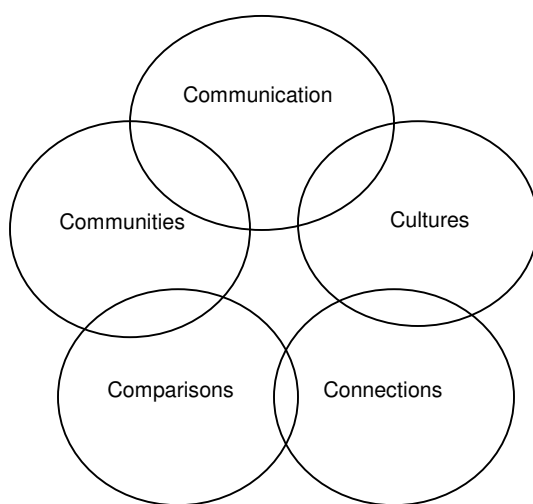


Shenendehowa Central Schools
Clifton Park, New York
Office of Instructional Services

FOREIGN LANGUAGE ESSENTIAL CONTENT AND COMPETENCIES

The *Standards for Foreign Language Learning: Preparing for the 21st Century*, offers a vision of foreign language instruction that links five goal areas: communication, cultures, connections, comparisons and communities.



Communication is the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning language provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through **comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways.

INTRODUCTION

In the teaching of modern language the fundamental purpose is to enable students to communicate with native speakers of that language and to understand their culture better. Thus, this document emphasizes a communicative rather than a linguistic approach to the teaching of modern language.

ESSENTIAL COURSE CONTENT AND COMPETENCIES is intended for administrators, teachers, parents, students, members of the community at large...for anyone who wants to understand what we expect students to know (Content) and be able to do (Competencies) in Foreign Language at certain points in their study. It is, of course, primarily for teachers who will use it to develop lessons to meet the standards. For this reason, it also serves to provide accountability. All involved with the students' learning, teachers, parents, and students have a role in helping students reach the standard described at each checkpoint.

ORGANIZATION OF THE DOCUMENT

Pages 3-4	Explanation of Terms
5-16	Modern Language Course Content
17-19	Modern Language Course Competencies
20-32	Latin Course Content
33	Latin Course Competencies

EXPLANATION OF TERMS

The components of communication are:

- function** the purpose of communication. In any given communication an attempt is made to achieve one or more ends. For example, providing and obtaining information, persuading others to your point of view, etc.
- situation** the context in which communication takes place. For example, in a two way conversation or writing a letter. *Situations* include any of the primary skills, listening, speaking, reading and writing. Several skills may be involved in any act of communication
- topic** the subject about which communication takes place. For example, an article in a magazine or plans for the weekend.

In this document *topics* represent what students should know. (Content)
Functions and situations represent what students should be able to do and the context in which they can do it. (Competencies)

proficiency the degree of accuracy and the scope of communication. Proficiency does *not* mean native or near native command of the language. It refers to the basic degree of control of the language as defined and measured by state or local exam at three checkpoints.

checkpoints Checkpoint A – the content and competencies anticipated after two years of study and measured by the NYS Proficiency Exam. (Grade 9)
Checkpoint B – the content and competencies anticipated as measured by the NYS Regents Exam. (Grade 11)
Checkpoint C – the content and competencies anticipated after five years of language student and measured by local exam.

Throughout the document there are boxes under the checkpoints with markings that bear explanation:

Pre- 6 refers to the 10 week course offered in Grade 6.

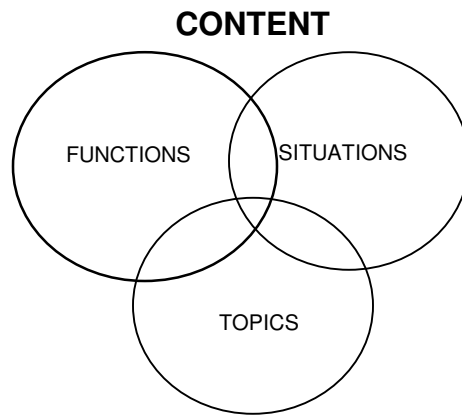
A1, A2 Checkpoint A is typically measured after two years of study. Throughout the document there is reference to Checkpoint A1 and A2. Grade 7 and 8 – 1 year of study = Checkpoint A1.
Grade 9 – 1 year of study = Checkpoint A2.

I Introduce. The grade level at which content and competencies are typically introduced for the first time.

*When interpreting the markings under **topics**, it is important to note that any topic introduced at any point in Checkpoint A can be tested on the Proficiency Exam or a local exam. It is then continually reinforced at other checkpoints because language acquisition is cumulative and spiraling in nature. Likewise, a **topic** introduced at any point in Checkpoint B is likely to appear on the Regents exam. Again, it is reinforced and may appear on any exam thereafter. Some competencies cannot be assessed by exam and need teacher judgment. For example, “Direct contact with target culture via Internet, E-mail.”

R Reinforce. Grades where topics are reintroduced at spiraling levels for difficulty.

C Competency is defined by the level of proficiency described at the specific checkpoint, and measured by a state or local exam. The I for Introduce has a more straightforward meaning when referring to the competencies. These skills take longer to acquire and are usually introduced well before students would have to demonstrate competency on a state or local exam.



FUNCTIONS

Functions denote the purposes for communication. For example, in a given situation one may wish to ask for help, give advice, issue a warning, or try to convince someone. The functions listed here are broad and may be applied to any communicative situation or given topic at any checkpoint:

- Socializing
- Providing and obtaining information
- Getting others to adopt a course of action
- Expressing personal feelings

TOPICS

The topics listed here form the basis for meaningful communication in any culture. They are listed in no particular order, since their use depends on the students' needs and interests. Students are not expected to acquire comprehensive, academic knowledge of the topics; but rather, to be able to engage in communication about them. Topics must be considered as they apply to functions, situations and proficiencies. Teachers are encouraged to add topics, which are of interest to the students and to adapt instruction to their students' communicative needs, ages and abilities.

Individual topics appear at more than one checkpoint because language acquisition is cumulative and spiraling in nature. Teachers should reintroduce, reinforce and expand communication on the topics as the student's proficiency increases. The checkpoints are neither starting points nor ending points of instruction but are indicators of what learning outcomes should have been achieved at that interval in the learning process.

SITUATIONS

The situations listed here indicate the contexts in which communication occurs. They defined the communicative partners, their roles, and the channels or communication (oral or written). They establish the parameters for the negotiation of meaning between two or more people or between one person and an oral and/or written sample of language.

