?

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks and the Romans.

Indicators

- B 2.2-1 Students identify the names, deeds and spheres of influence of major Greco-Roman deities.
- B 2.2-2 Students identify various forms of classical architecture, works of art, and artifacts.
- B 2.2-3 Students explain how educational opportunities in the classical society affected Greco-Roman literature and oratory.

Sample Activities for Standard B 2.2

- B 2.2-1 Individual Activity
Student creates a bubble chart showing major characteristics of deities and their interrelatedness.
- B 2.2-2 Group Activity
Students demonstrate with gestures the different styles of columns.
- B 2.2-3 Individual Activity
Student delivers a Ciceronian style speech.

Connections

Connect with Other Disciplines and Expand Knowledge

Essential Question

How do students use their understanding of a classical language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Indicators

- B 3.1-1 Students identify vocabulary derivatives from classical languages found in modern English usage.
- B 3.1-2 Students identify within a familiar context information and skills common to modern language and other disciplines, including Roman numerals, engineering, and grammar.
- B 3.1-3 Students compare the syntax of Greek or Latin sentences to English sentences.

Sample Activities for Standard B 3.1

- B 3.1-1 Individual Activity
Student creates a crossword puzzle based upon Latin root words.
- B 3.1-2 Individual Activity
Student solves Roman numeral word problems.
- B 3.1-3 Individual, Pair, or Group Activity
Students parse given sentences in Latin and English.

Essential Question

How does the ability to read Greek and Latin enhance the understanding of Greco-Roman culture?

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Indicators

B 3.2-1 Students recall information about the Greco-Roman-culture from passages of Latin or Greek literature with culturally authentic settings.

Sample Activity for Standard B 3.2

B 3.2-1 Individual Activity

Student reads articles from *Pompeii* and summarizes their cultural characteristics.

Comparisons

Develop Insight into One's Own Language and Culture

Essential Question

How does a student's ability to communicate effectively in English increase with a knowledge of Greek or Latin?

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Indicator

- B 4.1-1 Students compare the sentence structure of classical languages with that of modern English.
- B 4.1-2 Students explain how Greek or Latin influences other languages, including roots and prefixes.

Sample Activities for Standard B 4.1

- B 4.1-1 Individual, Pair, or Group Activity
Students identify location of verbs in typical Latin sentences as opposed to typical English sentences.
- B 4.1-2 Pair or Group Activity
Students create a language tree depicting the derivation of selected vocabulary.

Essential Question

How are students' public and private lives impacted by the ancient world?

Standard 4.2 Students compare their own culture with that of the Greco-Roman world.

Indicators

- B 4.2-1 Students compare aspects of ancient private lives, to those of modern culture, including eating etiquette, clothing, and the family unit.
- B 4.2-2 Students compare aspects of ancient public lives, to those of modern culture.

Sample Activities for Standard B 4.2

- B 4.2-1 Individual Activity
After student locates classical recipes and compares them to modern menu items, the student prepares classical recipes for the class.
- B 4.2-2 Group Activity
Students discuss the system of servitude in classical times as opposed to that of early American history.

Communities

Participate in Wider Communities of Language and Culture

Essential Question

What influence does the knowledge of classical languages and cultures have within a multicultural society?

Standard 5.1 Students use their knowledge of Latin or Greek in a global society.

Indicators

- B 5.1-1 Students use knowledge of the target language to communicate with others, including greetings, mottoes, phrases on buildings, numerals.
- B 5.1-2 Students compare classical events to personal experiences with situational vocabulary, literary works, and modern media.
- B 5.1-3 Students recognize classical and cultural diversity and customs to foster an acceptance of and appreciation for other cultures.

Sample Activities for Standard B 5.1

- B 5.1-1 Individual or Group Activity
Students identify samples of classical language usage within the community at large.
- B 5.1-2 Group Activity
Students compare classical natural disasters with modern day equivalents.
- B 5.1-3 Individual or Pair Activity
Students explore food preparation distribution within Greco-Roman society.

Stage Level Standards

Developing



Developing stage learners are progressing to the next step of a sequential, articulated program. Students in this stage will have completed at least one Carnegie unit of classical language study. The developing stage includes and spans beyond the second Carnegie unit.



