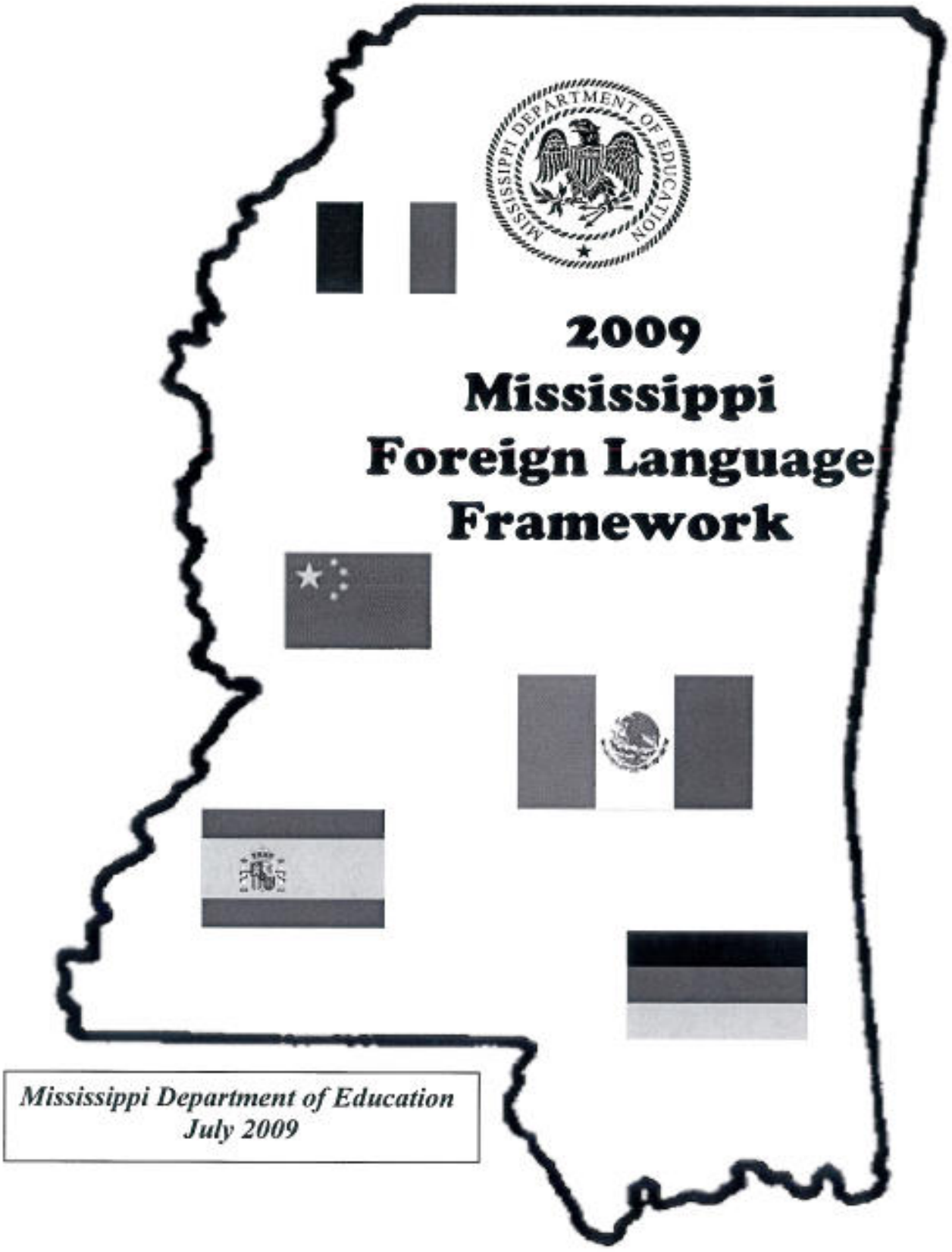

2009 Mississippi Foreign Language Framework

Mississippi Department of Education
July 2009

2009
MISSISSIPPI FOREIGN LANGUAGE FRAMEWORK

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ACKNOWLEDGEMENTS

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MISSION STATEMENT

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in world languages other than English. The mission of the Mississippi Foreign Language Framework Committee is to ensure linguistic proficiency, cultural appreciation, and the ability to function successfully in a global setting. More specifically, this curriculum framework encourages students to understand and be understood in the language(s), to communicate in a culturally-appropriate manner, and to demonstrate cultural awareness and sensitivity.

PURPOSE

The *2009 Mississippi Foreign Language Framework* describes what students should know and be able to do in foreign languages. The framework provides an outline of what students will need in preparation for life in a culturally diverse world. This document provides an outline for local schools and districts to use as a guide to curriculum development for comprehensive foreign language education. It also provides objectives for teachers to use for students to acquire a high level of competence in at least one language other than English.

USE OF THE FRAMEWORK

School districts should use the levels of study in this framework as a basis for curriculum development of courses. The curriculum should be designed to address the competencies and objectives listed in the level of study.

CYCLE

All Mississippi Curriculum Frameworks are on a six year cycle. Approximately three years after a framework is implemented, a revision team is selected to review the current framework and to make changes and modifications based on best practices in teaching as reflected in state and national trends. The pilot year (optional) for the *2009 Mississippi Foreign Language Framework* is school year 2008-2009. The implementation year for the framework is school year 2009-2010.

ORGANIZATION

The *2009 Mississippi Foreign Language Framework* is comprised of four levels of foreign language study. In middle and high school, the levels are designated Level I (Beginning), Level II (Developing), Level III (Transitioning), and Level IV (Refining). These levels of learning should easily accommodate elective scheduling and courses of study that could include students from different grade levels who can demonstrate levels of proficiency. To enhance implementation of the framework, Technology Connections, Organizations, and a Glossary are also included. The curriculum outline for the four levels of study in the *2009 Mississippi Foreign Language Framework* is formatted as follows:

FOREIGN LANGUAGE
LEVEL I (BEGINNING) → Level of Study

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

→ Content Strands & Overarching Goals

COMPETENCIES AND OBJECTIVES:

1. **Engage in basic conversations using memorized vocabulary and expressions in order to provide and obtain personal information in the target language. (C) INTERPERSONAL** → Competency

   a. Engage in short conversations using culturally appropriate greetings, gestures, and introductions. (DOK 2)
   b. Ask and answer questions about familiar topics. (DOK 2)
   c. Share likes and dislikes about people, events, places, and things. (DOK 2)
   d. Follow and give directions for participating in age-appropriate classroom and cultural activities. (DOK 2)

   → Objectives

→ Depth of Knowledge Levels

CONTENT STRANDS AND CORRESPONDING GOALS OF FOREIGN LANGUAGE EDUCATION

The *2009 Mississippi Foreign Language Framework* is comprised of five content strands: **Communication, Cultures, Connections, Comparisons, and Communities.** Each content strand is divided into at least two overarching goals upon which the competencies and objectives for each of the four levels of foreign language learning and teaching are based. These content strands and overarching goals are derived from the Standards for Foreign Language Learning in the 21st Century (1999) developed and published by the American Council on the Teaching of Foreign Languages (ACTFL) and they are interwoven within each required competency.

With the identification of the goals of foreign language education, a comprehensive, specific vision of what students should know and be able to do in the target language is defined. The goals and the level-oriented competencies are represented in the five content strands that serve as the base for this framework. The strands ensure accountability of the content that students need to acquire at each level. The competencies and the objectives at the four levels of foreign language learning describe what to teach, not how to teach. Respect for decision-making is maintained throughout the use of the framework. This framework serves as a guide for the development of specific curriculum and instructional practices. A discussion of the five content strands and overarching goals follows.

Communication Strand – Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

- The **Interpersonal Mode** is direct oral communication (e.g., face-to-face or telephonic) between individuals who are in contact. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
  Overarching Goal: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- The **Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
  Overarching Goal: Students understand and interpret written and spoken language on a variety of topics.

- The **Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.
  Overarching Goal: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Strand – Culture reflects the philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society. While some cultural knowledge can be obtained from other courses, only language study empowers learners to engage in direct interaction with members of other cultures.