The situations are listed according to the primary skill students must use: listening, listening/speaking, reading or writing. However, it is important to note that several skills may be involved in any act of communication. In all cases, each situation must be considered in relation to the functions, topics and proficiencies. The age, ability and experience of the student should also be taken into consideration.

TOPICS

MODERN LANGUAGE

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
1. PERSONAL IDENTIFICATION					
Biographical Information					
age		I	R	R	R
nationality		I	R	R	R
address and phone number		I	R	R	R
family		I	R	R	R
occupation			I	R	R
place and date of birth		I	R	R	R
Physical Characteristics					
height		I	R	R	R
weight		I	R	R	R
complexion		I	R	R	R
facial features		I	R	R	R
body shape		I	R	R	R
color of hair/eyes		I	R	R	R
disabilities		I	R	R	R
Psychological Characteristics					
character		I	R	R	R
personality		I	R	R	R
likes and dislikes		I	R	R	R
tastes and interests		I	R	R	R
2. HOUSE AND HOME					
Types of Lodging					
house			I	R	R
apartment			I	R	R
rental/ownership				I	R
Rooms & Other Lodging components					
identification			I	R	R
size/function			I	R	R
furnishings			I	R	R
garden/terrace/balcony			I	R	R
appliances				R	R
3. SERVICES					
repairs				I	R
public utilities				I	R
deliveries				I	R
4. FAMILY LIFE					
family members		I	R	R	R
activities		I	R	R	R
roles and responsibilities				I	R
rapport among family members					IR
5. COMMUNITY/NEIGHBORHOOD					
common activities		I	R	R	R
local stores/facilities			I	R	R
recreational opportunities		I	R	R	R
responsibilities/expectations					I
rapport among members of the community					I

I – Introduce
R – Reinforce

MODERN LANGUAGE

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
6. PHYSICAL ENVIRONMENT					
Physical Features					
big city			I	R	R
small town			I	R	R
village			I	R	R
suburb			I	R	R
country			I	R	R
geography of area			R	R	R
Climate and Weather					
seasons		I	R	R	R
temperature/precipitation/wind		I	R	R	R
natural catastrophes				I	R
flora and fauna				I	R
impact on human life					I
Quality of Environment					
opportunities for recreation & entertainment		I	R	R	R
ecology					I
economy					I
aesthetics					I
7. MEAL TAKING/FOOD/DRINK					
Types of Food and Drink					
everyday family fare		I	R	R	R
regional and national specialties	I		R	R	R
fast food		I	R	R	R
food and drink preparation	I		R	R	R
special occasion menus				R	R
Mealtime Interaction					
regular family meals			I	R	R
eating with friends/relatives			I	R	R
eating out			I	R	R
socializing in public establishments			I	R	R
8. HEALTH AND WELFARE					
Parts of the Body					
identification		I	R	R	R
care			I	R	R
Illness and Accidents					
symptoms of illness			I	R	R
medical services/treatment				I	R
insurance/social services					I
9. EDUCATION					
Secondary School Organization					
types of schools		I	R	R	R
subjects		I	R	R	R
schedule/school year		I	R	R	R
programs				I	R
content				I	R
examination/grading				I	R
diploma				I	R
students' organizations				I	R

I – Introduce
R – Reinforce

MODERN LANGUAGE

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
School Life					
extracurricular activities		I	R	R	R
relationships among students				I	R
relationships between staff and students				R	R
discipline				I	R
roles/responsibilities				I	R
Educational System					
structure			I	R	R
personnel					I
society's needs/expectations					I
10. EARNING A LIVING					
Types of Employment					
commonly known occupations			I	R	R
summer/part-time employment				I	R
volunteer work					I
Work Conditions					
preparation/training				I	R
work roles/responsibilities				I	R
remunerations/benefits				I	R
relations with colleagues and employer				I	R
Major Issues in Employment					
job market situation					I
new trends in employment					I
labor/management relations					I
11. LEISURE					
Available Leisure Time					
after school		I	R	R	R
weekends		I	R	R	R
holidays		I	R	R	R
vacations		I	R	R	R
Activities					
hobbies/sports/other interests		I	R	R	R
use of media		I	R	R	R
organizations and facilities				I	R
cultural resources				I	R
Special Occasions					
religious events		I	R	R	R
traditions and customs	I		R	R	R
family occasions		I	R	R	R
12. PUBLIC AND PRIVATE SERVICES					
Communications					
telephone		I	R	R	R
mail			R	R	R
telegram				R	R
Government Agencies					
post office			I	R	R
customs				I	R
police				I	R
embassies and consulates				I	R

I – Introduce
R – Reinforce

MODERN LANGUAGE

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
Finances					
banks				I	R
currency exchange offices				I	R
13. SHOPPING					
Shopping Facilities and Products					
shopping centers		I	R	R	R
specialty shops			I	R	R
neighborhood merchants			I	R	R
department stores			I	R	R
markets			I	R	R
mail-order companies					I
Shopping Patterns					
time (opening hours...)		I	R	R	R
currency		I	R	R	R
interaction with sales staff			I	R	R
staples and everyday purchases			I	R	R
modes of payment			I	R	R
weights/measurements/sizes				I	R
Shopper's Information					
prices			I	R	R
advertisements		I	R	R	R
consumer publications			I	R	R
labels/information brochures/directions		I			R
14. TRAVEL					
Transportation					
means of transportation			I	R	R
maps		I	R	R	R
timetables and fares			I	R	R
signs and instructions			I	R	R
interaction at ticket counters			I	R	R
advertisements/promotional information			I	R	R
itinerary			I	R	R
interaction at travel agencies			I	R	R
travel information agencies			I	R	R
Lodging					
youth hostels				I	R
camping/caravanning				I	R
hotels and pensions				I	R
private guest arrangements				I	R
Holiday Travel Patterns					
destinations				I	R
activities				I	R
15. CURRENT EVENTS					
Political, Social and Economic Aspects					
miscellaneous news			I	R	R
political parties				I	R
present governments				I	R
current political issues				I	R
current economic issues				I	R
general description of society				I	R

I – Introduce
R – Reinforce

MODERN LANGUAGE

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
executive, legislative and judicial				I	R
status of the economy					I
trends in the economy					I
social classes and their relations					I
social programs					I
current social issues					I
Cultural Aspects					
arts (theater/cinema/music)			I	R	R
people in the arts			I	R	R
special events			I	R	R
institutions/facilities				I	R
historical and artistic sites				I	R
folklore					R
trends					R
Relations between United States and Target Language Countries					
opportunities for exchange			I	R	R
influence of one country on another					I
cultural links					I
economic relations					I
government relations					I
individual perceptions					I

