



WORLD LANGUAGES

CURRICULUM GUIDE

FOR

- **NON-NATIVE SPEAKERS OF MODERN LANGUAGES**
- **CLASSICAL LATIN**

2005

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**World Languages Curriculum Guide
2005**

Norwalk Public Schools World Languages Curriculum

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**Norwalk Public Schools
Classical Latin Curriculum**

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Norwalk Public Schools Mission Statement

The mission of the Norwalk Public Schools is to create a supportive learning community rooted in the belief that all children can learn. Our educators will challenge students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning.

World Languages/Bilingual/English as Second Languages Vision Statement

Our goal is to prepare our Norwalk students to become global citizens in their communities and to assume leadership roles in the national and international workforce.

The Norwalk Public Schools

Philosophy of Learning World Languages

Language is the link to the neighborhood, to the larger community, and to the people and cultures of the world. Instant communication in business, science, technology, research and humanities bring our 21st century world together in an unprecedented way.

There are additional skills acquired in the study of World Languages other than communication. The study of World Languages allows students

- To broaden their cultural perceptions, understanding and respect for other nations.
- To promote critical thinking through comprehension, comparison, analysis, evaluation and, ultimately appreciation of not only the language being acquired but also their own.
- To assess their own values and responsibilities towards community and nation.
- To achieve a deeper understanding of American values and appreciation for America's role in the world community.

In light of our awareness of world community, Norwalk Public Schools

- Embrace and support the National and State of Connecticut Standards of learning languages.
- Believe that through the teaching of a World Languages Program, students will demonstrate high levels of achievement in language communication skills, appreciation of other cultures, and the ability to form interdisciplinary connections.
- Believe that the primary goal of the World Language Program is to focus on the communicative progress whereby students interact within a framework of listening, speaking, reading, and writing activities leading to the emergence of linguistic proficiency. Proficiency, in our view, does not mean perfection; rather, it recognizes individual differences, maximizes student involvement, and highlights a continuous learning process.
- Believe that the study of world languages encourages students to continue to broaden and to enrich their daily experiences, thus enhancing their personal enjoyment of life.

World Languages Curriculum Committee Team: Lynn Belardo, Bertha Pair, Honore Radshaw, Lilian Revel, James Weisser, Christa Hary, and Ivette Matias.

Hisae Goldenberg read and approved this curriculum guide for Japanese (Level I).
Barbara E. Stevenson, Committee Consultant, Norwalk Public Schools

Introduction and Acknowledgements:

To support the mission of the World Languages Program of Norwalk Public Schools, a team of language practitioners assembled to construct a generic modern language curriculum which would serve all modern language teachers, coordinators, and administrators.

How does the World Language curriculum serve both teachers and administrators?

It can be used as a resource for the following:

- Selection of appropriate textbooks and all other related material
- Teacher lesson planning and delivery of instruction
- Validation and implementation of National Standards and Connecticut Content Standards
- Professional development dedicated to instructional strategies supporting the implementation of the curriculum
- Design of local courses of study based on the curriculum and chosen texts
- Uniformity of assessment of proficiency from one level to the other
- The basis of pedagogical discourse to continue to add to the curriculum re:
 1. Technological Advances
 2. Instructional Techniques
 3. Assessment Techniques

How is the World Languages Curriculum designed?

The World Language Curriculum demonstrates alignment with the National Standards. Each Connecticut Content Standard is developed along each language level: Level one; beginning; level 2, 3, 4, 5, intermediate, advanced, and advanced placement for college credit. The advanced placement for World Languages follows the curriculum guide directly by the College Board. There is an insightful explanation for each standard addressed. There are standard language functions followed by suggested performance indicators. There are categorized topics for language activities followed by suggested student performance activities. Language functions and categories are repeated at each standard addressed. This is a reminder that emphasis is always about communication, regardless of which standard or level. The student will demonstrate developmental proficiency from a lesser to a higher degree.

Grateful Acknowledgments:

Under the leadership of Dr. Salvatore Corda, Superintendent; Dr. Karen Lang, Assistant Superintendent and Ivette Matías, Administrator of World Languages, Bilingual and English as a Second Language Programs, a group of practitioners assembled to create the curriculum: Lynn Belardo, Bertha Pair, Honore Radshaw, Lilian Revel, Christa Hary, and James Weisser. They were instructed to review various curricula including Norwalk, Wilton, Greenwich, Fairfax County, Virginia, The State of Connecticut Department of Education Framework of World Languages, *A Guide to K-12 Program Development in World Languages*, and The New York State Department of Education. The following curriculum represents some of the best ideas from these sources enhanced by suggested world language functions and suggested classroom activities.

The above group was also assisted by Barbara Stevenson, world language and ESL teacher, a consultant and adjunct professor at Mercy College, New York.

The mission statement, the philosophy, and the introduction were reviewed and agreed upon by all concerned with this project.

It is noteworthy that the consultant team of practitioners and administrators maintained an open-ended and critically constructive approach in creating the document. The team and staff appreciate the secretarial support at Central Office who assisted in formatting, typing, and editing this document.

It is a living document meant to serve all who read it.

WORLD LANGUAGE CURRICULUM

Level 1

WORLD LANGUAGE CURRICULUM

LEVEL I

COMMUNICATION - Communicate in Languages Other Than English

National Standards

Standard 1.1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Connecticut Content Standards

1. Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Person-to-Person Communication

Students will exchange simple spoken and written information in the world language.

- Use basic greetings: farewells and expressions of courtesy both orally and in writing.
- Express likes and dislikes, requests, descriptions, and directions.
- Ask questions and provide responses based on self and familiar material such as family members, personal belongings, school and leisure activities, time and weather.

The student will demonstrate skills necessary to sustain brief oral and written exchanges in the world language using familiar phrases and sentences.

- Initiate, participate in, and compose a brief oral or written exchange in the world language with emphasis on the present tense.
- Use formal and informal forms of address in familiar situations in the world language.
- Use gestures and simple paraphrasing to convey and comprehend messages.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.1 Language Functions: Performance Indicators

- 1- Introduce themselves
1- Greet people and say goodbye
1- Ask and give ages, birthdays
- 2- Express need
2- Point out places and things
2- Ask for and give directions
2- Ask prices and buy various items
2- Talk about the weather and seasons
2- Make a phone call and leave a message, write an e-mail
2- Ask and tell time
2- Indicate possession of basic objects
2- Respond to simple questions
2- Identify dates, (months, days and numbers)
- 3- Ask for and express opinions
3- Inquire about and relate past events
3- Pay compliments, criticize, hesitate, and make decisions
3- Agree and disagree
3- Make excuses
3- Talk about the media
3- Talk about daily, weekly and monthly activities with frequency words as well as activities in the past
3- Talk about feelings
3- Express likes and dislikes on a variety of topics

- 4- Make, accept, decline invitations
- 4- Ask for, give and refuse permission
- 4- Make plans with friends
- 4- Make negative statements

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- e. **Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- f. **Education:** Secondary school organization, school life, educational system.
- g. **Earning a Living:** Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time:** Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services:** Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping:** Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel:** Transportation, lodging, holiday, and travel patterns.
- l. **Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.1 Suggested Language Activities:

- (a) Describe oneself and others by place of origin.
- (b) Relate favorite pastimes and activities.
(b) Describe oneself and members of immediate, extended family, and pets.
- (c) Talk about clothing and activities related to the weather.
- (d) Order food and beverages from simple menus such as coffee shop menu.

- (f) Talk about school subjects and schedules.
- (f) Talk about courses of study and class schedule.
- (f) Perform simple commands (e.g., sit down, stand up, line up, get your pencil, open your books, etc.).
- (f) Name the days of the week and identify them on a calendar.

- (h) Tell at what time events take place.

- (i) Name buildings in a town.

- (m) Identify customs from target cultures that have been assimilated into the daily life of the U.S., including idiomatic expressions.

National Standard

Standard 1.2:

Students understand and interpret written and spoken language in a variety of topics.

Connecticut Content Standards

2. Students will understand and interpret spoken and written language on a variety of topics.

Listening and Reading for Understanding

The student will understand simple spoken and written language based on familiar topics that are presented through a variety of media.

- Identify the main ideas and some details when reading and listening in the foreign language.
- Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in the foreign language.
- Understand simple instructions in the foreign language, such as classroom procedures or basic computer technology.