This stage is characterized by language comprehension that moves from decoding skills to interpreting authentic texts. Students are more reflective in their analysis of selected passages. They continue to develop syntax skills and are more accurate in their translations. Students may vacillate between stages, showing confidence and language control in some selections and not in others. They use strategies such as context clues, repetition, and inference to understand the classical language



Developing stage learners recognize the interrelatedness of cultural products, practices, and perspectives and establish connections with classical culture. They use the language to explore multidisciplinary issues and gain awareness of viewpoints.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

ADEMIC STANDARDS FOR CLASSICAL LANGUAGES

DEVELOPING STAGE

Communication

Communicate in a Classical Language

Essential Question

How do students interpret authentic classical texts?

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Indicators

- D 1.1-1 Students understand selected Latin or Greek passages.
- D 1.1-2 Students apply common Latin or Greek phrases, abbreviations, and mottoes to English including common phrases used in the vernacular.
- D 1.1-3 Students match in English figures of Latin or Greek speech to styles of selected authors read.
- D 1.1-4 Students interpret in English specific information in selected Latin or Greek passages.
- D 1.1-5 Students analyze paragraphs from selected passages in order to develop translation skills.
- D 1.1-6 Students apply understanding of derivatives to decipher unknown words and phrases.

Sample Activities for Standard D 1.1

- D 1.1-1 Individual, Pair, or Group Activity
Create a storyboard depicting selected passages.
- D 1.1-2 Individual or Pair Activity
Play Word Jumble to arrange given words into state mottoes.
- D 1.1-3 Group Activity
Create and post a T-Chart depicting examples of figures of speech used by classical authors.
- D 1.1-4 Individual or Pair Activity
Students create a model of an aqueduct based on descriptions in selected passages.
- D 1.1-5 Group Activity
Students read a paragraph posted on the overhead and take turns translating.
- D 1.1-6 Individual Activity
Student lists 3 derivatives for an unknown Latin word, and then infers meaning based on the derivative.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students understand information in Latin or Greek?

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Indicators

- D 1.2-1 Students understand and respond appropriately to more complex directions, commands, and questions.
- D 1.2-2 Students recall and recite more complex passages in Latin or Greek.
- D 1.2-3 Students apply complex grammatical structures, including, moods, verbals, and special constructions to written sentences.
- D 1.2-4 Students create simple sentences in Latin or Greek.

Sample Activities for Standard D 1.2

- D 1.2-1 Group Activity
Students model a Roman legion by following basic military commands.
- D 1.2-2 Pair or Group Activity
Students recite a short passage from a classical author's work.
- D 1.2-3 Individual or Pair Activity
Students transform direct quotations into indirect statements.
- D 1.2-4 Pair Activity
Students write the lyrics to a known children's song in Latin.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Cultures

Gain Knowledge and Understanding of Greco-Roman Culture

Essential Question

How do students apply their understanding of Greco-Roman culture to modern society?

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.

Indicators

- D 2.1-1 Students illustrate through simulations events associated with the Greco-Roman world, including banquets, holidays, and theatre.
- D 2.1-2 Students recognize selected historical events within their geo-political contexts including the roles of famous Greeks or Romans.
- D 2.1-3 Students compare the roles and daily life activities of men, women, children, and slaves in Rome and Greece.
- D 2.1-4 Students recognize the effects of the Greco-Roman belief systems on societal practices and perspectives.

Sample Activities for Standard D 2.1

- D 2.1-1 Group Activity
Students invite a global studies class to participate in a Roman banquet.
- D 2.1-2 Pair or Group Activity
Students create a pictorial representation of the battle of Cannae and write a paragraph on Hannibal's tactics.
- D 2.1-3 Individual Activity
Students create a graphic organizer depicting the similarities and differences of Greek vs. Ethiopian slave life.
- D 2.1-4 Individual or Pair Activity
Students create a T-chart to compare oracles' predictions with actual events.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How did the products of Greco-Roman society reflect ancient cultures and impact subsequent cultures?

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks and the Romans.

Indicators

- D 2.2-1 Students identify the names, deeds and spheres of influence of minor Greco-Roman deities.
- D 2.2-2 Students exemplify specialized Greco-Roman customs including marriage, presentation of the toga praetexta, and funerals.
- D 2.2-3 Students explain the impact of Greco-Roman literature on ancient society.