I – Introduce
R – Reinforce

CHECKPOINT A - MODERN LANGUAGE

TOPICS

PERSONAL IDENTIFICATION: age, nationality, address and phone number, family occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, identification, size/function, furnishings, garden/terrace/balcony

FAMILY LIFE: family members, activities

COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities

PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, opportunities for recreation and entertainment

MEAL TAKING/FOOD/DRINK: everyday family fare, regional and national specialties, fast food, food and drink preparation, regular family meals, eating with friends/relatives, eating out

HEALTH AND WELFARE: parts of the body, identification, symptoms of illness

EDUCATION: types of schools, subjects, schedule, school year, extracurricular activities

EARNING A LIVING: commonly known occupations

LEISURE: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES: telephone, mail, post office

SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets, shopping patterns, time, currency, interaction with sales staff, staples and everyday purchases, prices

TRAVEL: means of transportation, maps, time tables and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information

CURRENT EVENTS: miscellaneous news, arts (theater/cinema/music), people in the arts, special events

PROFICIENCIES

LISTENING: Can comprehend simple statements and questions. Usually comprehends the main idea of longer but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

SPEAKING: Can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions at this level. Can be understood, with some repetitions and circumlocutions, by native speakers used to foreigners attempting to speak their language.

READING: Can understand simple material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic. Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can sometimes guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

WRITING: Can express basic personal needs and compose short messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

CULTURE: Has knowledge of some aspects of the second language culture and is aware of the existence of cultures other than his/her own. Is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

FUNCTIONS

Socializing:

- greeting
- leave-taking
- introducing
- thanking
- apologizing

Expressing personal feelings about:

- facts
- events
- opinions
- attitudes

Providing & obtaining information about:

- facts
- events
- needs
- opinion
- attitudes
- feelings

Getting others to adopt a course of action by:

- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

SITUATIONS

LISTENING: Information and announcements from providers of common public services in face-to-face communications. Information (bulletins/announcements) provided over loudspeakers, radio and television.

LISTENING/SPEAKING: Interaction with providers of common public services in face-to-face communications. Informal every day conversations with individual peers and adults. Informal conversations with peers and familiar adults.

READING: Information provided to the general public on forms, signs, billboards, posters, labels, programs, time tables, maps, plans, menus, etc. Announcements, ads and short reports of general interest in newspapers, magazines and other publications; short, informal notes.

WRITING: Forms to be filled out for the use of common public services. Informal notes for communications in everyday life situations.

CHECKPOINT B – MODERN LANGUAGE

TOPICS

PERSONAL IDENTIFICATION: age, nationality, address and phone number, family occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, **rental ownership**, identification, size/function, furnishings, garden/terrace/balcony, **appliances**

SERVICES: repairs

FAMILY LIFE: family members, activities, **roles and responsibilities**

COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities

PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, **natural catastrophes, flora and fauna**, opportunities for recreation and entertainment

MEAL TAKING/FOOD/DRINK: everyday family fare, regional and national specialties, fast food, food and drink preparation, regular family meals, eating with friends/relatives, eating out

HEALTH AND WELFARE: parts of the body, identification, symptoms of illness, **medical services treatment**

EDUCATION: types of schools, subjects, schedule/school year, **programs, content, examinations/grading**, extracurricular activities, **relationships among students, relationships between staff and students, discipline**

EARNING A LIVING: commonly known occupations, **summer/part-time employment, preparation/training, work roles/responsibilities, remunerations/benefits**

LEISURE: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, **organizations and facilities, cultural resources**, religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES: telephone, mail, **telegram**, post office, **customs, police, banks, currency exchange offices**

SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets, **mail-order companies**, shopping patterns, time, currency, interaction with sales staff, staples and everyday purchases, **modes of payment, weights/sizes**, prices, measurements, **advertisements**

TRAVEL: means of transportation, maps, time tables and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information, **itinerary, interaction at travel agencies, youth hostels, camping, caravanning, hotels and pensions, private guest arrangements, destinations, activities**

CURRENT EVENTS: miscellaneous news, **political parties, present governments, current political issues, current economic issues, general description of society**, arts (theater/cinema/music), people of the arts, **special events, institutions/facilities, historical and artistic sites, folklore**, opportunities for exchange

PROFICIENCIES

LISTENING: Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocutions for understanding. Can understand frequently used tense forms and word order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions, but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension through contextual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of the listener.

SPEAKING: Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms, but still makes many errors in

formation and selection. Can use word order accurately in simple sentences, but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete utterances. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood by the general public.

READING: Can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points as well as some details of expository writing when dealing with areas of special interest and is able to guess meaning from context.

WRITING: Can write simple notes, letters and short reports using elementary vocabulary and commonly encountered structures. Can express present, future and past ideas comprehensively. Major errors still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to native speakers used to dealing with foreigners.

CULTURE: Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as in the target language culture. On the basis of previous experience with the target language culture, is able to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors. Still shows misunderstandings in applying this knowledge, and miscommunications occur frequently with native speakers not accustomed to foreigners.

CHECKPOINT C – MODERN LANGUAGE

TOPICS

PERSONAL IDENTIFICATION: age, nationality, address and telephone number, family occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, rental ownership, identification, size/function, furnishings, garden/terrace/balcony, appliances

SERVICES: repairs, **public utilities, deliveries**

FAMILY LIFE: family members, activities, roles and responsibilities, **rapport among family members**

COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities, **responsibilities/expectations, rapport among members of the community**

PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, natural catastrophes, flora and fauna, opportunities for recreation and entertainment

MEAL TAKING/FOOD/DRINK: everyday family fare, regional and national specialties, fast food, food and drink preparation, regular family meals, eating with friends/relatives, eating out, **socializing in public establishments**

HEALTH AND WELFARE: parts of the body, identification, symptoms of illness, medical services/treatment, **insurance/social services**

EDUCATION: types of schools, subjects, schedule/school year, programs, content, examinations/grading, **diploma, students' organizations**, extracurricular activities, relationships among students, relationships between staff and students, discipline, **roles, responsibilities/expectations, structure, personnel, society's needs/expectations**

EARNING A LIVING: commonly known occupations, summer/part-time employment, **volunteer work**, preparation/training, work roles/responsibilities, remunerations/benefits, **relations with colleagues and employer, job market situation, new trends in employment, labor/management relations**

LEISURE: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, organizations and facilities, cultural resources, religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES: telephone, mail, telegram, post office, customs, police, **embassies and consulates**, banks, currency exchange offices

SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets, mail-order companies, shopping patterns, time, currency, interaction with sales staff, staples and everyday purchases, modes of payment, weights/sizes, measurements, prices, advertisements, **consumer publications, labels/information brochures/directions**