The student will use verbal and non-verbal cues to understand simple spoken and written messages in the target language.

- Differentiate among statements, questions and exclamations.
- Use basic gestures, body language, and intonation to clarify the message.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.1 Language Functions

- 1- Comprehend greetings, farewells and statements of feelings.
- 2- Orally supply missing word(s) to a song, rhyme, dictation or story at correct time.
 - 2- Distinguish differences between simple opposites.
 - 2- Make connections between illustrations and simple written texts.
 - 2- Interpret information presented visually.
- 3- Demonstrate comprehension of main idea in culturally based text through the use of cognates, repetition, predictability, and rhythm.
 - 3- Read and respond creatively to text by writing a simple poem.
 - 3- Examine and discuss socio-cultural elements.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.

- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.2 **Suggested Language Activities**

- (a) Read and interpret a family tree.
- (b) Skim ads for pets available for adoption.
- (c) Recognize expressions used for weather and seasons.
- (d) Read a simple menu.
- (f) Read a student's class schedule and write his/her own.
- (f) Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically.
- (f) Recognize classroom objects in oral and written forms.
- (h) Read a brochure about athletic activities.

National Standard

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

Connecticut Content Standard

3. Communication:
Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Oral and Written Presentation

The student will present orally and in writing information in the world language that contains a variety of familiar vocabulary, phrases, and structural patterns.

- Present in the world language information gathered from informal conversations, class presentations, interviews, reading, and/or a variety of media sources.
- Describe in the world language basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis of the present tense.
- Demonstrate increasing attention to accuracy of intonation and pronunciation in the world language especially when presenting prepared material orally.
- Demonstrate increasing attention to accuracy in word order, punctuation, accents, and other diacritical marks, and spelling when writing in the world language.

The students will present rehearsed material in the world language, including brief narratives, monologues, dialogues, poetry, and/or songs.

- Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
- Communicate ideas in an organized manner using appropriate visual and/or technological support.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.2 Language Functions: Performance Indicators

- 1- Respond in writing to personal questions.
- 2- Pronounce proper nouns.
 - 2- Identify and label vocabulary connected to the lesson theme.
 - 2- Complete simple sentences, phrases and/or short dialogues to accompany illustrations.
 - 2- Predict orally or through illustrations events in a story.

- 2- Begin to write familiar words, phrases and simple sentences in a meaningful context.
 - 2- Write and perform short conversation.
 - 2- Use information from a text or oral story to draw or label pictures, diagrams, or charts.
 - 2- Represent information visually.
 - 2- Extract information from timetables, menus, and advertisements.
 - 2- Write and record a message (e.g. advertisement, reports, phone messages, etc.).
- 4- Begin to write for different purposes.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
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- k. **Travel:** Transportation, lodging, holiday, and travel patterns.
- l. **Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.3 Suggested Language Activities:

- (a) Introducing oneself and others.
- (b) Home, city, village, family members, and their occupation.
- (c) Weather, seasons and relative seasonal activities (e.g. ice skating, baseball).
- (d) Paying bills, depositing, withdrawing money at a bank.
- (e) Buying various clothing for various parts of body.
- (f) Buying tickets, taking a trip (e.g. airline, bus, auto, boat, etc.).
- (g) Fan letter to contemporary pop artists.
- (h) Organizer of political system of target country and the U.S.

CULTURES - Gain Knowledge and Understanding of Other Cultures

National Standards

Standard 2.1: Students demonstrate an understanding of the relationship between the *practices* and the perspectives of the culture studied.

Connecticut Content Standards

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Cultural Perspectives, Practices, and Products

The student will develop an awareness of perspectives, practices, and products of the cultures where the world language is spoken.

- Identify some viewpoints of the cultures, such as those relating to time, education, transportation, and the role of family members.
- Identify some customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
- Identify some historical and contemporary individuals associated with important events from the cultures studied.
- Identify some products of the cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, and symbols.

The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

- Recognize that the cultures studied are shaped by viewpoints, customs/traditions, and products of speakers of the language.
- Identify major cities and geographical features and why they are significant in the cultures studied.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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4. **Getting others to adopt a course of action by:** suggesting, requesting, directing, advising, warning, convincing, and praising.

2.1 Language Functions: Performance Indicators

- 1- Practices of cultures, respond to cultural expressions and gestures for greetings and farewells in appropriate social situations (e.g. bowing, shaking hands, Mr., Mrs., Miss).
 - 1- Initiate and respond to routine courtesy exchanges (e.g. excuse me, thank you, please) and make polite requests.
 - 1- Use cultural expressions (using formal and informal models of discourse) and appropriate body language of greetings, farewells and introduction in a variety of situations.
- 2- Recognize, compare, and contrast meals and mealtimes.
 - 2- Recognize, compare, and contrast different historical, artistic, and musical contributions from various cultures.
 - 2- Participate in cultural activities and traditions (e.g. holidays, birthdays, Saint’s Day, celebrations).
 - 2- Demonstrate the use of symbols and signs as a way of communication in the target culture.
 - 2- Explain attitudes toward concept of time in the target culture.
 - 2- Demonstrate a basic knowledge of the history and geography of the people and countries of the target culture.
 - 2- Identify subculture(s) within the target culture (e.g. differences in “Spanish” cultures among Spain, Mexico, Puerto Rico, etc.).
- 3- Use appropriate etiquette in initiating and responding to telephone conversations, e-mail, and other types of communication.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- e. **Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- f. **Education:** Secondary school organization, school life, educational system.

- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
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- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

2.1 **Suggested Language Activities:**

- (a) Introduce self, family and/or teacher and respond to introductions.
- (b) Identify chores of each member of the family in the target culture.
 - (b) Describe tangible products of everyday living such as housing, food, and dress (e.g. hacienda, villas, fondue).
- (c) Name and identify capitals and major topographical features of countries from target culture on maps written in target language.
- (d) Name and experience food and eating customs of the target culture.
 - (d) Describe selected ingredients in meals of the target culture.
- (f) Recognize and write numbers according to cultural customs (e.g. one: 1, seven 7). When appropriate, count on fingers the way of target culture (e.g. starting with thumb, little finger, etc.).
 - (f) Listen and respond to stories, songs, and rhymes of the target culture.
 - (f) Identify and color flags and a few landmarks of the target culture.
 - (f) Create a calendar with cultural holidays.
 - (f) Celebrate selected target culture national holidays with games, dances, songs, food, etc.
 - (f) Recognize and describe the regions of the target culture.
 - (f) Describe styles of architecture used to design monuments.
- (i) Identify and name selected commercial establishments in the target culture.

National Standards

Standard 2.2: Students demonstrate an understanding of the relationship between the *products* and perspective of the culture studied.

Connecticut Content Standards

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Language 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 level.

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2.2 Language Functions: Performance Indicators

- 1- Respond to a compliment.
- 2- Order food in a target culture.
 - 2- Recognize the use of appropriate metric measures.
 - 2- Identify music of target language.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.

- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
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- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

2.2 **Suggested Language Activities:**

- (a)(f) Celebrate/observe holidays of the target language.
- (f) Create a school schedule using official time.
 - (f) Report on a country using the target language.
 - (f) Create report card, identity card, and business card.
 - (f) Create a map of a region of the target language showing the different products available.

CONNECTIONS - Connect with Other Disciplines and Acquire Information

National Standards

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

Connecticut Content Standards

Students will reinforce and expand their knowledge of other areas of study through the world language.

Making Connections Through Languages

The students will recognize how information acquired in the study of the world language and information acquired in the other subjects reinforce one another.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

3.1 Language Functions: Performance Indicators

- 2- Compare English grammar and syntax to the target language's linguistic system of the target language.
- 2- Compare geography, culture, currency, and measurement systems between target country, other nations, including the United States.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
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- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

3.1 Suggested Language Activities:

- (a) Identify unique characteristics of self and others, such as name, age, address, and telephone number.
- (f) Count 0-31, match and identify numbers on timeline and calendar.
 - (f) Calculate and solve simple math problems using numbers 1-10.
 - (f) Name seven days of the week in culturally correct order. Name 12 months of the year in order.
 - (f) Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons, and holidays.
 - (f) Respond to folktales, fables, and legends, known to children of target culture.
 - (f) Count to 100 by 1's, 5's and 10's.
 - (f) Tell time orally (hour and half hour).
 - (f) Recognize some famous figures whose native language is the target language. Make a collage to include picture of person, origin, occupation and/or reason for being a celebrity.
- (f) Create a classroom model, label it, and describe with simple target language (e.g. solar system, Roman Villa, an outdoor market, an architectural landmark, etc.).