- **Practices** are patterns of socially accepted behavior and deal with aspects of culture (e.g., rites of passage, forms of discourse, social "pecking order," and use of space).
  Overarching goal: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Products** are required or justified by the underlying beliefs and values of that culture. Products may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). They are required or justified by the underlying beliefs and values of that culture.
  Overarching Goal: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections Strand – Connecting with other disciplines generates learning through additional bodies of knowledge provided by language learning that is not available to monolingual English speakers. Concepts presented in other disciplines are the basis for continued learning in the foreign language class.

- By working **Across Disciplines,** students reinforce and further their knowledge of multiple disciplines through the foreign language.
  Overarching Goal: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Through **Added Perspectives,** language learners broaden the sources of information available to them.
  Overarching Goal: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons Strand – Comparing different languages and cultures develops a broader worldview.

- Learning the linguistic elements in the new **Language** impacts the students' ability to examine their own language and to develop hypotheses about the structure and use of languages.
  Overarching Goal: Students demonstrate understanding of the nature of language through comparisons of the language 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.
  Overarching Goal: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities Strand – Use of the foreign language in the community and familiarity with the products and practices of the target culture fosters cross-cultural understanding and enriches the community.

- Students come to realize the **Practical Applications** inherent in knowing other languages as a tool for communication.
  Overarching Goal: Students use the language both within and beyond the school setting.
- Students who study a language can use their skills to further **Personal Enrichment** by accessing various entertainment and information sources available to speakers of other languages.
  Overarching Goal: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

COMPETENCIES

Competencies describe what students should know and be able to do in foreign language. The competencies are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. **The competencies and objectives are required to be taught**. The order in which competencies are taught may be organized to accommodate students' needs.

OBJECTIVES

Objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts at each level. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in a specific order. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

DEPTH OF KNOWLEDGE

Each objective for the *2009 Mississippi Foreign Language Framework* has been assigned a Depth of Knowledge (DOK) level based on the work of Norman L. Webb. DOK levels help administrators, teachers, and parents understand the objective in terms of the complexity of what students are expected to know and do. Standards (i.e., competencies and objectives) vary in terms of complexity. Some objectives expect students to reproduce a fact or complete a sequence of steps, while others expect students to reason, extend their thinking, synthesize information from multiple sources, and produce significant work over time. Teachers must know what level of complexity is required by an objective in order to ensure that students have received prior instruction or have had an opportunity to learn content at the level students will be expected to demonstrate or perform. Assessment items must be created to ensure that what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the objectives.

Four levels of DOK are used in the *2009 Mississippi Foreign Language Framework*. The levels represent a hierarchy based on two main factors. (1) One factor is sophistication and complexity. Sophistication will depend on the abstractness of the activity, the degree to which simple knowledge and skills have to be recalled or drawn upon, the amount of cognitive processing required, the complexity of the content concepts used, the amount of content that has to be recalled or drawn upon, the lack of routine, and the need to extend knowledge meaningfully or produce novel findings. (2) The other factor is that students at the grade level tested have received prior instruction or have had an opportunity to learn the content. Objectives and assessment items that address complex knowledge can still have a low DOK level if the required knowledge is commonly known and students with normal instruction at a grade level should have had the opportunity to learn how to routinely (habitually) perform what is being asked. The four levels of Depth of Knowledge (DOK) are described below.

Level 1. Recall and Reproduction

Level 1 is the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a simple process or procedure. Level 1 only requires students to demonstrate a rote response, use a well-known formula, follow a set procedure (like a recipe), or perform a clearly defined series of steps. A "simple" procedure is well-defined and typically involves only one step. Verbs such as "identify" work at the recall and reproduction level. Simple word problems that can be directly translated into and solved by a formula are considered Level 1. Verbs such as "describe" and "explain" could be classified at different DOK levels, depending on the complexity of what is to be described and explained. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs, or drawings are generally Level 1.

A student answering a Level 1 item either knows the answer or does not: that is, the answer does not need to be "figured out" or "solved." In other words, if the knowledge necessary to answer an item automatically provides the answer to the item, then the item is at Level 1. If the knowledge necessary to answer the item does not automatically provide the answer, the item is at least at Level 2. Some examples that represent but do not constitute all of Level 1 performance are as follows:

- Recall or recognize a fact, term, concept, trend, generalization, theory, or property.
- Represent in words or diagrams a concept or relationship.
- Provide or recognize or identify a standard representation for simple phenomenon or specific information contained in graphics.
- Perform a routine procedure such as measuring length.

Level 2. Basic Reasoning, Using Skills and Concepts

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is more complex than in Level 1. Items require students to make some decisions as to how to approach the question or problem. In science and mathematics, keywords that generally distinguish a Level 2 item include "classify," "organize," "estimate," "make observations," "collect and display data," and "compare data." These actions imply more than one step. For example, to compare data requires first identifying characteristics of the objects or phenomenon and grouping or ordering the objects. Level 2 activities include making observations and collecting data; classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts. In social studies, this level generally requires students to contrast or compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret, or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view, or processes.

Some action verbs, such as "explain," "describe," or "interpret," could be classified at different DOK levels, depending on the complexity of the action. For example, interpreting information from a simple graph, requiring reading information from the graph, is a Level 2. An item that requires interpretation from a complex graph, such as making decisions regarding features of the graph that need to be considered and how information from the graph can be aggregated, is at Level 3. Some examples that represent, but do not constitute all of Level 2 performance, are as follows:

- Specify and explain the relationship between facts, terms, properties, or variables.
- Select a procedure according to specified criteria and perform it.
- Formulate a routine problem given data and conditions.
- Organize, represent, and interpret data.
- Identify and summarize the major events in a narrative.
- Predict a logical outcome based on information in a reading selection.

Level 3. Complex or Strategic Thinking

Level 3 requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. The cognitive demands at Level 3 are complex and abstract. The complexity does not result only from the fact that there could be multiple answers, a possibility for both Levels 1 and 2, but because the multi-step task requires more demanding reasoning. In most instances, requiring students to explain their thinking is at Level 3; requiring a very simple explanation or a word or two should be at Level 2. An activity that has more than one possible answer and requires students to justify the response they give would most likely be a Level 3. Experimental designs in Level 3 typically involve more than one dependent variable. Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems. Some examples that represent, but do not constitute all of Level 3 performance, are as follows:

- Identify research questions and design investigations for a scientific problem.
- Solve non-routine problems.
- Develop a model for a complex situation.
- Form conclusions from experimental data.
- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Analyze and describe the characteristics of various types of literature.

Level 4. Extended Thinking or Reasoning

Tasks at Level 4 have high cognitive demands and are very complex. Students are required to make several connections—relate ideas within the content area or among content areas—and select or devise one approach among many alternatives on how the situation can be solved. Many on-demand

assessment instruments will not include any assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated in such a way as to expect students to perform extended thinking. "Develop generalizations of the results obtained and the strategies used and apply them to new problem situations," is an example of a Grade 8 objective that is a Level 4. Many, but not all, performance assessments and open-ended assessment activities requiring significant thought will be Level 4.

Level 4 requires complex reasoning, experimental design and planning, and probably will require an extended period of time either for the investigation required by an objective, for accessing and investigating multiple sources, or for carrying out the multiple steps of an assessment item. However, the extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2 activity. However, if the student conducts a river study that requires taking into consideration a number of variables, this would be a Level 4. Some examples that represent but do not constitute all of a Level 4 performance are as follows:

- Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables.
- Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions.
- Describe and illustrate how common themes are found across texts from different cultures.
- Analyze and synthesize information from multiple sources.

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FOREIGN LANGUAGE
LEVEL I (BEGINNING)

DESCRIPTION OF LEVEL OF STUDY

This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. Often students participate in memorized dialogues and respond with memorized answers to memorized questions. The emphasis is placed on the development of the skills of listening, speaking, reading, and writing at a basic level and within a given context, extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes exposure to everyday customs and lifestyles of the target cultures. Grammar and vocabulary are selected according to the functions and notions of the language used in the various contexts.