TRAVEL: means of transportation, maps, time tables and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information, itinerary, interaction at travel agencies, **travel information agencies**, youth hostels, camping, caravanning, hotels and pensions, private guest arrangements, destinations, activities

CURRENT EVENTS: miscellaneous news, political parties, present governments, current political issues, current economic issues, general description of society, **executive, legislative and judicial, status of economy, trends in the economy, social classes and their relations, social programs, current social issues**, arts (theater/cinema/music), people in the arts, special events, institutions/facilities, historical and artistic sites, folklore, **trends**, opportunities for exchange, **influence of one country on another, cultural links, economic relations, governmental relations, individual perceptions**

PROFICIENCIES

LISTENING: Can understand standard speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. Can understand the essential points of discussions or presentations on familiar topics. Tension, pressure, emotional stress, and unfavorable listening conditions as well as vocabulary and complex utterances may hinder comprehension. Can sometimes detect emotional overtones and understand inferences.

SPEAKING: Can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary, with some circumlocutions, is sufficient to communicate. Can handle elementary constructions accurately. Limited control of more complex structures may interfere with communications.

READING: Can understand most factual information in non-technical prose as well as some expository texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze material that is written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall tone or intent of the text.

WRITING: Can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some circumlocution. Is able to show good control of the morphology of the language and of the most frequently used syntactic structures, but errors may still occur/ Can express complex ideas sequentially with simple language. Writing is comprehensible to a native speaker not used to reading the writing of foreigners.

CULTURE: Shows understanding of most culturally determined behaviors of the second language speakers and begins to demonstrate a general appreciation for their culture. Is generally able to avoid major misunderstandings in common everyday situations with native speakers not accustomed to foreigners. Is able to use the cultural context to guess at the meaning of some unfamiliar cultural behaviors. Shows some initiative and ease of using culturally appropriate behaviors acquired by observation of authentic models.

SHENENDEHOWA FOREIGN LANGUAGE DEPARTMENT ESSENTIAL COMPETENCIES

COMMUNICATION	CHECKPOINT				
The student:	Pre 6	A1 7-8	A2 9	B 10-11	C 12
1. Uses the target language and culturally appropriate non-verbal communication (e.g., gestures) in order to engage in conversations, express feelings and emotions, and exchange opinions and information.					
• Informal verbal presentations to peers and familiar adults		I	C	R	R
• Informal everyday conversations and dialogs with peers and family members.		I	R	C	
• Can follow simple instructions in order to participate in age appropriate classroom and/or cultural activities.		I	C	R	R
• Can interact with providers of common public services in face to face communications. (M)			I	R	C
2. Comprehends and interprets written and spoken language on diverse topics from diverse media.					
• Understands written messages and personal notes.		I	C	R	R
• Understands principle message in stories, newspaper articles and advertisements.		I	R	C	R
• Can understand main ideas of conversations.			I	C	R
• Can glean details, understand the main idea when listening to loudspeakers, movies, radio and television songs			I	C	R
3. Presents information, concepts and ideas to an audience of listeners or readers on a variety of topics.					
• Present skits and dialogs, tell stories.	I	R	C	R	R
• Write notes, letters, reports, posters.		I	C	R	R
• Can fill out basic forms.		I	R	C	R
• Can compose formal letters to agencies, institutions on personal needs.				I	R
• Write personal letters to friends (peers and adults)			I	R	C
• Prepare taped or video recorded messages to share locally with school peers and/or members of the target cultures on topics of personal interest.		I	R	C	R
• Can compose brief reports describing simple situations and sequences of events.			I	C	R

I = Introduce
 R = Reinforce
 C = Competency (measurable by State or local exam)

(M) = Modern Language Only
 (L) = Latin Only

CULTURE**CHECKPOINT**

The student:	Pre 6	A1 7-8	A2 9	B 10-11	C 12
4. Demonstrates knowledge and understanding of traditional ideas and perspectives, institutions, literary artistic expressions and other components of the target culture and can make comparison on their own.					
• Compares holidays, social customs, folklore, music, food.	I	R	C	R	R
• Identifies and analyze cultural perspectives in a variety of literary genres, works of art and music.				I	R
• Identifies in one's own society the contributions of the target culture.	I	R	C	R	R
• Describes sports, entertainment.	I	R	C	R	R
• Describes societies, social classes, social issues.		I	R	R	C
• Understands present governments, political and economic issues.				I	R
• Observe, analyze and discuss patterns of behavior typical of their peer group.				I	R

COMPARISONS**CHECKPOINT**

The student:	Pre 6	A1 7-8	A2 9	B 10-11	C 12
5. Comprehends the nature of language through comparison of the target language and their own.					
• Recognizes cognates, the origin of words.	I	R	C	R	R
• Understands why languages borrow words.	I	R	C	R	R
• Can cite idiomatic expressions in both languages.		I	R	C	R
• Recognizes differences and similarities in sound systems.	I	R	R	R	R
• Uses forms that express time and tense.		I	R	C	R
• Demonstrates awareness of relationship between word order (M)		I	R	C	R
• Demonstrates an awareness of formal and informal forms of language in greetings and leave-taking and try out expressions of politeness in other languages and their own.		I	C	R	R

CONNECTIONS**CHECKPOINT**

The student:	Pre 6	A1 7-8	A2 9	B 10-11	C 12
6. Acquires information and recognizes the distinctive viewpoints that are only available through the foreign language.					
• Direct contacts the target culture via Internet, e-mail. (M)	I	R	R	C	R
• Can acquire data from newspapers, magazines, original documents, literature, movies.		I	C	R	R
7. Reinforces and furthers the knowledge of other disciplines through study of the foreign language.					
• Has enhanced knowledge of grammar, time, math, geography, politics, history, environmental issues, worldwide health issues in the target language.	I	R	R	C	R

I = Introduce

R = Reinforce

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(M) = Modern Language Only

(L) = Latin Only

COMMUNITIES**CHECKPOINT**

The student:	Pre 6	A1 7-8	A2 9	B 10-11	C 12
8. Uses technology to supplement and enhance the learning of the second language within and beyond the classroom setting.					
• Internet, e-mail, CD's, tapes, videos, CD Rom		I	C	R	R
9. Recognizes the significance of learning a second language and the career and personal benefits afforded by such knowledge.					
• Can take advantage of pen pals, exchange programs, speakers, field trips.		I	C	R	R
• Recognizes enhanced career opportunities.	I	R	R	C	R
• Can take advantage of travel opportunities and personal relationships.			I	R	R
• Has broader access to media and cultural events.		I	R	R	C