- (f) Label and/or create several types of maps of target countries (e.g. political, topographical, linguistic, natural resources, ethnic groups, and religious affiliations).
- (f) Design an imaginary trip to a target country.
- (k) Identify means of transportation.
- (k) On a primary map identify regions where the target language is spoken.

National Standards

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

Connecticut Content Standards

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

3.2 Language Functions: Performance Indicators

- 2- Accessing information in the target language according to the Connecticut Performance Standards: using technology, print, audiovisual, multimedia, data, and human resources.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- e. **Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- f. **Education:** Secondary school organization, school life, educational system.
- g. **Earning a Living:** Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time:** Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services:** Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping:** Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel:** Transportation, lodging, holiday, and travel patterns.
- l. **Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

3.2 Suggested Language Activities:

- (f) Watch videos of dances, children's folkloric fashion shows, and celebrations in the target culture.
- (f) Examine native crafts: make a few simplified versions or prepare poster with pictures of craft, using information accessed through technology, and/or library.
- (f) Research and create a display showcase or bulletin board.
- (f) Use Internet, newspaper, or other resources, to record and to graph, the weather in the capital city or in other towns of the target country.
- (f) Listen to recordings of contemporary music from target language musicians and identify different music styles.
- (f) Use TV shows, videos, etc. to explore aesthetic concept of the target culture.

COMPARISONS - Develop Insight into the Nature of Language and Culture

National Standard

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

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

Connecticut Content Standard

Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Cultural and Linguistic Comparisons

The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

- Compare patterns of behavior and interaction in the United States with those of the cultures studied.
- Demonstrate an awareness that social practices and personal interactions differ among cultures.
- Demonstrate an awareness of unique elements of the student's own culture.

The student will compare basic elements of the world language to the English language.

- Recognize difference in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.

3. **Expressing personal feelings about:** facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by:** suggesting, requesting, directing, advising, warning, convincing, and praising.

4.1 Language Functions: Performance Indicators

- 1- Compare names in English with closest equivalent in target language.
 - 1- Address the world language teacher appropriately in the target language using courteous language and body language.
 - 1- Identify and use (in greetings) titles for school personnel (e.g. Mr., Mrs., Miss for principal, librarian, etc.).
 - 1- Answer the phone using appropriate expressions in the target language.
- 2- Recognize the writing system (alphabet and numbers) of the target language (e.g. “ñ” in Spanish, accents, etc.).
 - 2- Recognize some difference in the sound systems of the English language and target language.
 - 2- Recognize roots in two languages and compare cognates.
 - 2- Recognize that languages are interrelated and belong to language families.
 - 2- Recognize sounds and short words from target language that do not exist in English.
 - 2- Recognize simple cognates.
 - 2- Identify simple indicators of gender and number in target language, which are different from English.
 - 2- Compare word order in simple phrase or expression.
 - 2- Recognize differences in writing systems.
 - 2- Cite and use examples of words and roots borrowed from the target language used in English. Cite and use examples of words and roots borrowed from English and used in the target language. Illustrate some of these words.
 - 2- Discuss and practice how idiomatic expressions work and are used in a meaningful way. Incorporate into oral and written communication.
 - 2- Identify language characteristics of the target language, which may or may not be present in English.
 - 2- Recognize the change in meaning when a verb comes reflexive.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.

- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

4.1 **Suggested Language Activities:**

- (f) Create oral and written presentations using idiomatic expressions.
- (f) Collect and list examples showing differences in the grammar structure of the two languages.
- (f) Create list of cognates.
- (f) Create dialogs which exemplify varied social discourse and forms of address.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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4.2 Language Functions: Performance Indicators

- 1- Imitate common gestures of the target culture.
- 2- Compare songs and instruments used during holiday celebrations in target culture and in the US.
 - 2- Recognize selected food from target culture related to holidays and seasons of the year and compare with food served in US at similar occasions.
 - 2- Compare and contrast seasons and weather conditions of the target countries.
 - 2- Compare nuances of meanings of words, idioms, and vocal inflections in the target language and their own.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
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- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

4.2 Suggested Language Activities:

- (b) Compare and contrast the role of selected family members in both cultures.
- (b) Compare and contrast school and family life in the target culture and the US.

- (f) Illustrate and/or write about how birthday, or “Coming of Age” is celebrated in both cultures.
- (f) Describe orally and in written language a holiday in US and a familiar celebration in target culture explaining similarities and differences.
- (f) Celebrate a holiday or birthday according to the customs of the target culture and compare it with customs of US.
- (f) Describe appropriate clothing and celebration activities for different holidays and ceremonies.

COMMUNITIES - Participate in Multilingual Communities at Home and Around the World.

National Standards

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

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Connecticut Content Standards

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

Communication across Communities

The student will identify situations in which world language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

- Identify examples of the world languages and the cultures studied that are evident in the media, entertainment, and technology.
- Identify resources, such as individuals and organizations accessible through the community or the Internet that provide basic cultural information about the cultures studied.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

5.1 Language Functions: Performance Indicators

- 1- Engage in simple conversation with native-speaker personnel at site visited.
- 2- Recognize words in the target language heard or seen outside of school.
 - 2- Look at pictures and read simple text in authentic storybook and/or picture dictionary.
 - 2- Explore cultural components on the internet.
 - 2- Create in class target language “competitions” (e.g., identify orally or in writing vocabulary words/phrases from visual prompts).
- 4- Discuss the advantages of studying abroad.
 - 4- Participate in language contests.
 - 4- Be guided to write pen pal letters and postcards.
 - 4- Participate in appropriate field trips both within the United States and abroad.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

5.2 Suggested Language Activities:

- (a) Develop an interview questionnaire/interview a native speaker (preferably close to same age) in the target language.
- (a) Share personal life information through oral presentation, and computer technology.

- (c) Recognize local neighborhoods where the language is spoken.

- (f) Participate in a language immersion experience.

- (h) Watch and listen to TV or radio broadcast in the language studied.
- (h) Listen to or sing songs from target culture.

- (j) Visit local establishments or social clubs owned and managed by native speakers.
- (j) Collect and read advertisement of products or video clips from target language culture.

- (k) Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.
- (k) Seek and apply long term home study program(s) offered by other organizations.
- (k) Introduce oneself in the target language to native-speakers in his/her school and community.

- (m) Identify and describe professions in the US, which require proficiency in the target language studied.

WORLD LANGUAGE CURRICULUM

Level 2

WORLD LANGUAGE CURRICULUM

LEVEL 2

COMMUNICATION – Communicate in Languages Other Than English

National Standards

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

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

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

Connecticut Content Standards

Students will engage in conversation provide and obtain information, express feelings and exchange opinions.

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

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

Person-to-Person Communication

The student will exchange spoken and written information and ideas in the world language.

- Ask questions and provide responses based on self, other, and the immediate environment such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
- Give and follow basic instruction and direction in the foreign language.

The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the world language using familiar and recombined phrases and sentences.

- Participate in brief oral and written exchanges that reflect present as well as past and future time.
- Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

The student will understand basic spoken and written language based on new topics in a familiar context that are presented through a variety of media.

- Understand main ideas and identify essential details when reading and listening in the world language.
- Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in the foreign language.
- Understand and follow simple instructions in consumer and informational materials in the foreign language, such as those for following recipes or using computers.

The student will use verbal and non-verbal cues to interpret spoken and written texts in the foreign language.

- Differentiate among increasingly complex statements, questions, and exclamations.
- Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

The student will present orally, and in writing, information in the world language which combine learned, as well as original language, in simple sentences and paragraphs.

- Relate with some detail the main ideas from level-appropriate print or non-print materials in the world language.
- Present information in the world language using structures that reflect present as well as past and future tense.
- Demonstrate attention to accuracy in intonation and pronunciation when speaking the world language.
- Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the world language.

The Student will present rehearsed and unrehearsed material in the world language including skits, poems, plays, short narratives, and/or songs.

- Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
- Communicate ideas in an organized manner using appropriate visual and/or technological support.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.1 Language Functions: Performance Indicators

- 1- Accept and decline an invitation.
1- Welcome someone and respond to someone's welcome.
1- Pay and respond to compliments.
1- Respond to compliments
1- Create and perform short conversation (e.g., skits, role play, etc.)
- 2- Make polite requests
2- Continue to interpret information presented visually.
2- Expand conversational ability based on new information.
2- Express the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well-known, age appropriate themes.
- 3- Emphasis likes, dislikes, satisfaction, and frustration.
3- Express one's decision and intention.
3- Express concern for someone.
3- Congratulate or reprimand someone.
3- Express one's own and desires of another person
- 4- Ask for, give, and reject advice, favors, excuses, apologies.
4- Give simple commands or instructions to classmates and teacher.
4- Recommend and justify recommendations or advice.
4- Make requests and suggestions; give advice

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.1 Suggested Language Activities:

- (a) Describe and characterize one self, others, things, places.
(a) Describe one's family member's interests and abilities.
(a) Introduce one's own and other people's family members.
- (c) Asking for and give directions.
(c) Point out where things are.
- (e) Inquire how someone is feeling; express how you feel.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.

3. **Expressing personal feelings about:** facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by:** suggesting, requesting directing, advising, warning, convincing, and praising.

1.2 **Language Functions: Performance Indicators**

- 2- Describe one's daily routine and ask others about their routines.
- 2- Inquire about and express prices.
- 2- Respond to an E-mail message.
- 2- Establish contact with target language school or person via the Internet.
- 2- Identify orally the setting, main characters and events in narrative texts (e.g., linear and circular story mapping).
- 2- Fill out authentic forms (e.g., magazine subscriptions, invitations).
- 2- Take notes from recorded phone messages.
- 2- Design own form of announcements (e.g., wedding, birth, etc.).
- 2- Complete authentic forms and documents (e.g., passport, driver's license, job application).
- 3- Create written journals in response to teacher prompt.
- 4- Write letters/greeting cards to family and friends.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
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- k. **Travel:** Transportation, lodging, holiday, and travel patterns.

- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.2 **Suggested Language Activities**:

- (d) Recognize vocabulary related to food, drink, taste and meals.
(d) Comprehend food labels and dietary recommendations and practices.
- (f) Recognize vocabulary related to school and vacation activities 2(j) Making purchases.
- (l) Read and analyze text of news events.
- (j) Inquire about and express prices.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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4. **Getting others to adopt a course of action by**: suggesting, requesting directing, advising, warning, convincing, and praising.

1.3 **Language Functions: Performance Indicators**

- 2- Relate a series of events.
- 2- Interview and exchange information.
- 2- Write short narratives of selected readings.
- 2- Make questionnaires and conduct a survey. Analyze it later.
- 2- Read and prepare simple activity involving a series of steps (e.g., weather report, travel poster or brochure, T.V. Guide, etc.).
- 2- Use bilingual dictionary, picture dictionary or glossary to access information.
- 2- Continue to explore cultural components of Internet.

- 2- Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).
 - 2- Apply skills of critical analysis to oral communication.
 - 2- Prepare and present brief reports on thematic topics (e.g., weather report, commercial, etc.) using a variety of formats (e.g., brochures, dioramas, puppets, travel posters, etc.)
 - 2- Represent information visually.
 - 2- Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals).
 - 2- Describe daily routines.
 - 2- Write and act out a commercial with a group.
- 3- Write a well-organized composition, expressing personal feelings about a topic.
 - 3- Talk with others about personal activities (e.g., school, home, scouts, sports, etc.).
- 4- Ask for information.
 - 4- Make “why” questions and answer them.
 - 4- Take part in longer exchanges with others using more interrogation (e.g., What, When, Which, Where, Who, How many, How much, How and Why) and ask about clubs, sports, favorite musicians, movies, etc.).
 - 4- Discuss with a partner or group details of plans and people (e.g., dream home, ideal vacation, ideal friend, etc.
 - 4- Acquire goods and services through basic conversational skills (e.g., I’m proud, I admire the hero, I hate drugs, etc.).

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.3 **Suggested Language Activities**:

- (a) Begin writing composition about self.
- (c) Talk about past, present, and future weather conditions.
- (d) Discuss choosing a restaurant and explain the choice.
 - (d) Create a dialogue between a server and a customer.
 - (d) Comprehend a recipe and explain it.
 - (d) Create reviews of local restaurants.
- (h) Keep journals of daily and/or weekend activities.
 - (h) Plan outdoor activities.
- (k) Write a letter to an exchange student.
 - (k) Prepare for a trip.
 - (k) Write a diary entry about travel plans.
 - (k) Create a travel itinerary.
 - (k) Give travel advice based on written advertisement.

CULTURES – Gain Knowledge and Understanding of Other Cultures

National Standards

Standard 2.1: Students demonstrate an understanding of the relationship between the *practices* and perspectives of the culture studied.

Standard 2.2: Student demonstrate an understanding of the relationship between the *products* and perspectives of the culture studied.

Connecticut Content Standards

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Cultural Perspectives, Practices, and Products

The student will demonstrate an understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.

- Participate in real or simulated cultural events, such as family activities and holiday celebrations.
- Identify and discuss patterns of behavior typically associated with the cultures, such as observance of business practices and celebration of national holidays.
- Examine the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

2.1 Language Functions: Performance Indicators

- 1- Behave politely as a guest in someone's home.
- 1- Discuss traditions.
- 1- Identify daily activities.
- 1- Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.

Topics for Language Activities:

- Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- Physical Environment:** Geography of area, climate and weather, quality of the environment.
- Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- Education:** Secondary school organization, school life, educational system.
- Earning a Living:** Types of employment, work conditions, major issues in employment.
- Available Leisure Time:** Activities, recreation, hobbies, special occasions.
- Public and Private Services:** Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- Shopping:** Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- Travel:** Transportation, lodging, holiday, and travel patterns.
- Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

2.1 Suggested Language Activities:

- (a)(c) Describe people, and lifestyles of target culture.
- (b) Learn about the role of the family.
- (c) Demonstrate a basic knowledge of the history and geography of the people and countries of the target cultures.
- (d) Identify food shopping patterns.
(d) Order food in a restaurant.
- (e) Identify practices and beliefs with regard to hygiene.
- (f) Learn about the differences in school life.
(f) Recognize and discuss cultural differences in educational requirements, grades and attitudes in the target culture and the U.S.

- (g) Identify roles and responsibilities of men, women and children in the target culture.
- (g) Discuss how the roles of men and women and their respective occupations are evolving.
- (h) Talk about leisure time.
- (h) Exchange letters with pen pals.
- (h) Learn about traditional sports and games.
- (i) Contrast workday, vacation and holiday practices.
- (j) Describe attitudes toward money in the target culture(s).
- (p) Identify how people in the target culture interact with their environment via, modes of transportation.

Language 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 level.

2. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

2.2 Language Functions: Performance Indicators

- 2- Identify more customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Taco Bell, Piñata at parties).
- 2- Orally test art products and through non-verbal gestures particular to the target culture brief historical influences.
- 2 – List specialties of target cultures cuisine and identify characteristics and influences.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- e. **Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- f. **Education:** Secondary school organization, school life, educational system.
- g. **Earning a Living:** Types of employment, work conditions, major issues in employment.
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- j. **Shopping:** Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel:** Transportation, lodging, holiday, and travel patterns.
- l. **Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

2.2 Suggested Language Activities:

- (a)(c) Describe places and things of target culture.
- (b) Compare living spaces in the homes of different countries' homes.
(b) Compare food and meals.
- (c) Identify geographical locations.
- (d) Write a menu for typical meals.
(d) Learn about and compare foods.
- (h) Learn about events and festivals.
(h) Identify music and dance.
(h) Continue to listen to songs of the target culture.
(h) Learn about age appropriate fantasy heroes/heroines originating from the target culture (e.g., Asterix, Mafaldo, Zorro, etc.).
- (k) Learn about some of the major historical places.
(k) Make a packing list for a trip.
(k) Learn important landmarks.
(k) Identify the travel documentation needed abroad and the issues involved in traveling in a foreign country.

- (k) Understand the currency of the target culture.
- (k) Interpret military/train station time (hours only) (e.g., The train leaves at 22:00 – 10:00 pm).
- (k) Describe the regions of the target culture.
- (l) Identify artwork as a reflection of the target culture.
- (l) Identify architectural and/or engineering accomplishments of the target culture (e.g., Eiffel Tower, Chichen Itza, etc.)
- (l) Describe cultural achievements and/or symbols of the target culture (e.g., paintings, monuments, castles, cathedrals, pyramids, and fountains).