A general introduction to the culture, its products (e.g., art, foods, laws, music, visual and print media), perspectives (e.g., meanings, attitudes, values, beliefs), and practices (e.g., patterns of social interaction) are integrated throughout Level I. Students should acquire insight into how languages and cultures interrelate by comparing the target language and cultures to their own. Students should be curious about similarities and differences between the home and target culture. Students should provide examples of the relationship between language and culture and identify a few characteristics of the target culture as cultural patterns. Students should develop appropriate verbal behavior for different greeting and leave-taking routines; differentiate between familiar and polite forms of address; recognize some easily interpreted gestures; and gain awareness of the difference in demeanor in formal and informal social settings.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

FOREIGN LANGUAGE
LEVEL I (BEGINNING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. Engage in basic conversations using memorized vocabulary and expressions in order to provide and obtain personal information in the target language. (C) INTERPERSONAL

a. Engage in short conversations using culturally appropriate greetings, gestures, and introductions. (DOK 2)
b. Ask and answer questions about familiar topics. (DOK 2)
c. Share likes and dislikes about people, events, places, and things. (DOK 2)
d. Follow and give directions for participating in age-appropriate classroom and cultural activities. (DOK 2)

2. Understand short spoken and written materials which use familiar vocabulary and structure in the target language. (C) INTERPRETIVE

a. Recognize specified vocabulary and expressions found in conversations, recordings, broadcasts, and videos. (DOK 2)
b. Identify people and objects in the students' personal and school environment based on oral and written messages. (DOK 2)
c. Comprehend the main idea of selected short written materials on familiar topics such as family, school events, and celebrations. (DOK 3)

3. Using familiar vocabulary and basic structures, present information to an audience of listeners or readers in the target language. (C) PRESENTATIONAL

a. Perform student-created and/or authentic songs, short poems, skits, or dialogues. (DOK 2)
b. Write and present a short narrative on a selected topic. (DOK 3)

4. Develop awareness of the target culture's way of life. (CU) PRACTICES

a. Discuss patterns of behavior used in informal and formal situations. (DOK 2)
b. Use appropriate verbal and non-verbal communication, such as greetings, leave takings, and classroom interactions. (DOK 2)
c. Demonstrate a comprehension of common words, phrases, and idioms that reflect the target culture. (DOK 2)
d. Discuss cultural activities such as games, songs, and holiday celebrations. (DOK 2)

5. Recognize products that are representative of the target culture. (CU) PRODUCTS

a. Identify objects and symbols that are used daily such as flags, currency, dress, types of dwellings, and foods. (DOK 1)
b. Identify major historical and contemporary contributions from prominent figures. (DOK 1)

6. Apply knowledge of the target language to enhance learning in other disciplines. (CN) ACROSS DISCIPLINES

a. Demonstrate comprehension of oral and written messages related to other disciplines studied. (DOK 2)
b. Relate topics and skills from other school subjects to broaden knowledge and understanding in each discipline. (DOK 2)

7. Understand that the study of a language other than English provides an additional knowledge base. (CN) ADDED PERSPECTIVES

a. Discuss when information from the target culture is presented from a different point of view. (DOK 2)
b. Identify authentic resources that can present additional perspectives not available in English. (DOK 3)

8. Examine differences and similarities in structures and vocabulary between English and the target language. (CP) LANGUAGE

a. Identify words that are borrowed in both the native and target languages, and speculate about why languages need to borrow words. (DOK 1)
b. Identify commonly occurring cognates in the language being studied. (DOK 1)
c. Develop recognition of sounds, symbols, and basic language elements for comparison to the English language. (DOK 2)
d. Identify expressions that cannot be translated word for word in order to understand idiomatic expressions. (DOK 3)

9. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (CP) CULTURE

a. Discuss how gestures and simple patterns of behavior are an important part of communication. (DOK 2)
b. Compare and contrast tangible products (e.g., clothing, dwellings, food, sports equipment, toys) of the target culture and the students' own. (DOK 2)
c. Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target culture and the students' own. (DOK 2)

10. Identify means of using the target language for personal enjoyment and enrichment. (CT) PERSONAL ENRICHMENT

a. Identify opportunities for personal enrichment in areas such as cuisine, sports, theatre, dance, music, etc. (DOK 2)
b. Investigate activities where skills in another language and/or cross-cultural understanding make participation more pleasurable. (DOK 4)

FOREIGN LANGUAGE
LEVEL II (DEVELOPING)

DESCRIPTION OF LEVEL OF STUDY

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students should participate in simple, real-life conversational situations that incorporate learned elements of the language and culture. Students should compose sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Students should develop a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values of the target culture(s).

Level II is characterized by language behavior that moves from imitative to reflective (that is, a more thoughtful rather than automatic response to a situation or question). Students should begin to respond in more complete and purposeful ways to meet their practical needs.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

FOREIGN LANGUAGE
LEVEL II (DEVELOPING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. **Demonstrate level-appropriate proficiency in providing and obtaining personal, social, and cultural information in the target language. (C) INTERPERSONAL**

   a. Ask questions which demonstrate the ability to create rather than memorize. (DOK 2)
   b. Respond appropriately to a variety of questions about familiar topics using simple sentences and justify answers. (DOK 3)
   c. Exchange likes, dislikes, feelings, and emotions with some explanation orally or in writing. (DOK 3)
   d. Request and provide goods, services, or information in familiar settings. (DOK 2)

2. **Understand longer, more complex conversations and narratives in familiar contexts. (C) INTERPRETIVE**

   a. Interpret gestures, intonation, and other visual and auditory cues. (DOK 2)
   b. Understand announcements and messages in the target language related to other school subjects. (DOK 2)
   c. Understand written target language materials on familiar topics without relying heavily on strong visual support. (DOK 2)
   d. Comprehend the main idea and some supporting details of presentations from oral, print, and visual media. (DOK 3)

3. **Provide an audience of readers or listeners with information about familiar subjects or situations in the target language. (C) PRESENTATIONAL**

   a. Present short student-created and/or authentic songs, poems, skits, or dialogues. (DOK 2)
   b. Convey information orally and in writing about personal experiences and personal events with some description and detail. (DOK 3)

4. **Expand awareness of the target culture to encompass behavior patterns in everyday informal and formal situations. (CU) PRACTICES**

   a. Interact with respect using culturally appropriate patterns of behavior. (DOK 3)
   b. Demonstrate an understanding of important cultural and social practices of the target countries. (DOK 2)
   c. Identify cultural practices that give rise to commonly held generalizations or stereotypes about the target culture(s). (DOK 3)

5. **Investigate how perspectives of a target culture have led to the formulation of that culture's products. (CU) PRODUCTS**

   a. Discuss the impact of the target country's geography, cities, and regions on daily life. (DOK 2)
   b. Experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama), and explore their impact. (DOK 3)
   c. Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same target language. (DOK 3)

6. **Connect concepts studied in the target language to related concepts in other disciplines. (CN) ACROSS DISCIPLINES**

   a. Identify and process information and skills that are common to the foreign language class and other disciplines. (DOK 3)
   b. Discuss in the target language ideas studied in other areas and how they relate. (DOK 3)

7. **Develop an understanding of distinctive target and native language viewpoints. (CN) ADDED PERSPECTIVES**

   a. List target language resources that could provide different perspectives of selected topics in other disciplines. (DOK 2)
   b. Read authentic target language resources to acquire basic information. (DOK 3)

8. **Compare linguistic elements of English and the target language to gain insight into the nature of language. (CP) LANGUAGE**

   a. Identify cognates, word origins, prefixes, suffixes, and sentence structure to derive meaning. (DOK 2)
   b. Compare the sound-symbol association of the native language to that of the target language. (DOK 3)

c. Compare the grammatical elements (morphology and syntax) of the two languages to better understand how each functions. (DOK 3)

9. Compare and contrast particular aspects of the target culture and their own. (CP) CULTURE

a. Compare and contrast verbal and nonverbal communication patterns. (DOK 2)
b. Compare and contrast traditions, celebrations, work habits, and leisure time and explain their importance. (DOK 3)

10. Research the benefits of using the language for personal enjoyment or enrichment. (CT) PERSONAL ENRICHMENT

a. Search for and discuss opportunities to continue language and culture study in formal and informal settings. (DOK 4)
b. Examine activities enhanced by skills in another language and/or cross cultural understanding. (DOK 2)

FOREIGN LANGUAGE
LEVEL III (TRANSITIONING)

DESCRIPTION OF LEVEL OF STUDY

Students should continue to expand their listening, speaking, reading, and writing skills as they access short literary texts, authentic materials, and media on familiar topics. Students should be able to initiate and maintain face-to-face communication in the target language. Students should continue to refine their knowledge and understanding of the target language and culture(s).