Sample Activities for Standard D 2.2

- D 2.2-1 Pair Activity
Students investigate the mythological origins of various constellations.
- D 2.2-2 Group Activity
Students design a sarcophagus including personalized details.
- D 2.2-3 Individual or Group Activity
After reading Caesar's commentary about the Druids, students analyze the impact of the Druids upon Roman society.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Connections

Connect with Other Disciplines and Expand Knowledge

Essential Question

How do students use their understanding of a classical language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Indicators

- D 3.1-1 Students illustrate through examples Latin or Greek terminology used in social sciences, history, and law.
- D 3.1-2 Students identify within authentic texts information and skills common to the modern language and other disciplines, including nomenclatures, calendars, and military life.
- D 3.1-3 Students compare the structure of classical prose to modern prose.

Sample Activities for Standard D 3.1

- D 3.1-1 Individual or Pair Activity
Students design an illustrated chart of legal terms used in the courts of the Rees Publica.
- D 3.1-2 Group Activity
Students investigate the nomenclatures for animals discussed in Caesar's British campaign letters.
- D 3.1-3 Group Activity
Students compare Livy's battle writings to those of modern generals.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How does the ability to read Greek and Latin enhance the understanding of Greco-Roman culture?

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Indicators

D 3.2-1 Students use authentic sources to synthesize the perspectives of classical civilization and modern civilization.

Sample Activity for Standard D 3.2

D 3.2-1 Group Activity

Students create murals depicting the legends of the foundation of Rome and the legends of the foundation of modern societies denoting their similarities.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Comparisons

Develop Insight into One's Own Language and Culture

Essential Question

How does a student's ability to communicate effectively in English increase with a knowledge of Greek or Latin?

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Indicators

D 4.1-1 Students compare the structure of authentic classical orations and literary works with modern-day equivalents.

D 4.1-2 Students explain the similarities between languages and how they influence one another's mottoes and abbreviations.

Sample Activities for Standard D 4.1

D 4.1-1 Group Activity

Students conduct a mock trial of Caesar for crossing the Rubicon.

D 4.1-2 Individual or Pair Activity

After the students create bumper stickers to illustrate Latin or Greek mottoes, they explain the similarities with modern mottoes.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How are students' public and private lives impacted by the ancient world?

Standard 4.2 Students compare their own culture with that of the Greco-Roman world.

Indicators

- D 4.2-1 Students explain the influence of ancient private life customs on modern private life including marriage, funerals and leisure activities.
- D 4.2-2 Students explain the influence of ancient customs on modern society.

Sample Activities for Standard D 4.2

- D 4.2-1 Individual, Pair, and Group Activity
Students participate in mock Olympic activities.
- D 4.2-2 Pair or Group Activity
Students compare Greco-Roman myths with those of other cultures.

DEVELOPING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Communities

Participate in Wider Communities of Language and Culture

Essential Question

What influence does the knowledge of classical languages and cultures have within a multicultural society?

Standard 5.1 Students use their knowledge of Latin or Greek in a global society.

Indicators

- D 5.1-1 Students coordinate connections with other students and classicists through the use of technology and multimedia.
- D 5.1-2 Students analyze various perspectives of universal themes.
- D 5.1-3 Students analyze classical and cultural diversity and customs to aid in an acceptance of and appreciation for other cultures.

Sample Activities for Standard D 5.1

- D 5.1-1 Individual, Pair, or Group Activity
Students use classical websites to coordinate classical activities beyond the school setting.
- D 5.1-2 Pair Activity
Students research the theme of unrequited love in Pygmalion.
- D 5.1-3 Individual or Pair Activity
Students create a floor plan of a Roman public bath and write a summary of activities that occur within the various rooms.

Stage Level Standards

Expanding

Students who reach the expanding stage have completed a minimum of three Carnegie units in a sequential, articulated program. The expanding stage comprises Level IV instruction and above. It may include any of the four Advanced Placement curricula.

Learners in this stage analyze and critique major works of classical literature. They translate, interpret, and evaluate classical works to master understanding of the Greco-Roman world. They are comfortable using authentic sources to support their critical analyses. Students incorporate classical phrases and gestures into modern communication.

Expanding stage learners analyze the interrelatedness of cultural products, practices and perspectives and maintain connections with classical culture. They use the language to expand their knowledge of other content areas and enhance the ability to critique multiple viewpoints.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

ACADEMIC STANDARDS FOR CLASSICAL LANGUAGES

EXPANDING STAGE

Communication

Communicate in a Classical Language

Essential Question

How do students interpret authentic classical texts?