I = Introduce

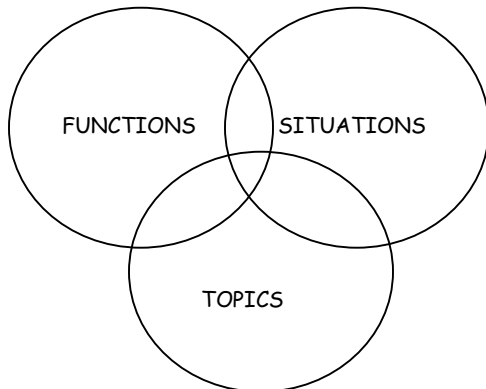
R = Reinforce

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CONTENT AND COMPETENCIES LATIN



FUNCTIONS

Functions denote the purpose of communication. In the study of Latin, there are two basic functions to communicate *in Latin* and to improve communication *in English*. The communication in Latin will be primarily through reading to obtain information about facts, events, opinions, attitudes, and feelings and to gain access to literary texts. The communication in English may involve any of the four skills (reading, listening, speaking, writing) as well as the element of cultural awareness.

For example, in order to learn facts and events, a student may read in Latin an adapted version of Livy's account of how Pyrrhus defeated the Romans. That reading will facilitate communication in English when the student later hears the expression "Pyrrhic victory" used in a history class.

The following functions are basic to Latin for communication:

	A	B	C
To gain information about Latin			•
facts	•	•	•
events	•	•	•
opinions		•	•
attitudes			•
feelings			•
To gain access to literary texts in <i>Latin</i>			•
To aid communication in <i>English</i> through:			
language skills	•	•	•
content and idea	•	•	•
style			•

SITUATIONS

Latin is a classical language that was, but no longer is, generally spoken in everyday situations and one that has exerted a great influence on the Romance languages and English. In teaching and learning Latin, communicative skills of three sorts should be developed:

1. skills in Latin,
2. skills involving Latin and English at work together,
3. skills in English that have been influenced by Latin.

Communicative skills have been defined as receptive skills (listening and reading) and productive skills (speaking and writing). With Latin, reading takes priority. The listening/speaking skills in Latin will generally be limited to reading aloud, repeating, answering questions, and oral interpretation of texts. Actual interaction on the listening/speaking level will generally be limited to questions, answers and basic conversations in the classroom, all employed as supports to the reading skill. As study of the language progresses, emphasis will shift to reading of passages aloud and development of skills in oral interpretation of literary texts. Attention needs to be focused on the ways Latin has entered English and influenced English linguistically and culturally. Finally, communicative skills in English as they relate to the language and ideas of the Romans will be developed. Communication in the situations of reading, writing, listening, and speaking will be truly bilingual and cross-cultural.

In the following table, situations are arranged to illustrate a flow of communication from Latin to English. Each group of situations (reading, listening, speaking, writing) starts with Latin, proceeds to specific situations in which the interrelationship of Latin and English is the main focus, and ends with specific situations in which English has been influenced by the language and culture of the Romans. This flow is shown in the following table:

L = Latin
 L/E = Latin/English
 E = English

	Reading			
L	Reads with understanding Latin composed for acquisition of content and language skills	•	•	•
L	Reads with general and specific comprehension adapted Latin authors		•	•
L	Reads with general and specific comprehension Latin prose authors		•	•
L	Reads with general and specific comprehension Latin authors of poetry			•
L	Reads Latin phrases and abbreviations in inscriptions, monuments and records	•	•	•
L/E	Reads Latin phrases and abbreviations used in English	•	•	•
E	Reads with understanding words of Latin origin in English	•	•	•
	Listening			
L	Recognizes classical or ecclesiastical pronunciation	•	•	•
L	Understands spoken Latin in classroom situations	•	•	•
L/E	Understands Latin phrases used in English	•	•	•
E	Understands English words and ideas associated with classical origins	•	•	•
	Speaking			
L	Produces orally the classical or ecclesiastical sound system	•	•	•
L	Reads prose aloud	•	•	•
L	Reads poetry aloud	•	•	•
L	Uses Latin with peers and teacher in classroom situations	•	•	•
L/E	Uses Latin terms in English speech and conversation			•
E	Uses conversational and formal English that incorporates Latin elements (prefixes, bases, and suffixes)		•	•
	Writing			
L	Writes Latin responses to oral or written stimuli	•	•	•
L	Writes in English the general or specific meaning of Latin passages	•	•	•
E	Writes English that incorporates Latin elements (prefixes, bases, and suffixes)		•	•
E	Writes English using Latin influences in words, structures, and ideas			•

LATIN

TOPICS

One of the components of any act of communication is the topic on which the communication occurs. A short letter of Cicero might contain twelve topics, such as names, health, character, family members, geography, topography, weather, calendar, roads, modes of travel, political issues and sites. Each of these topics is worthy of consideration and discussion in the study of Latin. Topics such as these may be introduced in the Latin classroom in a variety of communicative situations, at various times and levels in the Latin program, and with greater or lesser attention devoted to them at any given time or level. A progressive spiraling or accumulation of knowledge about each of the given topics occurs over the whole course of study.

The purpose of the following list is to offer common topics of reading in Latin and to suggest a point at which some accumulated knowledge about each can be expected to be demonstrated. Most of the topics will be introduced at the earliest stage of language development (prior to Checkpoint A) and will continue to be presented and expanded at the subsequent levels (prior to Checkpoints B and C respectively).

While the list of topics is meant primarily as an analysis of communication in the reading situation, it also serves as a list of topics of communication in the situations of listening, speaking, and writing, and of situations in which English as well as Latin is the medium of communication.

The topics have been arranged partly to correspond with the student's world, but more fundamentally to correspond to categories of experience in the world of ancient Rome. The topics begin with personal identity and expand into widening spheres of space, time, society, and culture.

The assignment of topics to specific checkpoints is an indication of when a minimum body of knowledge is to be accumulated; it is not an indication of the entry level for a topic.