Level III is characterized by movement from reflective to interactive language behavior. Students should strive to act more independently in the target language to express thoughts.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. The Depth of Knowledge (DOK) level is indicated at the end of each objective. School districts may write additional objectives based upon the needs of the students at the local level.

FOREIGN LANGUAGE
LEVEL III (TRANSITIONING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. **Exchange ideas about personal preferences, feelings, and opinions in the target language. (C) INTERPERSONAL**

   a. Pose more complex questions which require detailed responses. (DOK 2)
   b. Request and supply clarification, assistance, and directions in various settings. (DOK 2)
   c. Exchange information about past, current, and future events. (DOK 3)
   d. Clarify and suggest alternative vocabulary to ensure understanding. (DOK 3)

2. **Exhibit comprehension of more complex vocabulary and structures in the target language. (C) INTERPRETIVE**

   a. Understand the main idea and supporting details from selected authentic written samples. (DOK 2)
   b. Understand the main idea and supporting details from oral presentations and selected aural authentic materials. (DOK 3)

3. **Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language. (C) PRESENTATIONAL**

   a. Present more complex student-created, and/or authentic songs, poems, skits, or dialogues. (DOK 2)
   b. Retell or paraphrase, orally or in writing, selected pieces of literature, films, or videos. (DOK 3)
   c. Write guided compositions, letters, and/or messages to a designated audience. (DOK 3)

4. **Research traditional ideas and attitudes of the target culture in order to form conclusions about how they relate to practices. (CU) PRACTICES**

   a. Compare and contrast activities from the target culture(s) and their own in relation to home, school, community, and nation. (DOK 2)
   b. Discuss and compare beliefs and attitudes within the target culture(s) studied and their own in relation to home, school, community, and nation. (DOK 3)

5. **Evaluate themes, ideas, and perspectives related to the products being studied. (CU) PRODUCTS**

   a. Research the historical background of objects and symbols and draw conclusions about how they came to represent certain cultures. (DOK 4)
   b. Develop generalizations about the impact on products of the target country's geography, people's beliefs, perspectives, and attitudes. (DOK 3)

6. **Partner with other disciplines to strengthen concepts learned in the target language as well as other areas of study. (CN) ACROSS DISCIPLINES**

   a. Read material, listen to and/or watch programs in the target language on topics from other subject areas. (DOK 3)
   b. Access resources in the target language on topics being discussed or researched in other subject areas. (DOK 3)

7. **Form conclusions about distinctive viewpoints on issues as expressed in English and in the target language. (CN) ADDED PERSPECTIVES**

   a. Read, view, listen to, and speak about select topics contained in the popular media of target language countries in order to gain a perspective on other cultures. (DOK 3)
   b. Interpret information acquired in authentic target language resources and make generalizations about other cultures and their own. (DOK 3)

8. **Demonstrate understanding of the nature of the target language through comparisons of the language studied and their own. (CP) LANGUAGE**

   a. Compare nuances of meanings of words, idioms, and vocal inflections in the native and target language. (DOK 3)
   b. Compare ways of expressing respect and communicating status differences in the native and target language. (DOK 3)
   c. Develop generalizations about the differences and similarities of the two languages' mechanics and syntax. (DOK 3)

9. **Research cultural components to form conclusions about their influences on society. (CP) CULTURE**

   a. Compare and contrast various institutions (e.g., educational, legal, economic, governmental) in the target culture and the students' own. (DOK 2)
   b. Research the relationships between cultural perspectives and expressive products (e.g., music, visual arts, and literature) by analyzing selected products in the target culture and the students' own. (DOK 3)

10. **Show evidence of motivation to become life-long learners by using the language for personal enjoyment and enrichment. (CT) PERSONAL ENRICHMENT**

   a. Use various media in the target language to discover how language proficiency enhances study, work or pleasure. (DOK 3)
   b. Share with others the importance of participating in continued language and culture study. (DOK 2)

FOREIGN LANGUAGE
LEVEL IV (REFINING)

DESCRIPTION OF LEVEL OF STUDY

This course is designed to enable and inspire students to augment their language skills for use in real-life applications in a global community. Students in all levels engage in similar activities pertaining to the National Standards for Foreign Language Learning; however, Level IV students should demonstrate increasing sophistication in their use of language skills and cultural knowledge.

Level IV is characterized by movement from interactive to initiative language behavior. Students should initiate and maintain communication using a variety of culturally and linguistically appropriate strategies.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. The Depth of Knowledge (DOK) level is indicated at the end of each objective. School districts may write additional objectives based upon the needs of the students at the local level.

FOREIGN LANGUAGE
LEVEL IV (REFINING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. Defend, support, evaluate, and exchange different ideas and opinions in the target language. (C) INTERPERSONAL

a. Research and discuss in the target language different viewpoints of a current event. (DOK 3)
b. Sustain a conversation in the target language about selected topics using culturally acceptable idiomatic expressions and gestures. (DOK 3)
c. Propose and discuss solutions to issues and problems that are of concern to the target culture. (DOK 3)

2. Demonstrate a growing independence as a reader or listener using skills which exhibit cultural and linguistic insight. (C) INTERPRETIVE

a. Identify principal characters and comprehend main ideas and themes in selections from various literary genres. (DOK 3)
b. Demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language. (DOK 3)
c. Make inferences and draw conclusions from oral and/or written selections. (DOK 3)

3. Present orally or in writing ideas based on research from authentic sources in the target language. (C) PRESENTATIONAL

a. Create an informative presentation using specified topics and formats. (DOK 3)
b. Write a critical or comparative analysis based on research. (DOK 3)

4. Analyze with respect and understanding the role and importance of various social activities within the target culture. (CU) PRACTICES

a. Identify, describe, and discuss significant historical, geographical, and political factors of the target culture(s). (DOK 3)
b. Explore relationships between the target culture's attitudes and how they affect positions on world issues. (DOK 3)
c. Research historical backgrounds in order to develop generalizations about their influences on social practices. (DOK 3)

5. Develop generalizations derived from advanced study of various groups of the target culture and their diverse perspectives, products, and world contributions. (CU) PRODUCTS

a. Investigate a product or products and analyze its significance within the various groups of that culture. (DOK 3)
b. Explore the impact of significant products on world communities. (DOK 3)

6. Reinforce and increase knowledge of other disciplines through the target language. (CN) ACROSS DISCIPLINES

a. Acquire information written in the target language about topics being studied in other school subjects and implement this information to create a project. (DOK 4)
b. Relate ideas in the target language pertaining to topics presented both in the language classroom as well as another subject area. (DOK 3)

7. Justify how language, culture, and perspectives influence viewpoints that are only accessible through language proficiency. (CN) ADDED PERSPECTIVES

a. Report in the target language about conclusions drawn that reflect the impact of new perspectives gained through the use of authentic resources. (DOK 3)
b. Compare and contrast perspectives on current or past events in native and target cultures using authentic resources. (DOK 3)

8. Investigate and relate ideas concerning the development of the two languages. (CP) LANGUAGE

a. Analyze cultural influence and its relationship to language use. (DOK 3)
b. Use self-editing skills acquired through the comparative study of the structures of the native and target languages. (DOK 3)
c. Demonstrate the ability to use the language studied in multiple contexts for self-expression. (DOK 4)

9. Develop generalizations about cultural perspectives and practices of the target culture. (CP) CULTURE

a. Utilize various authentic sources to compare societal practices in different countries of the target culture. (DOK 4)
b. Defend and support generalizations made about cultural perspectives and practices. (DOK 3)

10. Formulate a plan to continually enhance the knowledge base of the target language and culture. (CT) PERSONAL ENRICHMENT

a. Design strategies for participation in activities that foster language learning. (DOK 4)
b. Demonstrate self-motivation to continue learning of language and culture beyond the formal classroom setting. (DOK 4)

CLASSICAL LANGUAGE
LEVEL I (BEGINNING)

DESCRIPTION OF LEVEL OF STUDY

This course is an introduction to the study of Latin or Greek and Greco-Roman culture. It introduces students to the basic functions of the language and to some elements of its culture. Students should be able to read and understand short passages of Latin or Greek and to respond appropriately to simple questions or commands in Latin or Greek. The emphasis is placed on the development of skills that facilitate the comprehension of written passages, though students should also be encouraged to recite the standard patterns of inflected word forms as well as sample sentences or passages. Common vocabulary and basic rules of syntax should be frequently employed. Grammatical concepts are taught in part through their contexts in written passages.