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Indicators

- E 1.1-1 Students critique in English passages of Latin or Greek prose and poetry in order to enhance understanding of the culture.
- E 1.1-2 Students apply appropriate modern usage of common Latin or Greek phrases, abbreviations, and mottoes, including legal and medical terms, as appropriate to modern usage.
- E 1.1-3 Students analyze in English the use of literary devices including meter, elisions, epic conventions and poetic terminology in Latin or Greek passages in order to appreciate poetic form.
- E 1.1-4 Students analyze in English major passages of authentic Latin or Greek poetry and prose in order to enhance understanding of the culture.
- E 1.1-5 Students analyze authentic passages in order to expand translation skills.
- E 1.1-6 Students attribute meaning of unknown words and phrases from context clues in authentic passages.

Sample Activities for Standard E 1.1

- E 1.1-1 Group Activity
Debate the political ramifications of Aeneas' rejection of Dido.
- E 1.1-2 Individual, Pair, or Group Activity
Watch a clip from a legal or political drama, identifying legal terms and their meanings.
- E 1.1-3 Group Activity
After analyzing a poem, students produce a rap in dactylic hexameter to paraphrase the scene of Aeolus in his cave.
- E 1.1-4 Group Activity
Students discuss the symbolism of the sparrow in Catullus' poems.
- E 1.1-5 Individual Activity
Student creates an illustrated poster for a Horace poem, including the English translation.
- E 1.1-6 Individual Activity
After attempting a translation, student fills in the blanks based on the surrounding context.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How do students understand information in Latin or Greek?

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Indicators

- E 1.2-1 Students generate simple directions, commands and questions.
- E 1.2-2 Students recite authentic Latin or Greek prose and poetry with attention to metrical structure, meaningful phrase grouping, and appropriate voice inflection.
- E 1.2-3 Students analyze famous Latin or Greek passages in order to appreciate their literary and historical value.
- E 1.2-4 Students create complex sentences in Latin or Greek.

Sample Activities for Standard E 1.2

- E 1.2-1 Group Activity
Students as centurions command their cohort and peers.
- E 1.2-2 Individual Activity
Student performs an oration from Cicero's Catiline speeches.
- E 1.2-3 Individual or Pair Activity
Students prepare short passages on a PowerPoint slide and quiz classmate on source and significance of passage.
- E 1.2-4 Individual Activity
Student writes a letter in Latin describing the eruption of Vesuvius.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Cultures

Gain Knowledge and Understanding of Greco-Roman Culture

Essential Question

How do students apply their understanding of Greco-Roman culture to modern society?

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.

Indicators

- E 2.1-1 Students compare Greek or Roman customs with their modern day equivalents.
- E 2.1-2 Students analyze Greco-Roman personal, social, and political relationships in order to contextualize selected Latin or Greek passages.
- E 2.1-3 Students analyze the philosophy, government, religion, and arts in order to determine Greco-Roman perspectives.
- E 2.1-4 Students explain how the belief systems of Greeks and Romans impacted daily practices and individual perspectives as reflected in the writings of Virgil, Horace, Catullus, Cicero, or Ovid.

Sample Activities for Standard E 2.1

- E 2.1-1 Group Activity
Students perform a scene from the *Aeneid* in a classical context and then create a modern version.
- E 2.1-2 Group Activity
Students discuss the patronage system as experienced by Horace in his relationship with Maecenas.
- E 2.1-3 Individual Activity
Student investigates Cicero's treatise on the value of the Republic.
- E 2.1-4 Individual Activity
Student tells the story of Carthaginian chickens and analyzes how it reflects Greco-Roman beliefs.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How did the products of Greco-Roman society reflect ancient cultures and impact subsequent cultures?

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks and the Romans.

Indicators

- E 2.2-1 Students outline the development of the epic hero from its Greco-Roman origins to modern times.
- E 2.2-2 Students analyze Greco-Roman realia in order to enhance understanding of their culture.
- E 2.2-3 Students analyze classical literature and oratory to determine the culture, beliefs and political influences on which it is based.

Sample Indicators for Standard E 2.2

- E 2.2-1 Individual Activity
Student relates Harry Potter's heroic traits to Odysseus.
- E 2.2-2 Individual, Pair, or Group Activity
Students analyze various styles and materials from authentic death masks through written or oral discussion.
- E 2.2-3 Individual Activity
Student creates a greeting card based upon various Catullus' poems.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Connections

Connect with Other Disciplines and Expand Knowledge

Essential Question

How do students use their understanding of a classical language and culture to reinforce and expand their knowledge of other disciplines?