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
Personal identification					
names	I		R	R	R
sex		I	R	R	R
age		I	R	R	R
nationality			I	R	R
occupation		I	R	R	R
physical characteristics and parts of the body		I	R	R	R
health		I	R	R	R
clothing	I	R	R	R	R
character		I	R	R	R
House and family					
house		I	R	R	R
apartment		I	R	R	R
country home		I	R	R	R
rooms		I	R	R	R
furnishings		I	R	R	R
garden		I	R	R	R
family members	I	R	R	R	R
birth		I	R	R	R
childhood		I	R	R	R
coming of age		I	R	R	R
marriage				I	R
family life				I	R
death and funerals					I

I = Introduce
R = Reinforce

LATIN

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
Physical environment					
geography	I	R	R	R	R
topography			I	R	R
city and town			I	R	R
province and country			I	R	R
weather		I	R	R	R
natural catastrophes			I	R	R
plants and animals		I	R	R	R
calendar		I	R	R	R
time				I	R
Meal taking, food and drink					
everyday family fare	I	R	R	R	R
banquets	I	R	R	R	R
Educational system					
number system	I	R	R	R	R
school life		I	R	R	R
structure and curriculum		I	R	R	R
literature				I	R
oratory and rhetoric				I	R
philosophy					I
Earning a living					
occupations		I	R	R	R
preparation and training		I	R	R	R
Leisure					
recreation and baths		I	R	R	R
athletics		I	R	R	R
holidays	I	R	R	R	R
circus		I	R	R	R
arena		I	R	R	R
theater		I	R	R	R
Travel					
roads		I	R	R	R
modes of travel		I	R	R	R
inns				I	R
host-guest				I	R
mail and letter writing				I	R
Politics and government					
personalities		I	R	R	R
government and organization				I	R
public services (sewers, aqueducts, bridges)		I	R	R	R
political issues				I	R
the military				I	R
law				I	R

I = Introduce
R = Reinforce

LATIN

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
Social structure and economic life					
class structure		I	R	R	R
shops		I	R	R	R
commerce and trade				I	R
coinage					I
Religion					
deities, functions and attributes	I	R	R	R	R
traditions and customs	I	R	R	R	R
festivals	I	R	R	R	R
religious events				I	R
augury					I
sacrifice					I
Architecture and art					
buildings		I	R	R	R
sites and city planning				I	R
sculpture					I
painting					I
mosaics		I	R	R	R
Myths and legends					
gods and goddesses	I	R	R	R	R
heroes		I	R	R	R
traditional oral tales		I	R	R	R
meaning and interpretation					I

I = Introduce

R = Reinforce

DEVELOPING LANGUAGE SKILLS IN LATIN

Latin for communication implies that a message delivered in Latin can speak in today's world. In reading that message, exciting things happen. Language skills are sharpened, cultural awareness is deepened. The goals of Latin for communication are to read Latin, to hear Latin, and to a degree, to speak and write Latin responses. Through these activities, students of Latin grow in their knowledge and understanding of the vocabulary and grammar of the Latin language. By extension, they also grow in their understanding of how Latin has influenced English and the Romance languages. In fact, Latin serves as a natural starting point for learning other languages and for gaining a better understanding of our own language. There is a linguistic link between the ancient and modern worlds.

The development of these language skills is a continuous process that occurs at each level of Latin study and builds on the topics, situations, and functions that have been encountered at earlier levels. Language skills pervade all topics, all situations, all functions and all proficiencies.

GRAMMAR

In acquiring the ability to read Latin, students gain linguistic insights into a second language and new facility in understanding and manipulating English. The teaching of grammar has had such an impact on education that a traditional name for elementary education has been "grammar school." The grammar that was taught was often a Latin-based grammar. Although the role of grammar in education and the nature of the grammar taught have changed in recent times, knowledge of Latin grammar remains an important element in the stated goals of the Latin syllabus.

Following is a list of the elements of grammar regularly studied in Latin programs in the schools. The names of the grammatical terms themselves need not be a major concern, nor the order, nor the level at which they are taught. The assignment to a checkpoint is intended to suggest that the acquisition of grammar is a progressive development. The checkpoints do not indicate the level at which a grammatical point is introduced but rather the point at which some accumulated knowledge has been achieved.

GRAMMAR AND FORMS – Syntax and morphology

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
Agreement					
Finite verb with its subject		I	R	R	R
Adjective with noun		I	R	R	R
Appositive			I	R	IR
Relative pronoun				I	R
Cases					
Nominative:					
subject of the finite verb		I	R	R	R
predicate nominative			I	R	R
predicate adjective			I	R	R
Genitive:					
possessive			I	R	R
with <i>cupidus</i> and <i>causa</i>				I	R
with verbs of remembering and forgetting					I
Dative:					
indirect object			I	R	R
with certain adjectives			I	R	R
with certain intransitive verbs				I	R
with compound verbs				I	R
purpose				I	R
reference				I	R

I – Introduce

R – Reinforce

LATIN

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
agent with passive periphrastic				I	R
of possessor				I	R
Accusative:					
direct object		I	R	R	R
duration of time, extent of space			I	R	R
place to which			I	R	R
with certain prepositions			I	R	R
subject of infinitive			I	R	R
with middle voice					I
specification					I
Ablative:					
place where			I	R	R
place from which			I	R	R
time when or within which			I	R	R
accompaniment			I	R	R
comparison			I	R	R
manner				I	R
personal agent				I	R
means			I	R	R
with certain prepositions			I	R	R
description				I	R
respect				I	R
with certain deponents				I	R
ablative absolute				I	R
degree of difference					I
ablative with <i>dignus</i>					I
Vocative			I	R	R
Locative			I	R	R
Verbs					
Indicative mood:					
independent clauses			I	R	R
present tense			I	R	R
imperfect tense		I	R	R	R
future tense			I	R	R
perfect tense			I	R	R
pluperfect tense			I	R	R
future perfect tense			I	R	R
passive voice				I	R
deponent verbs				I	R
declarative and interrogative			I	R	R
relative clauses				I	R
other dependent clauses				I	R
Infinitive:					
complementary			I	R	R
subject or object of finite verb			I	R	R
indirect statement				I	R
historical					I

I = Introduce
R = Reinforce

LATIN

	Pre 6	A1 7-8	A2 9	B 10-11	C 12
Imperative:					
present active			I	R	R
present passive (deponents)				I	R
future				I	R
negative			I	R	R
Subjunctive:					
all tenses, both voices				I	R
purpose				I	R
result				I	R
cum clauses				I	R
indirect question				I	R
sequence of tenses				I	R
conditions				I	R
relative clauses of characteristic				I	R
volitive (hortatory and jussive)				I	R
optative					I
deliberative					I
potential					I
clauses after verbs of fearing and doubting					I
clauses of attraction					I
gerundive and gerund				I	R
Participles:					
present				I	R
perfect				I	R
future active periphrastic				I	R
passive periphrastic				I	R
supine			I	R	R
Adjectives:					
agreement		I	R	R	R
substantive				I	R
comparison				I	R
Pronouns:					
personal			I	R	R
demonstrative			I	R	R
reflexive			I	R	R
intensive			I	R	R
relative			I	R	R
interrogative				I	R
indefinite				I	R
Adverbs:					
formation and comparison				I	R

I = Introduce
R = Reinforce

CHECKPOINT A LATIN

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of the body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, birth, childhood, coming of age

PHYSICAL ENVIRONMENT: geography, city and town, weather, plants and animals

MEAL TAKING, FOOD AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life

EARNING A LIVING: occupations

LEISURE: recreation and baths, athletics, holidays, circus, arena

TRAVEL: roads

POLITICS AND GOVERNMENT: personalities

SOCIAL STRUCTURE AND ECONOMIC LIFE: class structure, shops

RELIGION: deities, functions and attributes, traditions and customs, festivals

ARCHITECTURE AND ART: buildings

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales

SITUATIONS

READING: Reads with understanding Latin composed for acquisition of content and/or language skills (Latin). Reads Latin phrases and abbreviations in inscriptions, monuments and records (Latin). Reads Latin phrases and abbreviations used in English (Latin/English). Reads with understanding words of Latin origin in English (English).