A general introduction to the culture, its products (e.g., literature, architecture, heroes and deities), perspectives (e.g., attitudes, values, beliefs), and practices (e.g., patterns of social interaction) are integrated throughout Level I. Students should acquire insight into how languages and cultures interrelate by comparing Greco-Roman language and culture of their own. Students should be curious about similarities and differences between the home and Greco-Roman culture. Students should provide examples of the relationship between language and culture and identify a few characteristics of Greco-Roman culture as cultural patterns.

Content strands include Communication, Cultures, Connections, and Comparisons. The competencies, printed in bold face type, may relate to one or more of the content strands and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

CLASSICAL LANGUAGE
LEVEL I (BEGINNING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. Use Latin or Greek orally. (C) INTERPERSONAL

a. Recognize and reproduce the sounds of Latin or Greek. (DOK 1)
b. Respond appropriately to simple questions, statements, or commands in Latin or Greek. (DOK 2)

2. Read and comprehend Latin or Greek. (C) INTERPRETIVE

a. Read words, phrases, and simple sentences and associate them with pictures and/or words, phrases, and simple sentences. (DOK 1)
b. Demonstrate reading comprehension by answering simple questions about short passages. (DOK 2)
c. Demonstrate appropriate knowledge of vocabulary, basic inflectional systems, and syntax. (DOK 2)

3. Present information to an audience of listeners or readers in Latin or Greek. (C) PRESENTATIONAL

a. Sing and perform simple songs, skits, or dialogues. (DOK 2)
b. Write simple phrases and sentences. (DOK 2)

4. Understand the perspective of Greco-Roman culture. (CU) PRACTICES

a. Demonstrate a basic knowledge of the daily life of the ancient Greeks or Romans. (DOK 2)
b. Demonstrate knowledge of some famous Greeks or Romans and of selected facts of history and geography of the ancient world. (DOK 2)

5. Recognize products that are representative of Greco-Roman culture. (CU) PRODUCTS

a. Identify the principal Greek or Roman deities and heroes by their names. (DOK 1)
b. Recognize basic architectural features and art forms of the Greeks or Romans. (DOK 1)

6. Recognize the connections between the study of classical languages and other disciplines. (CN) ACROSS DISCIPLINES

a. Recognize and use Roman numerals and the vocabulary associated with counting. (DOK 1)
b. Identify and demonstrate an understanding of specialized vocabulary in other fields that is derived from Latin or Greek vocabulary. (DOK 2)

7. Develop an understanding that the study of a language other than English provides an additional knowledge base. (CN) ADDED PERSPECTIVES

a. Recognize that information from Greco-Roman culture may be presented from a different point of view. (DOK 2)
b. Recognize plots and themes in Greco-Roman myths in the literature of other cultures. (DOK 2)

8. Examine differences and similarities in structures and vocabulary between English and Latin or Greek. (CP) LANGUAGE

a. Demonstrate a basic knowledge of Latin or Greek roots, prefixes, and suffixes. (DOK 2)
b. Demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek. (DOK 3)

9. Demonstrate understanding of the concept of culture through comparisons of the culture studied and their own. (CP) CULTURE

a. Compare and contrast aspects of private and public life in their own culture with that of the Greco-Roman world. (DOK 3)
b. Gain a better understanding of what constitutes culture through the study of tangible and intangible products. (DOK 4)

10. Recognize the legacy of Greco-Roman culture in a world of diverse cultures and occupations. (CT) PRACTICAL APPLICATIONS AND PERSONAL ENRICHMENT

a. Recognize the influence of Latin or Greek on the specialized language of various professional fields and in the media. (DOK 2)
b. Recognize that cultural diversity has been an integral feature of society from Greco-Roman antiquity. (DOK 2)

CLASSICAL LANGUAGE
LEVEL II (DEVELOPING)

DESCRIPTION OF LEVEL OF STUDY

This course provides students with opportunities to continue development of their comprehension of Latin or Greek texts. Students should be exposed to texts of increasing length and grammatical complexity, either composed passages within a textbook or authentic passages adapted as necessary. Knowledge of inflectionary systems and syntax should be consolidated. Students should be comfortable reciting passages in Latin or Greek and able to compose short sentences on their own. Students should develop a better understanding of the similarities and differences between their own culture and language and those of Greco-Roman antiquity, as well as examine the influence of the beliefs and values of Greco-Roman culture on their own.

Level II is characterized by language behavior that moves from imitative to reflective (that is, a more thoughtful rather than automatic response to a situation or question). Students should begin to respond in more complete and purposeful ways to meet their practical needs.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

CLASSICAL LANGUAGE
LEVEL II (DEVELOPING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. Exhibit understanding of Latin or Greek as part of the learning process. (C) INTERPERSONAL

a. Respond appropriately to more complex questions, statements, and commands. (DOK 2)
b. Acquire information by reading or listening to longer passages. (DOK 3)

2. Read and comprehend connected passages of Latin or Greek. (C) INTERPRETIVE

a. Read and understand passages of Latin or Greek composed for acquisition of content and language skills. (DOK 3)
b. Read and understand short unadapted passages of Latin or Greek when provided appropriate assistance. (DOK 3)
c. Demonstrate knowledge of basic Latin or Greek vocabulary, inflectional systems, and syntax. (DOK 2)

3. Repeat aloud and produce Latin or Greek. (C) PRESENTATIONAL

a. Read Latin or Greek aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection by imitating the models they have heard. (DOK 2)
b. Compose phrases and sentences in Latin or Greek. (DOK 3)

4. Develop understanding of the practices of Greco-Roman culture by applying the cultural information from their readings in Latin or Greek. (CU) PRACTICES AND PRODUCTS

a. Demonstrate knowledge of the people and facts of Greco-Roman history, gained in part from their reading of selected Latin or Greek texts, and apply that knowledge to an understanding of Greco-Roman culture. (DOK 3)
b. Demonstrate knowledge of the daily life and thought of ancient Romans or Greeks, gained in part from their reading of selected Latin or Greek texts, and apply that knowledge to an understanding of Greco-Roman culture. (DOK 3)

5. Connect terminology in Latin or Greek to related concepts in other disciplines. (CN) ACROSS DISCIPLINES

a. Recognize and make connections with Latin or Greek terminology in the sciences and technology. (DOK 2)
b. Recognize and make connections with Latin or Greek terminology in the social sciences and history. (DOK 2)

6. Expand knowledge through the reading of Latin or Greek and the study of ancient culture. (CN) ADDED PERSPECTIVES

a. Connect knowledge of the Latin or Greek language to literature and artistic achievement. (DOK 3)
b. Demonstrate geographical knowledge of the ancient world and link it to the modern world. (DOK 3)

7. Demonstrate the influence of Latin or Greek on English. (CP) LANGUAGE

a. Demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English. (DOK 2)
b. Demonstrate an increased use of English words from or related to Latin or Greek. (DOK 3)

8. Compare and contrast particular aspects of Greco-Roman culture and their own. (CP) CULTURE

a. Identify elements in their own art and literature that have their basis in the Greco-Roman world. (DOK 2)
b. Examine the themes and heroes of classical mythology and compare them to those of their own. (DOK 3)

9. Research the benefits of using the language for personal enjoyment or enrichment. (CT) PERSONAL ENRICHMENT

a. Search for and discuss opportunities to continue language and culture study in formal and informal settings. (DOK 4)
b. Examine activities enhanced by skills in another language and/or cross cultural understanding. (DOK 2)

CLASSICAL LANGUAGE
LEVEL III (TRANSITIONING)

DESCRIPTION OF LEVEL OF STUDY

Students should be able to read and comprehend unadapted connected passages of Latin or Greek, and they should be able to explain the grammatical structures within them and the basic stylistic features they present. Students should also be able to read prose texts aloud such that they reveal understanding of their contents. Students should continue to refine their knowledge and understanding of Latin or Greek and Greco-Roman culture.