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Indicators

- E 3.1-1 Students infer Latin or Greek roots across all disciplines, including philosophy, the arts, and music.
- E 3.1-2 Students analyze Greek or Latin texts to determine information skills common to modern literature and other disciplines, including politics, oration, and expressions of love.
- E 3.1-3 Students compare the structure of classical poetry to modern poetry.

Sample Activities for Standard E 3.1

- E 3.1-1 Group Activity
Students perform songs related to various classical festivals.
- E 3.1-2 Individual Activity
Student compares an unidentified first century B.C. campaign speech with a modern campaign speech.
- E 3.1-3 Individual Activity
Student writes a modern mythical poem based upon Ovid's style.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How does the ability to read Greek and Latin enhance the understanding of Greco-Roman culture?

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Indicators

E 3.2-1 Students compare the structure of the epic and other poetic forms with literature from other cultures.

Sample Activity for Standard E 3.2

E 3.2-1 Individual Activity

Student writes a critical analysis of the similarities between the *Aeneid* and *Beowulf*.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Comparisons

Develop Insight into One's Own Language and Culture

Essential Question

How does a student's ability to communicate effectively in English increase with a knowledge of Greek or Latin?

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Indicators

- E 4.1-1 Students critique the variations between classical poetry/prose and their modern-day equivalents.
- E 4.1-2 Students explain the similarities between languages and how they influence one another's language patterns.

Sample Activities for Standard 4-1

- E 4.1-1 Individual Activity
After creating a graphic organizer comparing the legend of Pyramus and Thisbe to *Romeo and Juliet*, students write a critical analysis of the two.
- E 4.1-2 Individual Activity
Student creates a fishbone diagram comparing various poetic forms of classical and modern times.

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Essential Question

How are students' public and private lives impacted by the ancient world?

Standard 4.2 Students compare their own culture with that of the Greco-Roman world.

Indicators

E 4.2-1 Students evaluate the private life customs of the ancient world in relationship to their impact upon modern society.

E 4.2-2 Students explain the influence of ancient social in relationship to their impact upon modern society.

Sample Activities for Standard E 4.2

E 4.2-1 Group Activity

After conducting a toga praetexta ceremony, students will critique modern rites of passage ceremonies.

E 4.2-2 Group Activity

Students analyze the patronage system and the role of the pater familias in classical civilization as opposed to clips from the film *Oh Brother, Where Art Thou?*

EXPANDING STAGE INDICATORS WITH SAMPLE ACTIVITIES

Communities

Participate in Wider Communities of Language and Culture

Essential Question

What influence does the knowledge of classical languages and cultures have within a multicultural society?

Standard 5.1 Students use their knowledge of Latin or Greek in a global society.

Indicators

- E 5.1-1 Students create communication within the community of classical language learners in cultural events, contests, lectures, and scholarship.
- E 5.1-2 Students critique various perspectives of universal themes.
- E 5.1-3 Students critique classical and cultural diversity and customs to aid in an acceptance of and appreciation for other cultures.

Sample Activities for Standard E 5.1

- E 5.1-1 Group Activity
Students conduct a publicity contest to increase community awareness of the classics.
- E 5.1-2 Individual Activity
Student writes an analysis of classical views on how to mediate disagreements between cultures.
- E 5.1-3 Group Activity
Student compares classical spectator sports with modern day equivalents and discusses societal tolerance of violence.

APPENDIX A

GLOSSARY

aural	heard language
authentic materials	original, unchanged written and oral texts intended for native speakers that are not specifically designed for foreign language instruction
circumlocution	the ability to talk around a word or idea for which the speaker lacks the precise vocabulary or structures
cognates	words from two languages that are similar in spelling and meaning or sound and meaning
context clues	situational information that helps a student make an educated guess
cultural triangle	“the interrelatedness of the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society” <i>Standards for Foreign Language Learning</i> , p.47.
essential question	<p>“a question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree.”</p> <p>An essential question can be either overarching or topical (unit-specific) in scope. Wiggins and McTighe, p. 324</p>
idioms and idiomatic expressions	statements whose meaning cannot be understood or expressed by a word-for-word translation
indicator	specific statement of the knowledge, skills, and cognitive processes needed to meet a stage-level standard
integrate	to use appropriate verbal and non-verbal language consistently and accurately in communication
interpersonal	two-way communication where meaning is negotiated by both parties
interpretive	one-way communication where meaning is derived from reading or listening without negotiation
mechanics	rules that govern the writing process including punctuation, capitalization, indentation
presentational	a prepared written or spoken presentation that has been practiced, rehearsed, and revised.
proficiency	the level of communicative ability
oral	spoken language
realia	objects used to relate classroom teaching to real life in a foreign country or culture, including menus, advertisements, and currency
sequential, articulated program	the smooth, planned transition from one grade, level or program to another