LISTENING: Recognizes classical or ecclesiastical pronunciation (Latin). Understands spoken Latin in classroom situation (Latin). Understands Latin phrases used in English (Latin/English). Understands English words and ideas associated with classical origins (English).

SPEAKING: Produces orally the classical or ecclesiastical sound system (Latin). Reads prose aloud (Latin). Uses Latin with peers and teacher in classroom situations (Latin).

WRITING: Writes Latin response to oral or written stimuli (Latin). Writes in English the general or specific meaning of Latin passages (Latin/English).

FUNCTIONS

To gain information in Latin about:

- facts
- events

To aid communication in English through:

- language skills
- content and ideas

PROFICIENCIES

READING: Understands the simple connected materials composed for acquisition of content and/or language skills. Begins to develop an understand of Latin grammar in context and to recognize some general principles of grammar. Begins to show the ability to deduce meaning from context.

LISTENING: Recognizes the sounds of the Latin language. Comprehends simple spoken Latin statements and questions based on classroom situations and Latin questions based on reading or visual/oral stimuli. Begins to recognize and appreciate phrase grouping, voice inflection and meaningful expression when simple Latin is read aloud.

SPEAKING: Repeats correctly words or phrases spoken by the teacher. Reads aloud, with generally correct pronunciation, texts with familiar vocabulary. Responds to simple oral stimuli in the classroom situation and to questions based on reading passages.

WRITING: Writes simple Latin in response to oral or written stimuli in a classroom situation. Responds in simple Latin in response to questions based on Latin reading or visual/oral stimuli. Writes simple connected Latin as read aloud by the teacher. Expresses in written English the meaning of simple composed passages of Latin.

LANGUAGE SKILLS: Begins to demonstrate a knowledge of basic Latin vocabulary and an awareness of Latin roots in English. Begins to demonstrate a knowledge of some elements of Latin grammar and English grammar by comparison and contrast. Begins to demonstrate a knowledge of word building in Latin and English through a study of Latin prefixes and suffixes. Understands simple Latin phrases and abbreviations in English.

CULTURAL AWARENESS: Has knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history and architecture and recognizes manifestations of them in the modern world.

CHECKPOINT B LATIN

TOPICS

PERSONAL IDENTIFICIATION: names, sex, age, nationality, occupation, physical characteristics and parts of the body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, birth childhood, coming of age, **marriage, family life**

PHYSICAL ENVIRONMENT: geography, **topography**, city and town, **province and country**, weather, **natural catastrophes**, plants and animals, **calendar, time**

MEAL TAKING, FOOD AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life, **structure and curriculum, literature, oratory and rhetoric**

EARNING A LIVING: occupations, **preparation and training**

LEISURE: recreation and baths, athletics, holidays, circus, arena

TRAVEL: roads, **modes of travel, inns, host-guest, mail and letter writing**

POLITICS AND GOVERNMENT: personalities, **government organization, political issues, the military, public services (sewers, aqueducts, bridges), law**

SOCIAL STRUCTURE AND ECONOMIC LIFE: class structure, shops, **commerce and trade**

RELIGION: deities, functions and attributes, traditions and customs, festivals, **religious events**

ARCHITECTURE AND ART: buildings, **sites and city planning**

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales

Each checkpoint contains all the topics, situations and functions from the previous checkpoint. Topics, situations and functions that are new to the checkpoint are in bold print.

SITUATIONS

READING: Reads with understanding Latin composed for acquisition of content and/or language skills (Latin). **Reads with general and specific comprehension adapted Latin authors (Latin). Reads with general and specific comprehension Latin prose authors (Latin).** Reads Latin phrases and abbreviations in inscriptions, monuments and records (Latin). Reads Latin phrases and abbreviations used in English (Latin/English). Reads with understanding words of Latin origin in English (English).

LISTENING: Recognizes classical or ecclesiastical pronunciation (Latin). Understands spoken Latin in classroom situation (Latin). Understands Latin phrases used in English (Latin/English). Understands English words and ideas associated with classical origins (English).

SPEAKING: Produces orally the classical or ecclesiastical sound system (Latin). Reads prose aloud (Latin). Uses Latin with peers and teacher in classroom situations (Latin). **Uses conversational and formal English that incorporates Latin elements (prefixes, bases, suffixes) (English).**

WRITING: Writes Latin responses to oral or written stimuli (Latin). Writes in English the general or specific meaning of Latin passages (Latin/English). **Writes English that incorporates Latin elements (prefixes, bases, suffixes) (English).**

FUNCTIONS:

To gain information in Latin about:

- facts
- events
- **opinions**

To aid communication in English through:

- language skills
- content and ideas

PROFICIENCIES

READING: Understands composed Latin and passages adapted from Latin authors. General and specific comprehension is limited to selected passages in familiar Latin sentence patterns. The ability to deduce meaning is increased.

LISTENING: Comprehends simple spoken Latin statements and questions based on classroom situations or a simple Latin passage read aloud because of an increased familiarity with the sounds, words, forms of expression, and phrase grouping of the Latin language.

SPEAKING: Reads familiar Latin aloud with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in classroom situations. Responds to oral stimuli in the classroom situation and to oral or written questions based on reading passages.

WRITING: Responds in simple written Latin and in English to questions based on composed Latin passages adapted from Latin authors. Expresses in written English the general or specific meaning of a passage adapted from a Latin author.

LANGUAGE SKILLS: Has a knowledge of basic Latin vocabulary and an increased English vocabulary based on Latin. Has an increased knowledge of Latin grammar and a correspondingly increased knowledge of English grammar. Derives meaning in English and in Latin based on an increased knowledge of word building. Has an increased knowledge of Latin phrases, mottoes, and abbreviations in common English usage.