Level III marks the transition to reading authentic literary texts. Students should strive to read for meaning, not just comprehension, and they should approach the texts as literary witnesses to Greco-Roman culture.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

CLASSICAL LANGUAGE
LEVEL III (TRANSITIONING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. Exhibit comprehension of more complex passages and structures in authentic Latin or Greek. (C) INTERPERSONAL

a. Demonstrate reading comprehension by summarizing the content or interpreting the meaning of passages. (DOK 3)
b. Demonstrate knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level. (DOK 3)

2. Read and comprehend connected passages of authentic Latin or Greek. (C) INTERPRETIVE

a. Read and understand unadapted passages of Latin or Greek. (DOK 3)
b. Recognize some figures of speech and features of style of the authors being read. (DOK 3)

3. Read aloud and compose Latin or Greek prose. (C) PRESENTATIONAL

a. Read authentic Latin or Greek prose aloud with attention to such features as meaningful phrase grouping and appropriate voice inflection. (DOK 3)
b. Compose longer sentences in Latin or Greek. (DOK 3)

4. Demonstrate an understanding of the perspectives of Greco-Roman culture. (CU) PRACTICES AND PRODUCTS

a. Relate the contents of selected Latin and Greek texts to an understanding of Greco-Roman culture. (DOK 3)
b. Demonstrate knowledge of architectural styles, art forms, and artifacts of the Romans and Greeks and use them in analyzing Greco-Roman culture. (DOK 3)

5. Demonstrate in their written and spoken vocabulary knowledge of Latin or Greek terminology in other disciplines. (CN) ACROSS DISCIPLINES

a. Demonstrate knowledge of terminology derived from Latin or Greek in philosophical, legal, artistic, and musical vocabulary. (DOK 3)
b. Demonstrate knowledge of terminology derived from Latin or Greek in the social sciences and history. (DOK 3)

6. Recognize connections between literature and culture. (CN) ADDED PERSPECTIVES

a. Acquire information about the Greco-Roman world by reading Latin or Greek sources. (DOK 3)
b. Connect knowledge of Greco-Roman history and culture to events and cultural systems in the modern world. (DOK 3)

7. Compare linguistic elements of Latin or Greek and English to gain insight into the nature of language. (CP) LANGUAGE

a. Compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English. (DOK 3)
b. Develop generalizations about the differences and similarities of the mechanics and syntax of Latin or Greek compared to English. (DOK 3)

8. Develop a wider understanding of the influences of Greco-Roman culture on their own culture. (CP) CULTURE

a. Recognize the influences of Greco-Roman history, private and public life, art and architecture on their own world and draw conclusions about those influences. (DOK 3)
b. Compare and contrast elements of the literature, mythology, and philosophy of their own world with those of the Greco-Roman world. (DOK 3)

9. Formulate a plan to use knowledge of Latin or Greek beyond the classroom. (CT) PRACTICAL APPLICATIONS

a. Interact with community members who are involved in a variety of careers to understand how they have used their study of classical languages. (DOK 4)
b. Justify how the continued study of Latin or Greek is beneficial. (DOK 2)

10. Formulate a plan to continually enhance the knowledge base of Latin or Greek and Greco-Roman culture. (CT) PERSONAL ENRICHMENT

a. Design strategies for participation in activities that foster learning of Latin or Greek and Greco-Roman culture. (DOK 4)
b. Demonstrate self-motivation to continue learning Latin or Greek and Greco-Roman culture beyond the formal classroom setting. (DOK 4)

CLASSICAL LANGUAGE
LEVEL IV (REFINING)

DESCRIPTION OF LEVEL OF STUDY

This course is designed to enable and inspire students to read and analyze Latin or Greek literature and to situate Greco-Roman culture against other world cultures. Level IV students should demonstrate increasing sophistication in their use of language skills and cultural knowledge.

Level IV is characterized by the movement from reading and comprehension to interpretation and analysis of literary texts. Students should demonstrate their analytical abilities using a variety of culturally and linguistically appropriate strategies.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The competencies, printed in bold face type, may relate to one or more of the content strands and may be combined and taught with other competencies throughout the school year. Competencies provide a general outline of ongoing instruction, not isolated units, activities, or skills. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

CLASSICAL LANGUAGE
LEVEL IV (REFINING)

CONTENT STRANDS:

Communication (C): Interpersonal, Interpretive, and Presentational
Cultures (CU): Practices and Products
Connections (CN): Across Disciplines and Added Perspectives
Comparisons (CP): Language and Culture
Communities (CT): Practical Applications and Personal Enrichment

COMPETENCIES AND OBJECTIVES:

1. Analyze and discuss literary passages of Latin or Greek. (C) INTERPERSONAL

a. Analyze the content and meaning of Latin or Greek literary selections, both prose and poetry. (DOK 3)
b. Demonstrate knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors read. (DOK 3)

2. Read and comprehend literary passages of Latin or Greek. (C) INTERPRETIVE

a. Read and comprehend authentic literary passages, both prose and poetry. (DOK 3)
b. Recognize, explain, and interpret the content, style, and meter of the authors read. (DOK 3)

3. Compose connected passages and read aloud literary passages in Latin or Greek. (C) PRESENTATIONAL

a. Read Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection. (DOK 3)
b. Compose connected sentences in Latin or Greek. (DOK 3)

4. Demonstrate a broad knowledge of the perspectives of Greco-Roman culture. (CU) PRACTICES

a. Demonstrate a broad knowledge of Greco-Roman history, customs, and private and political life gained from reading Latin or Greek authors, and use that knowledge in analyzing Greco-Roman culture. (DOK 3)

b. Demonstrate a broad knowledge of the philosophy, religion, and arts of the ancient Greeks and Romans gained from reading Latin and Greek authors, and relate that knowledge to an understanding of Greco-Roman perspectives. (DOK 3)

5. Analyze the effects of the products of Greco-Roman culture on their perspectives. (CU) PRODUCTS

a. Demonstrate knowledge of an author, a genre, and/or a literary period gained from unadapted texts in Latin or Greek and apply that knowledge to an understanding of Greco-Roman culture. (DOK 4)
b. Demonstrate knowledge of authentic materials of the Greeks or Romans and use that knowledge in analyzing Greco-Roman culture. (DOK 3)

6. Analyze the relationships between Greco-Roman and other world cultures. (CN) ACROSS DISCIPLINES AND ADDED PERSPECTIVES

a. Analyze the relationship between Latin or Greek literature and other world literatures. (DOK 3)
b. Analyze the relationship between Greco-Roman mythology, history, social and political systems, and artistic achievements and other world cultures. (DOK 3)

7. Demonstrate an enhanced understanding of English through the study of Latin or Greek. (CP) LANGUAGE

a. Demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English and apply some principles of word building and word transfer. (DOK 3)
b. Demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin or Greek. (DOK 4)

8. Analyze the differences between Greco-Roman and modern culture, and the influences of the past on the present. (CP) CULTURE

a. Show evidence of connecting the past to the present by applying knowledge of ancient cultures to current ideologies. (DOK 3)
b. Compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures. (DOK 3)

9. Implement a plan to use knowledge of Latin or Greek beyond the classroom. (CT) PRACTICAL APPLICATIONS

a. Document participation in accessible outside activities that significantly involve Latin or Greek or Greco-Roman culture. (DOK 3)
b. Show evidence of connecting the past to the present by applying knowledge of Greco-Roman culture to their own thoughts and actions. (DOK 4)

10. Show evidence of motivation to become life-long learners by using Latin or Greek for personal enjoyment and enrichment. (CT) PERSONAL ENRICHMENT

a. Use various media involving Latin or Greek to discover how language proficiency enhances study, work or pleasure. (DOK 3)
b. Share with others the importance of participating in continued language and culture study. (DOK 2)

TECHNOLOGY CONNECTIONS

The Technology Connections section is designed to serve as a starting point for investigation into using technology in the foreign language program. The Mississippi Department of Education suggests that all resources be thoroughly reviewed to accommodate the needs of individual districts.

Video

Petit, Dr. Bernard. A FRENCH CITY SPEAKS. 6805 Barbee Road, Durham, NC, 27713, (919) 361-5241, bpetit@nc.rr.com, **http://www.bernardpetit.com**.

Websites

American Classical League – www.aclclassics.org/pdf/standards.pdf
This site provides the national standards for classical language learning.

Brochures Promoting Language Study – www.mla.org/kol_brochure
This site provides free language brochures from the Modern Language Association (MLA).