CONNECTIONS – Connect with Other Disciplines and Acquire Information

National Standards

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

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

Connecticut Content Standards

Students will reinforce and expand their knowledge of other areas of study through the world language.

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Making Connections through Language

The student will use information acquired in the study of the world language and information acquired in other subject areas as an interdisciplinary reinforcement.

- Give examples of the influence of the world language and culture in other subject areas, such as foreign words used in the English language, e.g. contributions of important mathematicians and scientists from countries where the language is spoken.
- Relate information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

3.1 Language Functions: Performance Indicators

2- Use simple social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.).

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

3.1 Suggested Language Activities:

- (c) Identify the major countries on a map and study the climate and cultural treasures.
- (c) Identify the major cities on a map and study the climate, products, and natural resources.
- (c) Identify the characteristics of the seasons.
- (c) Label and/or create several types of maps of target countries.
- (c) Plan a daily schedule based on a weather forecast in the target language.

- (d) Identify and compare typical produce and classify them.

- (k) Understand and use the metric system of measurement.

- (k) Design a trip to a target country. Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sampling products of the country, etc.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

Level 2 – Connections

3.2 Language Functions: Performance Indicators

- 2- Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content-based units.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).

Level 2 – Connections

- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

3.2 **Suggested Language Activities:**

- (a) Learn about major ethnic groups and religious affiliations in target culture.
- (c) Comprehend how to calculate from Fahrenheit to Celsius or vice versa.
- (d) Gain knowledge of culinary arts, menus, and eating customs of target culture.
- (e) Explore health, nutrition, and physical fitness issues of adolescents in the target culture.
- (h) Learn about international sports and athletics.
- (j) Review typical current TV commercial clips and create a simplified advertisement for a product from the target culture.
- (k) Design a trip to a target country. Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sampling products of the country, etc.
- (l) Explore aesthetics of target culture (e.g., fashion, architecture, and art).
- (m) Examine how the immigrants from the target culture preserve their cultural traditions in the US.

COMPARISONS – Develop Insight into the Nature of Language and Culture

National Standards

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

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

Connecticut Content Standards

Students will demonstrate an understand of the nature of language through comparisons of that world language and their own.

Cultural and Linguistic Comparisons

The student will demonstrate an understanding of cultural similarities and differences between the cultures studied and those of the United States.

- Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
- Identify similarities and differences of the geography of countries where the foreign language is used and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

The student will develop a better understanding of the English language through the study of the world language.

- Recognize critical sound distinctions, and intonation in the world and English languages in communicating meaning.
- Compare vocabulary usage and structural patterns of the world language and English.
- Use level-appropriate idiomatic expressions in the world language.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

4.1 Language Functions: Performance Indicators

- 2- Give examples of words borrowed from target culture used in English.
- 2- Compare and contrast grammatical structures.
- 2- Discover target language roots used in English words to reinforce meanings.
- 2- Transfer writing skills from English to target language through composition writing.
- 2- Recognize Latin as the foundation for all the romance languages as well as a source of English.
- 2- Compare common idiomatic expressions.
- 2- Compare grammatical structures of the English language and the world language.
- 2- Give examples of the concepts of gender and number.
- 2- Recognize affixes and their meanings.
- 2- Recognize true and false cognates.
- 2- Discuss how idiomatic expressions are used and incorporated in oral and written communication.
- 2- Collect and list examples showing differences in the grammatical structure of the two languages (e.g., word order, gender, agreement, tense, etc.).

4.2 Language Functions: Performance Indicators

- 2- Give examples of the concepts of familiarity and formality.
2- Use idiomatic expressions appropriate to a given situation in the target language.

Topics for Language Activities:

- Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- Physical Environment:** Geography of area, climate and weather, quality of the environment.
- Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- Education:** Secondary school organization, school life, educational system.
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- Travel:** Transportation, lodging, holiday, and travel patterns.
- Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

4.2 Suggested Language Activities:

- (b) Compare and contrast the role of selected family members in both cultures (e.g., extended family get-togethers).

- (h) Compare songs and instruments used during holiday celebrations in target culture and in U.S..
 - (h) Illustrate and write about how birthday, Saint’s Day or “coming of age” is celebrated in both cultures.
 - (h) Describe orally and in writing a holiday in U.S. and a similar celebration in target culture explaining similarities and differences (e.g., on New Year’s eve in Spain each family member eats twelve grapes, in U.S. people watch TV or go to parties).

- (j) Learn about style of dress or dress code from elementary through secondary schools and universities.

COMMUNITIES – Participate in Multilingual Communities at Home and Around the World

National Standards

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

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Connecticut Content Standards

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Communications Across Communities

The student will develop and apply world language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

- Illustrate how the world language and cultures are evident in and through media, entertainment, and technology.
- Locate and use resources in the world language, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

5.1 Language Functions: Performance Indicators

- 2- Use Internet to explore target language and culture.
 - 2- Use magazines, newspapers, videos, and DVD's in target the language.
 - 2- Discuss various kinds of music.
- 2- Recognize words in the target language heard and/or seen outside of school (e.g., on T.V. or radio, in the supermarket, billboards, etc.).

5.2 Language Functions: Performance Indicators

- 2- Encourage study abroad.
 - 2- Participate in language contests.
- 3- Mail messages to pen pals.
 - 3- Write letters and postcards to pen pals.
 - 3- Develop an interview questionnaire/interview a native speaker (preferably close to same age) in the target language.

Topics for Language Activities:

- Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- Physical Environment:** Geography of area, climate and weather, quality of the environment.
- Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- Education:** Secondary school organization, school life, educational system.
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- Travel:** Transportation, lodging, holiday, and travel patterns.
- Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
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5.2 Suggested Language Activities:

- (h) Listen to and sing songs from target culture.
(h) Watch and listen to T.V. or radio broadcasts in the language studied.
- (j) Visit local establishments owned and managed by native speakers.
- (k) Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.
- (m) Identify and describe professions in the U.S. which require proficiency in the target language studied.

WORLD LANGUAGE CURRICULUM

Level 3

WORLD LANGUAGE CURRICULUM

LEVEL 3

COMMUNICATION - Communicate in Languages Other Than English

National Standards

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

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

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

Connecticut Content Standards

Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

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

Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Person-to-Person Communication

Students will engage in original and spontaneous oral and written communications in the world language.

- Express own opinions, preferences, and desires, and elicit those of others.
- Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in the world language.

The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the world language, applying familiar vocabulary and structures to new situations.

- Participate in sustained exchanges that reflect past, present, and future tense.
- Exchange detailed information in the world language via conversations, notes, letters, or e-mail on familiar topics.
- Use paraphrasing, circumlocution, and non-verbal behaviors, to convey and comprehend messages in level-appropriate language.

Listening and Reading for Understanding

- The student will comprehend spoken and written language based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.
- Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in the world language.
- Understand culturally authentic materials that use new, as well as, familiar information in the world language.
- Understand and follow instructions presented in consumer and informational materials in the world language, such as those needed to understand a train schedule or to use the Internet.

Oral and Written Presentation

The student will present orally and in writing information in the world language that combines learned as well as original language in increasingly complex sentences and paragraphs.

- Summarize and communicate main ideas and supporting details in the world language orally and in writing form a variety of authentic language materials.
- Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

The student will present student-created, as well as, culturally authentic stories, poems, and/or skits in the world language.

- Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
- Use appropriate verbal and non-verbal presentation techniques including visual aids and/or technological support.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.1 Language Functions: Performance Indicators

- 1- Pay and accept compliments.
1- Decline invitation politely and give reasons.
- 2- Ask and tell where people, places, and things are located.
- 3- Describe fashion and clothing styles and preferences.
3- Express orally own thoughts, ideas, opinions and emotions (e.g., express approval, disapproval, desires, preferences, ask and answer what one likes best, give and respond to compliments).

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
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- k. **Travel: Transportation, lodging, holiday, and travel patterns.**
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.1 Suggested Language Activities:

- (a) Discuss personal grooming styles.
- (b) Describe family life.
(b) Describe your chores at home.

- (d) Order food in a restaurant.
- (d) Engage in a dialogue about regional food and tastes.
- (d) Describe how to plan a cookbook and cook for holiday celebrations.
- (d) Engage in a dialogue about regional food and tastes.