CULTURAL AWARENESS: Has an increased knowledge of selected facts of Greco-Roman myths and legends, architecture and art, and of their influence on subsequent civilizations. Has knowledge of some aspects of Roman daily life, history and public life, and of their influence on the modern world. Begins to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of these facts to the Western literary tradition.

CHECKPOINT C LATIN

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of the body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, birth, childhood, coming of age, marriage, family life, **death and funerals**

PHYSICAL ENVIRONMENT: geography, topography, city and town, province and country, weather, natural catastrophes, plants and animals, calendar, time

MEAL TAKING, FOOD AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life, structure and curriculum, literature, oratory and rhetoric

EARNING A LIVING: occupations, preparation and training

LEISURE: recreation and baths, athletics, holidays, circus, arena, **theater**

TRAVEL: roads, modes of travel, inns, host-guest, mail and letter writing

POLITICS AND GOVERNMENT: personalities, government organization, political issues, the military, public services (sewers, aqueducts, bridges), **political issues and military law**

SOCIAL STRUCTURE AND ECONOMIC LIFE: class structure, shops, commerce and trade, **coinage**

RELIGION: deities, functions and attributes, traditions and customs, festivals, religious events, **augury, sacrifice**

ARCHITECTURE AND ART: buildings, sites and city planning, **sculpture, painting, mosaics**

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales, **meaning and interpretation**

Each checkpoint contains all the topics, situations, and functions from the previous checkpoint. Topics, situations and functions that are new to the checkpoint are in bold print.

SITUATIONS

READING: Reads with understanding Latin composed for acquisition of content and/or language skills (Latin). Reads with general and specific comprehension adapted Latin authors (Latin). Reads with general and specific comprehension Latin prose authors (Latin). **Reads with general and specific comprehension Latin authors of poetry (Latin).** Reads Latin phrases and abbreviations in inscriptions, monuments and records (Latin). Reads Latin phrases and abbreviations used in English (Latin/English). Reads with understanding words of Latin origin in English (English).

LISTENING: Recognizes classical or ecclesiastical pronunciation (Latin). Understands spoken Latin in classroom situation (Latin). Understands Latin phrases used in English (Latin/English). Understands English words and ideas associated with classical origins (English).

SPEAKING: Produces orally the classical or ecclesiastical sound system (Latin). Reads prose aloud (Latin). **Reads poetry aloud (Latin).** Uses Latin with peers and teacher in classroom situations (Latin). **Uses Latin terms in English speech and conversation (Latin/English).** Uses conversational and formal English that incorporates Latin elements (prefixes, bases, suffixes) (English).

WRITING: Writes Latin responses to oral or written stimuli (Latin). Writes in English the general or specific meaning of Latin passages (Latin/English). Writes English that incorporates Latin elements (prefixes, bases, suffixes) (English). **Writes English using Latin influences in words, structures and ideas (English).**

FUNCTIONS

To gain information in Latin about:

- facts
- events
- opinions
- **attitudes**
- **feelings**

To gain access to literary texts in Latin

To aid communication in English through:

- language skills
- content and ideas
- **style**

PROFICIENCIES

READING: Reads and understands selected authors of prose and poetry with some assistance. Separates main ideas from lesser ones and uses that distinction to advance understanding of the material. Analyzes Latin grammar in context. Recognizes feature of an author's style.

LISTENING: Recognizes and appreciates the artistic merits of oral Latin prose and poetry when read aloud. Distinguishes between classical and ecclesiastical pronunciation.

SPEAKING: Reads Latin prose and poetry with attention to features such as the correct metrical structure. Reads with appropriate phrase grouping, voice inflection and expression.

WRITING: Expresses in English the general meaning of Latin passages of prose or poetry, assisted by glosses. Expresses in English the specific meaning of a Latin passage of prose and poetry, assisted by glosses.

LANGUAGE SKILLS: Demonstrates a knowledge of Latin vocabulary and an increased English vocabulary based on it. Demonstrates a knowledge of Latin grammar and English structure by comparison and contrast. Demonstrates an increased knowledge of derivation and word study.

CULTURAL AWARENESS: Demonstrates a knowledge of selected facts of Greco-Roman daily life, myths and legends, history and public life, and architecture and art, and of their influence on subsequent civilizations. Demonstrates an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of the modern Western literary tradition.

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Defines the task or research question.	I	I	D	A	A	A	D	D	D	A	A	A	A
2. Defines and communicates an information problem or information need.	I	D	D	A	A	A	D	A	A	A	A	A	A
3. Identifies the information requirements of the problem.		I	I	D	D	A	D	D	A	A	A	A	A
4. Develops a thesis.								I	D	A	A	A	A
5. Uses information seeking strategies.	I	I	D	D	A	A	D	D	D	A	A	A	A
6. Determines the range of possible sources, print and electronic at the school library (and other libraries).			I	D	A	A	I	D	D	A	A	A	A
7. Intellectually and physically locates and accesses print or electronic information and sources.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
8. Understands the uses of various parts of a book (index, table of contents, glossary, appendix, chapter and section headings).			I	D	A	A	A	A	A	A	A	A	A
9. Analyzes and evaluates the reliability and validity of informational texts. (Print and electronic).					I	D	A	I	I	I	D	A	A
10. Evaluates and selects those sources appropriate to the problem.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
11. Finds and retrieves information within sources.		I	I	D	D	A	D	D	D	A	A	A	A
12. Reads, hears or views information in the sources.		I	I	D	D	A	D	D	A	A	A	A	A
13. Interprets and extracts dates, facts and ideas in the information sources		I	I	D	A	A	D	D	D	D	A	A	A
14. Extracts information from the sources.		I	I	D	A	A	D	A	A	A	A	A	A
15. Analyzes and synthesizes information from multiple sources, organizing it and drawing conclusions about connections and relationships.		I	I	D	A	A	I	I	D	A	D	A	A
16. Presents the information.	I	D	D	A	A	A	D	A	A	A	A	A	A
17. Documents sources using MLA format.				I	D	A	D	D	D	A	A	A	A
18. Evaluates the source's effectiveness, evaluates the draft and final product's effectiveness.		I	I	D	A	A	A	A	A	I	D	A	A
19. Judges the efficiency of the information problem-solving process.				I	I	D	A	A	A	I	D	A	A
20. Devises strategies for revising, improving and updating the draft and final product.		I	I	D	A	A	A	A	A	I	D	A	A
21. Analyzes literary selections using author background.	I	I	D	D	A	A	A	A	A	I	D	D	A
22. Analyzes literary selections using critical reviews.									I	D	D	D	A