Center for Advanced Research on Language Acquisition (CARLA) Institute for Teachers – http://www.carla.umn.edu/
CARLA supports the professional development of second language teachers through an annual summer institute program and a wide array of international conferences and regional seminars.

Center for Applied Linguistics (CAL) – http://www.cal.org
CAL is supported by a non-profit organization and is a clearinghouse for research, information, and project descriptions concerned with language and culture as they relate to education and other social concerns. This organization also publishes the *CAL Reporter*.

Cross-Cultural Resources – http://www.fit.edu/activities/
This site provides a list of links to other sites that pertain to culture. There is a list of organizations with websites as well as a list of journals and other resources.

Cross-Cultural Resources – http://www.worldculture.org
This site contains "Culture Clips" and summaries of current international events from around the world reported by a variety of news agencies.

Electronic Text Collection in Western European Languages – http://www.lib.virginia.edu/wess/etexts.html
This is a site maintained by the Western European Studies Section of the Association of College and Research Libraries, providing links for literary texts in the western European languages other than English.

Ethnologue – http://www.ethnologue.com/
This standard directory of world languages offers information on population, dialects, bilingualism, availability of dictionaries, and more for over 6700 languages included.

Espace Francophone – http://www.espacefrancophone.org/home.html
This is a treasure of sources concerning information about various francophone communities.

Foreign Language Lesson Plans and Resources for Teachers – http://www.csun.edu/~hcedu013/eslsp.html
This site provides annotated links to resources for teachers of a variety of languages.

French Cultural Services Website – http://www.frenchculture.org

Language Dictionaries – http://www.yourdictionary.com
This is a comprehensive and authoritative language portal, including more than 280 English and foreign language dictionaries.

Language Links – http://oregonstate.edu/~healeyd/usefullinks.html
This is a collection of useful links for language learning.

National Foreign Language Center (NFLC) – www.nflc.org/
This site provides policy and planning for languages in the US.

National Foreign Language Resource Center of Hawaii – http://www.lll.hawaii.edu/nflrc
This site serves as a resource for improving the national capacity for teaching and learning foreign languages through teacher training, research, and dissemination projects.

National K-12 Foreign Language Resource Center – http://nflrc.iastate.edu/
The NFLRC is focused on improving student learning of foreign language in kindergarten through twelfth grade throughout the U.S. This site provides information on institutes, publications, projects, and research supported by the NFLRC.

Online Newspapers – http://www.onlinenewspapers.com/
This site provides thousands of world newspapers.

Portals to the World – http://www.loc.gov/rr/international/portals.html
Maintained by the Library of Congress, this site contains selective links providing authoritative, in-depth information about the nations and other areas of the world. They are arranged by country or area with the links for each sorted into a wide range of broad categories.

Spanish Pronto!: Basic Study Reference – www.spanishpronto.com/spanishpronto/index.html
This is a basic study reference for the Spanish language.

Spanish Websites – http://www.uni.edu/becker/Spanish3.html
This site is designed for educators and students. You will find links to numerous sites that can be helpful in learning Spanish and about Hispanic cultures.

Study Spanish – www.studyspanish.com
Learn Spanish with a free online tutorial with audio, cultural notes, grammar, vocabulary, verb drills, and links to helpful sites.

Tennessee Bob's Famous French Links – http://www.utm.edu/departments/french/french.html
This is the most complete source of web sites available to French teachers. It contains more than 10,000 links.

Visit the Louvre – http://www.louvre.fr/llv/musee/visite_virtuelle.jsp?bmLocale=en
This site provides virtual tours of many of the Louvre's outstanding collections.

Yamada Language Guides (University of Oregon) – http://babel.uoregon.edu/yamada/guides.html
This is a collection of language-learning links, including resources for self-study.

ORGANIZATIONS

American Association of Teachers of Arabic (AATA) – http://web.wm.edu/aata/

American Association of Teachers of French (AATF) – www.frenchteachers.org

American Association of Teachers of Slavic and East European Languages (AATSEEL) – http://aatseel.org/program/aatseel.html

American Association of Teachers of Spanish and Portuguese (AATSP) – http://www.aatsp.org

American Classical League (ACL) – http://www.aclclassics.org/

American Council on the Teaching of Foreign Languages (ACTFL) – www.actfl.org

Association of Teachers of Japanese (ATJ) – http://www.colorado.edu/ealld/atj/

Council on International Educational Exchange (CIEE) – http://www.ciee.org

Mississippi Foreign Language Association (MFLA) – www.msfla.org

National Council of State Supervisors for Languages (NCSSFL) – www.ncssfl.org

Southern Conference on Language Teaching (SCOLT) – www.scolt.org

FOREIGN LANGUAGE TEACHING STRATEGIES

The teaching strategies listed below are meant to serve as potential suggestions for teaching the various competencies and objectives found in the foreign language framework. They are grouped by content strand and overarching goal and can be used at any of the four levels of the foreign language curriculum.

Communication – Interpersonal

- Create an obstacle course for students to navigate by following either teacher given or student given instructions in the target language.
- Use the Total Physical Response (TPR) strategy to provide opportunities for learners to give and receive instructions in order to perform specific tasks.
- Provide conversational and situational cards focusing on various topics (e.g., going to a bank, going shopping).
- Organize jigsaw centers in which learners must comprehend instructions in order to complete an overall task or project.
- Provide instructions (verbal or written) for a scavenger hunt.
- Provide parameters for journal writing focusing on various topics (e.g., likes, dislikes, routines).
- Establish target-language-only rules for classroom interaction (e.g., "May I go to the bathroom?"; "How do you say '. . .'?").
- Facilitate question/answer activities.
- Use the Internet to research information on a variety of topics.

Communication – Interpretive

- Utilize picture dictionary for vocabulary.
- Instruct students in creating their own dictionary.
- Present/read fairytales or myths in the target language.
- View films.
- Perform business transactions and purchases.
- Establish e-mail or pen pals.
- Present country's geography and culture.
- Prompt students' journal writing.
- Present and discuss newspaper and magazine articles.

Communication – Presentational

- Model narratives, songs, poems, and/or stories using grammar and vocabulary being taught.
- Present audio/video recordings to model narratives, songs, poems, and stories.
- Present grammar and vocabulary appropriate to the unit being taught.
- Prompt students to list differences and similarities between cultural institutions in the United States and the target culture.
- Present audio and/or video recordings of short plays or skits to demonstrate grammar and vocabulary being taught.
- Provide materials needed for students to produce a tape or video in the target language, and demonstrate usage of materials.
- Present authentic works of literature in live, video, or written forms.
- Present current authentic materials in audio, visual, and written formats.
- Present articles describing and analyzing different issues familiar to the students.
- Present, orally, a narrative about an event with which students are familiar.
- Present stories based on personal experience and exposure to themes and perspectives from the target culture.
- Discuss concepts of literary analysis and genre.
- Present literary works representative of major genres in the target culture.

Cultures – Practices

- Show pictures of family members from the target culture interacting in various situations and have students discuss how various family members interact (e.g., parent-child relationships, care of elderly).
- Elicit interactive student role-playing by using visual presentation (e.g., videos, pictures, or teacher demonstrations) of people from the target culture greeting each other verbally and non-verbally, taking leave, and interacting in the target language.
- Use visual presentations (e.g., videos, pictures, or teacher demonstrations) of daily activities, such as getting ready for school, riding the bus, or working in the classroom, as models from which students can prepare their own dioramas, posters, or other creative projects.
- Direct students to research patterns of behavior surrounding appropriate social manners, such as table manners, treatment of members of the opposite sex, and response to adults.
- Have students research and role-play appropriate dating, courting, and marriage customs from a culture of the target language.

Cultures – Products

- Provide coins or bills from the target country; research exchange rates on the Internet; figure out how much different things in the target culture cost in U.S. dollars.
- Provide materials for students to make traditional crafts; give the students paper facsimiles of money; set up stalls in a marketplace to bargain, buy, and sell crafts.
- Describe a picture and have students draw what they hear.
- Introduce slides or videotapes of well-known artists and have students identify paintings or drawings by different artists according to their styles.
- Sing traditional songs until students know them by memory.
- Present different styles of music; allow students to identify taped segments.
- Have students read a poem, story, or narrative and draw a mind map of the main idea and supporting ideas.
- Search the Internet to research the government of a country and identify the present head of state, term of office, etc.
- Celebrate holidays, incorporating flags, food, styles of dress, etc.
- Provide a model and examples of short poems so that students may create their own poems; have the students format and illustrate their poems using a computer.