- (e) Talk about ways to stay healthy and in shape, and give your preferences.

- (g) Discuss future career choices.

- (h) Discuss what you wear for a special occasion.
- (h) Make a vacation arrangement including hotel reservation and ticket purchase.

- (j) Shop at various stores; discuss sizes, colors, and various choices.

- (k) Obtain and describe travel and vacations.
- (k) Give directions from point A to point B with a map (from school to...etc.).

- (l) Report information heard on specific topics.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.2 Language Functions: Performance Indicators

- 2- Respond to a series of instructions that involve interrelated tasks (e.g., how to make a milkshake, to prepare a paella, etc.).
- 3- Obtain information about thoughts and opinions of others (e.g., environmental issue).

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.2 Suggested Language Activities:

- (a) Write short paragraphs about interests.
- (b) Draw a floor plan of one's house and label it in detail.
(b) Create an advertisement for a house or an apartment.
(b) Create a sales ad for a home or apartment.
- (d) Read and interpret nutritional labels.
- (g) Read an employment ad and write a response.
(g) Read advertisements for bilingual employment and complete an application in the target language.
- (h) Read a comic strip.
(h) Rewrite a scene from a movie.
(h) Read animal tales.
(h) Keep weekly journal entries.

- (j) Make shopping a fun outing.
 - (j) Decide what to buy from a store circular.
 - (j) Read a review of fashion events and create a fashion show.
- (k) Write a travel log.
 - (k) Comprehend authentic travel brochures and create one for their favorite destination.
 - (k) Write a post card from a destination of one's choice.
 - (k) Write an itinerary for weekend activities away from home.
- (l) Read a brochure for an environmental issue.
 - (l) Read a fashion report.
- (m) Read and write about a family relationship in the countries of the target language and make comparisons.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

1.3 Language Functions: Performance Indicators

- 2- Write essay and summaries on various topics.
- 3- Create surveys and questionnaires.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
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- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

1.3 Suggested Language Activities:

- (a) Compliment your partners about their new clothes they brought back from a trip abroad; mention how the styles and colors enhance their features.
- (b) Ask about shopping in the foreign country they went to: type of stores, prices, sales, and means of payments available.
- (c) Discuss latest grooming styles at home and abroad.
- (d) Interview foreign visitors to your class about growing up as a teenager in their country: responsibilities in and around the house, daily chores, and relationships among siblings, grandparents, and extended family.
- (e) Write a letter to a foreign friend complaining about your house rules re: what you are and are NOT allowed to do and ask for a reply; hand in your letter and an imaginary reply including what you learned about home life in that country.
- (f) Write a letter to your foreign pen pal telling him/her about your past weekend activities and find out what teenagers in his/her country do during the weekend and share the information you received with your class.

- (g) Describe in a letter to your pen pal how you joined an environmental club on an outing to clean up your city. Ask what teenagers do in his/her country for the environment and how the public is being informed about environmental issues and concerns.
- (h) Talk about your favorite restaurants what they serve and what your favorite dishes are. Ask your pen pal about her/his likes and dislikes and about meals served in restaurants of his/her country.
- (i) Discuss special preparations of foods and decorations for the holidays and write a reply from an imaginary pen pal about the same topics.
- (j) Ask how your classmates stay fit, what they do and how often ... communicate this to a foreign pen pal and ask for a similar a reply in return.
- (k) Tell your pen pal how you were ill, what you did to get better; talk about general health and “most popular ailments” people complain about and find out how they are addressed in that foreign country
- (l) Write a letter to your pen pal in which you talk about your new employment after school; mention the hours, the work you do, the people around you and the pay you receive; inquire about teenage work abroad and share the answers with the class.
- (m) Write about a good or bad movie you have seen lately, find out which movies are playing abroad, and what kind of movies your pen pal likes and dislikes.
- (n) Plan a trip abroad: include the means of transportation, where to stay, how to get in touch with your embassy, how to communicate with your family at home and what particulars you need to know as you travel in that country.
- (o) Return from a trip abroad and bring back a list of their daily TV programs. Compare it with your hometown listings. Analyze and tell us what your findings indicate.
- (p) Make a comparative listing of newspaper headlines from your hometown and from abroad.

CULTURES - Gain Knowledge and Understanding of Other Cultures

National Standard

Standard 2.1: Students demonstrate an understanding of the relationship between the *practices* and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the *products* and perspectives of the culture studied.

Connecticut Content Standard

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Cultural Perspectives, Practices, and Products

The student will discuss the interrelationship among the perspectives, practices, and products of the cultures studied.

- Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in the cultures studied.
- Discuss how the viewpoints of people who speak the world language are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
- Investigate the role of geography in the history and development of the cultures studied.

Language Functions

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1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

2.1 Language Functions: Performance Indicators

- 1- Create and dramatize social situations involving family and friends
- 2- Obtain and present information from world language newspapers, the internet, books, and articles, travel brochures, travel magazines, TV, videos, or DVDs.
2- Provide and present suggested information to the class in the form of letters, lists, questionnaires, research papers, games, and brochures , power point presentations or other skilled means of expression.
- 3- Express likes and dislikes, preferences, feelings and reactions to culturally sensitive materials.
3- Give and receive extensive compliments as well as question others' motives or truthfulness for giving such compliments.
- 4- Suggest a topic. Argue and convince, suggest and advise, accept or reject such advice.
4- Point out, direct, warn, and alert others traveling or making travel arrangements to go abroad.

Topics for Language Activities:

- a. **Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- b. **House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment:** Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- e. **Health and Welfare:** Parts of the body, care, illnesses, and accidents.
- f. **Education:** Secondary school organization, school life, educational system.
- g. **Earning a Living:** Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time:** Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services:** Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping:** Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel:** Transportation, lodging, holiday, and travel patterns.
- l. **Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

2.1 Suggested Language Activities:

- (b) Contrast traditional and modern life in a foreign country.
(b) Study social customs.
- (c) Find out about endangered animals.
- (d) Learn about regional foods and specialties in countries of their target language.
(d) Create a gastronomical map.
(d) Talk about foreign foods.
(d) Compare and contrast foods of foreign countries with the United States.
- (h) Learn about international sports and athletes.
- (j) Compare the metric system of measurement for clothes with the U.S. scale.
(j) Buying items from a catalog.
- (k) Compare hospitality and family life of a foreign culture.
(k) Compare currency systems.
(k) Compare and contrast differences in travel accommodations around the world.
(k) Compare and contrast inns, and hotels or other accommodations.
(k) List the procedures of buying a ticket recognizing the different transportation systems available in the foreign country.
(k) Make travel arrangements.

Language Functions

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1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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2.2 Language Function: Performance Indicators

- 2- Recognize and connect the products offered in stores or outdoor markets as well meals in a restaurant, emphasizing the cultural practices, traditions, and seasons of the foreign country studied.
- 3- Examine and discuss socio-cultural elements represented in a variety of text materials (e.g., values, attitudes, etiquette, and beliefs).
- 3- Discuss cultural perspectives, represented in art, comic art, music, drama, dance, sports, and other pass time activities.

Topics for Language Activities:

- Personal Identification:** Biographical, physical characteristics, psychological characteristics.
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- Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
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2.2 Suggested Language Activities

- (a) Illustrate the colors associated with emotions.
(a) Establish contact with target language school or person via the Internet.
- (d) Compare costs of goods and services in the home (e.g., gasoline, food, and shelter, etc.).
(d) Categorize various dishes by proper course.
(d) Sample and prepare authentic dishes.
(d) Order food in a foreign restaurant.

- (h) Identify music and dance styles.
(h) Identify various artists of foreign countries.
- (j) Compare and contrast clothing styles and trends.
- (k) Match foreign countries with their proper position on map.
(k) Plan a trip to a major foreign city, considering cost, accommodation, transportation, and sights of interest.
(k) Send a post card home. Order food in a foreign restaurant.
- (l) Observe and discuss foreign news videos on political, cultural, and sporting events.
- (m) Discuss America as seen through the eyes of foreign people young and old.

CONNECTIONS - Connect with Other Disciplines and Acquire Information

National Standards

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

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

Connecticut Content Standard

Students will reinforce and expand their knowledge of other areas of study through the world language.

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Making Connections through Language

The student will reinforce and broaden his/her knowledge of connections between the foreign language and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.