situation cards	cards that describe a scenario in which students must use targeted linguistic skills and cultural knowledge in order to communicate
stages of language learning	In the absence of grade-level-specific standards, stages refer to the competencies of language learners on the proficiency continuum. The beginning, developing, and expanding stages do not directly correspond to traditional level one, two, and three courses.
standard	an expected level of achievement – what students should know and be able to do
synthesize	to combine information in a new form (See Bloom's taxonomy)
target culture	the culture of one or more countries where a language is spoken
target language	the foreign language studied
password	a game where one player gives his partner one-word clues in order guess the password
Taboo	a game where one player describes the taboo word or expression without using the word itself or words listed on the game card
Gouin series	a series of 6–8 simple statements that describe a logical sequence, i.e. a recipe to teach functional chunks of language
battleship	a game where one player tries to guess the location of the other player's battleship on a grid of numbers and letters
communication gap activity	a pair activity where one student has information that another one doesn't have but needs (Glisan p. 95)
language ladder	a set of 4–5 phrases on a specific theme that covers a range of registers such as 4–5 ways to thank someone
speed dating	activity in which the teacher divides the class into 2 groups facing each other. Group A is stationery while Group B moves from partner to partner at timed intervals during which students get as much information as possible from their partners regarding a specific topic
Total Physical Response	Total Physical Response or the acting out of new vocabulary
jig saw activity	activity in which each member of a group reads a different part of a text. Each person summarizes his/her part for the entire group so that each person in the group does not have to read the text in its entirety.
count-out rhyme	a target language version of eenie, meenie, miney, moe

APPENDIX B

Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed; teachers now live in a standards-based world defined by state accountability systems.

In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. The results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, and to prepare lessons that are cognitively rich, so that instructional opportunities are not missed.

Language learning goes well beyond the memorization of grammar rules and vocabulary that many people mistake for language proficiency. Most of the verbs in the indicators of the academic standards for modern and classical languages reflect the names of the categories or subcategories of the cognitive processes described in the revised Bloom's taxonomy. The verbs are intentionally selected to be appropriate when teaching the particular content of each indicator. For example, one might *compare* two cultures or *summarize* the achievements of a particular culture. Both of these are included in the cognitive process dimension *understand*, which has five other processes: *interpreting*, *exemplifying*, *classifying*, *inferring*, and *explaining*, and All seven subcategories are important aspects of *understanding* and should be part of the learning process for that indicator when they are appropriate for the content. In addition, cognitive processes lower on the taxonomy may need to be addressed in order to reach the next level. For example, students need to *recognize* and *recall* some details about each of the cultures in order to *compare* them.

Tables 1 and 2 on the following pages are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing*, pages 46 and 67, respectively. Table 3, "A Taxonomy for

Teaching, Learning, and Assessing,” describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning*.

Table 1: The Knowledge Dimension

MAJOR TYPES AND SUBTYPES		EXAMPLES
A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it		
AA.	Knowledge of terminology	Technical vocabulary, musical symbols
AB.	Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together		
BA.	Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB.	Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC.	Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods		
CA.	Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
CB.	Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC.	Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton's second law, criteria used to judge the feasibility of using a particular method to estimate business costs
D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one's own cognition		
DA.	Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
DB.	Knowledge about cognitive tasks including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC.	Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one's own knowledge level

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Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
1. REMEMBER—Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)
2. UNDERSTAND—Construct meaning from instructional messages including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)
3. APPLY—Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

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Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Table 3: A Taxonomy for Teaching, Learning, and Assessing

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. Remember— Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	2. Understand— Construct meaning from instructional messages including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	3. Apply—Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	4. Analyze—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	5. Evaluate—Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	6. Create—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
A. Factual Knowledge —The basic elements that students must know to be acquainted with a discipline or solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements						
B. Conceptual Knowledge —The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
C. Procedural Knowledge —How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
D. Metacognitive Knowledge —Knowledge of cognition in general as well as awareness of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks (including appropriate contextual and conditional knowledge DC. Self-knowledge						