Connections – Across Disciplines

- Have students discuss pictures of different weather conditions.
- Have students discuss pictures of different animals.
- Give addition and subtraction on the board and have students do problems orally.
- Situate countries, capitals, major cities, rivers, etc., on an unmarked map.
- Describe countries' relative to each other on a map.
- Calculate the amount of money needed to purchase various items (e.g., using shopping lists and pricing lists).
- Give a scattered list (10-12 items) of historical events with brief descriptions and ask students to create a time line.
- Role play to describe physical ailments and identify body parts.
- Use articles from target-language newspapers, magazines, or web sites and have students answer questions or summarize the articles.
- Follow current events, such as political campaigns, referenda, ethnic conflicts, and progress in AIDS research by preparing and presenting simulated weekly newscasts in the target language.
- Check newspapers in target language on the Internet.
- Debate current events in the students' own culture and in the target culture

using the target language.
- Find pen pals on the Internet and share e-mail exchanges with class.

Connections – Added Perspectives

- Model a song and elicit student repetition.
- Enact a simple poem, elicit student repetition, and direct students to interpret the poem by means of drawings.
- Play authentic games, e.g., "I Spy," in the target language.
- Direct students to prepare a nine-month calendar in the target language, including days of the week, months, seasons of the year, and holidays.
- Teach a simple folk dance using the target language.
- Direct students, in small groups, to prepare and present a dish or drink, describing the stages of preparation.
- Direct students to use the Internet to access information on target-culture holidays for oral or written presentation to be accompanied by appropriate student illustrations.
- Direct students to communicate with a pen pal in the target language.
- Direct students to research current events in the target language and begin to form elementary observations about different types of media.
- Direct students to compare and contrast the observance of shared holidays in various cultures.
- Direct students to read short fiction or poems that reflect differences in historical, psychological, and philosophical perspectives.

Comparisons – Language

- Have students discuss why some words come from other cultures (e.g., patio, garage, foyer).
- Show a video clip of a commercial in the target language; guide students to identify cognates in the clip and guide discussion of how knowledge of cognates facilitates language acquisition.
- Greet students using idiomatic expressions (e.g., "Gimme five; What's up"); guide students in a discussion of literal versus figurative meaning of the expressions.
- Introduce the word "idiom" to students; guide students to distinguish English idioms; introduce various idioms in the target language and allow students an opportunity to identify literal and figurative meanings.
- Show video clips of both formal and informal greetings; guide students in listing the greetings and discussing why they exist; guide students to speculate about why different cultures use different greetings.

- Model the sounds of the target language; guide students to understand physical production of these sounds (bilabial, velar, etc.); write unknown words on the board and ask students to pronounce them using new skills they have been taught.
- Give examples of basic English sentence order (subject-verb-object) and target-language sentence order (e.g., subject-object-verb) and guide students in discussing why the verb is in a different position in the target language.
- Draw comparisons between the alphabets of the target language and English, noting such elements as double letters, diacritical marks, and accents, and note how the languages indicate different sounds through writing.
- Give students an opportunity to look up and report on the development of language writing systems, and guide them as they work in groups and report to class on the different writing systems.

Comparisons – Culture

- Greet students in different social situations (friends, adults, etc.).
- Show video of students in different cultural situations.
- Give students different roles to play in certain situations (during meals, on the telephone, at a party).
- Prepare a typical food and share with the class.
- Explain a popular sport and demonstrate the rules of play.
- Read a folk tale common to the target culture and share a folk tale from the students' own culture.
- Find a song that celebrates a common event (e.g., "Happy Birthday," "las mañanitas").
- Show a video without the sound and ask students to interpret the situation; show the video with sound and ask for comparison of interpretation.
- Demonstrate a situation and ask for the students' interpretation.
- Have students write their own schedule (classes, meals, etc.); give sample schedules from other cultures and ask students to make comparisons.
- Give students a map with different climates noted and ask how different climates affect the way people act, dress, eat, and play.
- Bring local and foreign products (olives, cheese, corn) to class and ask students to speculate as to what climate and terrain are needed to produce the products.
- Show or bring to class manufactured products, local or foreign (tiles, hats, jeans), and ask students why they are important to the economy.
- Give a list of words that may have different meanings in two languages.
- Illustrate different idiomatic expressions.
- Celebrate a birthday and act out the celebration.

- Make a decoration and/or prepare food from the target culture for a particular holiday.
- Show a picture of a piece of art and have the students critique the art; read a criticism of that work by a person from the target culture.
- Listen to a tape of typical music from the target culture and relate how the culture of the people is reflected in the music.
- Give the historical background of the origin of the language and give examples, such as Latin roots of words.
- Give specific examples of cultural practices (e.g., how religion affects the way of life, Day of the Dead, weddings).
- Give recipes from both cultures and discuss why different cultures use different products, ingredients, and spices (e.g., in the preparation of chicken or rice).
- Read short passages of literature and discuss historical, social, religious, and cultural influences on the literary passages.

Communities – Practical Applications

- Have students compose letters on a computer.
- Use audiotapes and videotapes to create dialogues.
- Give examples of occupations that require knowledge of the target language.
- Show publications in the target language.
- Invite a guest speaker to discuss the benefits of acquiring a second language.
- Write to the respective country's tourist office for information.
- Use recipes of the culture to create a dish for a school or community event.
- Write and role play scenarios.
- Engage students in a language club and encourage them to participate in community activities.
- Contact pen pal organizations and find students from other countries via the Internet.
- Perform an original play for the school.
- Read, analyze, and summarize selected short stories.
- Research a contemporary artist, actor, or political figure from the target culture.
- Use costumes to recreate traditional dress.
- Introduce traditional dances and music using video or live performances.

Communities – Personal Enrichment

- Model life-long use of the target language for pleasure and personal development.
- Have students keep a journal with observations about the target language and the target culture outside the school setting (include clippings, advertisements, photos, video footage, etc.).
- Provide reading materials in the target language (books and books on tape).
- Show movies and videos in the target language.
- Show students how to access web sites in the target language.
- Introduce students to pen pal resources in the target language.
- Link the classroom with a classroom in the target culture through culture capsules and/or the Internet.
- Take students to a target-culture cultural event.
- Award extra credit to students for attending plays, movies, and other cultural events in the target language.
- Introduce students to purchased, prepared, and/or restaurant food from the target culture.

FOREIGN LANGUAGE GLOSSARY

Assessment – methods by which the teacher measures the success of the teaching process; to evaluate if competencies have been reached.

Auditory – perceived and learned by using ears; related to hearing.

Aural – stimulation of hearing.

Authenticity – teaching language in a natural form.

Cloze – an assessment of reading and/or listening comprehension and/or oral proficiency that involves having the student supply words which have been systematically deleted from a text.

Cognate – words that are the same or nearly the same in spelling, pronunciation, and meaning in two different languages.

Competencies – minimum standards which students will meet in order to successfully complete a course.

Continuity – the act of pursuing an uninterrupted course of study.

Critical Expression – in-depth study of cultural issues.

Culture – the philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society.

Cultural Behaviors – practices, or patterns of social interactions, acceptable by a society.

Dialect – a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

Fluency – To read or speak smoothly without hesitation and with comprehension.

Genre – A type of literature, such as a novel, a poem, a play, or a short story.

Goal – overall aim of the education process in a certain discipline.

Idiom – a word or group of words whose meaning in a language is figurative rather than literal (e.g., "He gave himself away with his smile.").

Kinesthetic – physical response.

Native Language – the language best known and spoken by a person; the usual childhood language.

Nuance – a subtle distinction or variation.

Objective – the student's actions in the learning process.

Oral – vocal; spoken.

Perspectives – meanings, attitudes, values, and ideas that pertain to a culture.

Practices – patterns of social interactions that pertain to a culture; patterns of behavior acceptable by a society.

Products – books, tools, foods, laws, music, games, etc., that pertain to a culture.

Proficiency – the ability to use a language (more than just knowing a language).

Target Language – the foreign language being studied.

Teaching or Learning Strategies – the teacher's actions which result in the students meeting their objectives.

Visual – perceived and learned by using eyes; related to seeing.