- Identify how the world language and cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
- Relate topics studied in other subject areas to those studied in the world language class, such as issues related to the environment or the contributions of people prominent in politics, the arts and in sports from countries where the language is spoken, to the world.

Language Functions

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3.1 Activities

- 2- Narrate and give an oral report in the present, past, or future tense.
2- Write a simple narrative or description on a given topic (e.g., an account of an event, a problem, etc).
- 3- Express preferences, likes and dislikes for various topics.
3- Write a personal letter applying convention (e.g., layout, headings, punctuation). Address an envelope.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

3.1 Language Functions: Performance Indicators

- (c) Talk about environmental issues on a worldwide scale.
- (f) Inquire about the requirements and costs of a school you would like to attend.
- (g) Write a job application, give your qualifications.
- (k) Identify and map the geographical regions and identify sights of interest in specific areas of the countries using the target language.
(k) Learn the means and uses of transportation.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

3.2 Activities

- 2- Use numbers in various situations (price, measurement/food preparation, catalog, and newspaper ads).
- 2- Create and present short skit/play involving more than two characters. May use videotape, props, costumes, and scenery.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
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3.2 **Language Functions: Performance Indicators**

- (c) Learn about the influence of folk music on internationally known music such as jazz.
 - (c) Become familiar with popular sports figures and events in target language countries.

- (d) Identify and experience various kinds of ethnic food connected with holiday celebrations.
 - (d) Talk about likes and dislikes and preparations of foods.
 - (d) Learn about nutritional habits in different countries of the target language.

- (j) Identify and compare unique products from countries of the target language.

- (k) Learn the means and uses of transportation.
 - (k) Make travel arrangements in a country of the target language.

COMPARISONS – Develop Insight into the Nature of Language and Culture

National Standards

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

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

Connecticut Content Standard

Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Cultural and Linguistic Comparisons

The student will discuss in the world language why similarities and differences exist within and among cultures.

- Use level appropriate language to discuss the influences of historical and contemporary events and issues on the relationships between countries where the world language is spoken and the United States.
- Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation with those of other cultures.

The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the world language.

- Demonstrate understanding that language and meaning do not transfer directly from one language to another.
- Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.

Language Functions

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4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

4.1 Language Functions: Performance Indicators

- 1- Identify cognates.
- 3- Compare and evaluate publicity ads about the source products you can buy at home and abroad.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

4.1 **Suggested Language Activities:**

- (l) Give examples of words borrowed from one language and used in another and develop an understanding of the process of borrowing.
- (l) Give examples of dialects spoken in the target cultures and understand the historical background.
- (l) Compare and contrast the concept of gender and number as it relates to the target language.
- (l) Compare and contrast the concepts of familiarity and formality as they relate to the target language.

- (l) Study suffixes and the meaning they convey.
- (l) Study the changes in meaning when a verb becomes reflexive.
- (l) Learn how knowledge of cultural factors affect meaning (e.g., word choice, intonation, setting, etc.).
- (l) Identify and describe how artists and writers have influenced the history of the target culture.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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4.2 Language Functions: Performance Indicators

- 1- Demonstrate an understanding of ways to give and receive compliments, show gratitude, apology. Express anger, impatience in target culture.
- 2- Participate in a survey to rank the types of TV programs offered in country of your target language.
- 3- Compare the use of universal themes in the U.S. and in the target culture (e.g., love, grief, friendship, and beauty).
- 3- Examine a survey and draw conclusions about vacation, habits for summer and winter vacation in a country of your target language.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
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- k. **Travel**: Transportation, lodging, holiday, and travel patterns.
- l. **Current Events**: News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. **Relations Between US and Target Language Country**: Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

4.2 Suggested Language Activities:

- (c) Identify and analyze the role of television in shaping attitudes and values in target culture.

- (f) Discuss cultural differences in educational requirements, grades, and attitudes in the target culture and the U.S.
- (g) Identify and name selected occupations that are specific to the target culture.
- (g) Discuss how the roles of men and women and their occupations are evolving.
- (h) Appreciate age appropriate fantasy heroes/heroines from the target culture.
- (k) Research a cultural region of the target culture.
- (l) Compare social impact of sports between the target culture and the U.S.
- (l) Identify and describe how artists and writers have influenced the history of the target culture.
- (m) Identify the architectural and city planning contributions that the target culture makes to American society and the world.
- (m) Suggest possible solutions to the different economic and environmental challenges faced by the target culture as well as in the U.S.

COMMUNITIES - Participate in Multilingual Communities at Home and Around the World

National Standards

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

Standard 5.2: Student show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Connecticut Content Standard

Students will use the world language both within and beyond the school setting per personal enjoyment, enrichment and active participation.

Communications across Communities

The student will improve world language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

- Expand world language skills and cultural knowledge through the use of media, entertainment, and technology.
- Locate and use resources in the world language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
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4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

5.1 Language Functions: Performance Indicators

- 2- Prepare a report supported by research on the Internet.
- 2- Participate in language contests.

Topics for Language Activities:

- Personal Identification:** Biographical, physical characteristics, psychological characteristics.
- House and Home:** Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- Physical Environment:** Geography of area, climate and weather, quality of the environment.
- Meal Taking/Food/Drinks:** Types of food and mealtime interaction.
- Health and Welfare:** Parts of the body, care, illnesses, and accidents.
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- Earning a Living:** Types of employment, work conditions, major issues in employment.
- Available Leisure Time:** Activities, recreation, hobbies, special occasions.
- Public and Private Services:** Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- Shopping:** Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- Travel:** Transportation, lodging, holiday, and travel patterns.
- Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

5.1 Suggested Language Activities:

- (h) Write to pen pals of countries where the target language is used.
- (k) Participate in field trips in order to be in close contact with language and/or culture of the target language.
- (l) Recognize characteristics or the style of three to five famous artists/musicians and draw or paint a picture, create music or rhythm in the respective style (e.g., French Impressionists, Mexican Muralists, etc.).
(l) Use simple social studies' vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, slavery and the Underground Railroad in the Caribbean Island, etc.).
- (m) Examine how target culture immigrants in the U.S. preserve their cultural traditions.
(m) Demonstrate in class your awareness of the target culture and/or language within your community.

Language 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, and apologizing.
2. **Providing and obtaining information about**: facts, events, needs, opinions, attitudes, and feelings.
3. **Expressing personal feelings about**: facts, events, opinions, and attitudes.
4. **Getting others to adopt a course of action by**: suggesting, requesting, directing, advising, warning, convincing, and praising.

5.2 Language Functions: Performance Indicators

- 2- Listen to guest lecturers.
- 2- Read international magazines and newspapers.

Topics for Language Activities:

- a. **Personal Identification**: Biographical, physical characteristics, psychological characteristics.
- b. **House and Home**: Types of lodgings, rooms, and other lodging components.
Family Life: Activities, roles, and expectations.
- c. **Physical Environment**: Geography of area, climate and weather, quality of the environment.
- d. **Meal Taking/Food/Drinks**: Types of food and mealtime interaction.
- e. **Health and Welfare**: Parts of the body, care, illnesses, and accidents.
- f. **Education**: Secondary school organization, school life, educational system.
- g. **Earning a Living**: Types of employment, work conditions, major issues in employment.
- h. **Available Leisure Time**: Activities, recreation, hobbies, special occasions.
- i. **Public and Private Services**: Communications (mail, telephone, etc.), government agencies, (police, post offices, embassies), finances, (banking).
- j. **Shopping**: Shopping facilities and products, shopping patterns (hours, currency, sales staff), shoppers' information (advertisements, brochures, etc.).
- k. **Travel**: Transportation, lodging, holiday, and travel patterns.

- l. Current Events:** News, economic trends, political issues, government, general description of society, current social issues, cultural aspects, e.g. museums, music.
- m. Relations Between US and Target Language Country:** Opportunities for exchange, influence of one country on the other, cultural, economic, and political links.

5.2 Suggested Language Activities:

- (d) Participate in a cultural market scene as buyer or seller of typical, regional foods.
- (e) Explore health, nutrition, and physical fitness issues of adolescents in the target culture.
- (f) Participate in multicultural club activities.
 - (f) Explore opportunities for studies abroad.
 - (f) Become familiar with programs that offer work-study opportunities in foreign countries.
- (g) Connect professions with their qualifications (e.g., apprenticeships, higher education, degrees, skills and interests, etc.).
- (k) Travel (when the opportunity presents itself).

WORLD LANGUAGE CURRICULUM

Level 4

WORLD LANGUAGE CURRICULUM

LEVEL 4

COMMUNICATION – Communicate in Languages Other Than English

National Standards

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

Connecticut Content Standards

Students will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Person-to Person Communication

Students will exchange a wide variety of information orally and in writing in the world language on various related topics related to contemporary and historical events and issues.

- Express and support opinions in the world language, and elicit those of others.
- Exchange with others personal reactions in the world language spoken and written information related to the cultures studied.
- Exchange information in the world language from outside sources such as newspapers, magazines, broadcasts, or the Internet.

The student will demonstrate skills necessary to sustain extended oral and written exchanges in the world language.

- Use a full range of level-appropriate vocabulary, structures, and past, present, and future tense.
- Exchange ideas clearly in the world language based on level-appropriate material.
- Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in the world language.

1.1 Activities

- Describe and characterize people and their clothing.
- Summarize stories and videos.
- Give directions to a baby-sitter.
- Invent a “story” to go along with a picture.
- Relate past events.
- Discuss plans for a special meal with a friend.

- Describe your daily routine.
- Discuss plans for an upcoming vacation.
- Express necessity, doubt, and emotion.
- Describe a house or an apartment at a real estate office.
- Express plans for a future activity.
- Express preferences and make suggestions.
- Invite people to one's home and offer food.
- Discuss which transportation to take to a certain destination.
- Shop at various stores.
- Report gossip.
- Decline an invitation politely and indirectly.
- Make a vacation arrangement including hotel reservation and ticket purchase.
- Give directions from point A to point B with a map.
- Relate a story of a sequence of pictures.
- Expand on idioms (e.g., "I know it like the back of my hand").
- Initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios).
- Express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.
- Engage in conversation on a variety of topics.
- Interpret information presented visually (film, art, drama, etc.).
- Analyze and critique social and political events, music, literary, or artistic performances.
- Discuss both sides of an issue.
- Tell others how to accomplish a certain task.
- Obtain information on another's thoughts and opinions (e.g., current, social, political, or environmental issue).

National Standards

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

Connecticut Content Standards

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

Listen and Reading for Understanding

The student will comprehend spoken and written language found in a variety of authentic sources that have been prepared for various purposes.

1. Identify various elements in written and spoken texts in the world language, such as plot, theme, setting and characters.

2. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the world language that are culturally authentic, such as radio and television segments or literary passages.
3. Understand and follow instructions presented in spoken and written consumer and informational material in the world language, such as those for completing a customs declaration or creating a Web page.

1.2 Activities

- Write a weekly journal entry about a wide variety of personal topics (the last argument you had with a parent, what kinds of things make you angry, what happens when you are sick, a childhood memory, the role money plays in your life, etc.).
- Take notes on videos.
- Briefly summarize stories or articles in writing.
- Read short stories and poems (from text and from supplementary sources).
- Read supplementary culture chapters and respond to the questions.
- Comprehend job offers and requests.
- Order from a fashion catalog.
- Read “Dear Abby” letters from teen magazines.
- Read statistics on jobs and job developments.
- Read and follow very detailed instructions to get around in a big city.
- Read ads for international restaurants.
- Create writing projects.
- Write poetry and rhyme.
- Make a shopping list.
- Create a sales ad, including some suggestions about what one would buy.
- Write short paragraphs about personal clothing styles.
- Recognize vocabulary used for shopping.
- Decide what to buy from a store circular.
- Write a post card from a destination of one’s choice.
- Summarize or establish the sequence of events in a recent news story (e.g., Tour de France).
- Continue to explore cultural components available on the Internet.
- Read and respond creatively to texts.
- Read and summarize an authentic magazine or newspaper article.
- Answer questions on taped sporting or other social events.

- Establish contact with target language school or person via the Internet.
- Read aloud familiar and unfamiliar texts with fluency and competent delivery.
- Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes).
- Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).
- Obtain information through e-mail.
- Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).
- Continue to interpret information presented visually.
- Apply skills of critical analysis to oral communications.

National Standards

Communication

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

Connecticut Content Standards

Communication

Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

Oral and Written Presentation

The student will relate to information in the world language that combines learned, as well as, original language, in oral and written presentations of extended length and complexity.

1. Deliver presentations in the world language containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

The student will present or perform in the world language both student-created and culturally authentic essays, poetry, plays, and/or stories.

1. Produce well-organized presentations in the world language using appropriate visual aids and/or technological support.
2. Use appropriate verbal and non-verbal presentational techniques.

1.3 Activities

- Write, review, and edit own writing with teacher guidance.
- Create original poem and illustrate it on a poster.
- Write and present an original story.
- Take detailed notes on given topic via video.
- Write a well-organized composition.
- Proofread and peer-edit writing.
- Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.

CULTURES – Gain Knowledge and Understanding of Other Cultures

National Standards

Standard 2.1: Students demonstrate an understanding of the relationship between the *practices* and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the *products* and perspectives of the culture studied.

Connecticut Content Standards

Students will demonstrate an understanding of traditions, products, and perspectives cultures studied.

Cultural Perspectives, Practices, and Products

The student will discuss in the foreign language how various perspectives reflect the practices and products of the culture studied.

1. Discuss in the world language how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
2. Engage in real-life or simulated situations that demonstrate an understanding of culturally appropriate practices.

2.1 Activities

2.2

- Recognize geographical features.
- Identify the most important resources in the countries where the target language is spoken.
- Recognize, compare, and contrast living accommodations and lifestyles.
- Recognize events and festivals.
- Recognize contributions made by indigenous peoples of countries.
- Point out and explain elements of local culture in the texts read.
- Identify rivers, mountains, borders, climatic features, provinces, agricultural, and commercial products.
- Express current events in one's own words.
- Measure and record in the metric system.
- Compare and contrast clothing styles and trends.
- Plan a class trip to a foreign city, considering cost, accommodation, transportation, and sights.
- Compare young people's lives and their hopes and dreams for the future.
- Recite sayings and proverbs.

Products of Culture

- Match animals with sounds perceived by target culture (e.g., rooster said “Cocorico” in France, “Quiquiriqui” in Spain, “Cucuricul” in Sweden).
- Use elements of humor, irony, and satire of the target language in written and oral presentations.
- Interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choices, information, setting, etc.).
- Identify and discuss significant individuals/heroes and events in the target culture.
- Recognize age appropriate fantasy heroes/heroines from the target culture (e.g., Astérix, Malfaldo, Zorro, etc.).
- Read with understanding written materials in target language (e.g., current periodicals) about social, political, and economic issues pertinent to the target culture.
- Suggest possible solutions to the economic and environmental challenges faced by the target culture.
- Research a cultural region of the target culture.
- Compare the contributions of sports between the target culture and the U.S.
- Identify the architectural and city planning contributions that the target culture makes to American society and the world.
- Identify and analyze the role of television in shaping attitudes and values in the target culture.
- Compare forms of government and in the roles of the major political leaders in the target culture with those of the U.S.
- Study and experience the literature and arts that depict target cultural products, practices, and perspectives.
- Interpret and explain a political cartoon, situation comedy, or joke in the target culture.

CONNECTIONS - Connect with Other Disciplines and Acquire Information

National Standards

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

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

Connecticut Content Standards

Students will reinforce and expand their knowledge of other areas of study through the world language.

Students will acquire and use information from a variety of sources only available in the world language, using technology, print audiovisual, media, data and human resources.

Making Connections through Language

The students will demonstrate an understanding of the connections between content studied in the world language class and in other subject areas.

1. Discuss how the world language and cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
2. Use level-appropriate language to relate topics discussed in other subject areas to those discussed in the world language class, such as foreign authors and artists or political and historical events that involve countries where the world language is spoken.

3.1 Activities

3.2

- Continue to build on one's knowledge of world geography and map-reading skills.
- Become familiar with current events in the target countries via newspaper and magazine articles and TV news.
- Identify and map the geographic regions of the target culture world: identify the sights of the area and the cultural significance.
- Compare the difference among school systems.
- Identify traffic signs.
- Recognize and study contributions made by the target culture to the rest of the world.
- Recognize important historical events linked to U.S. history.
- Report on world figures.
- Report on current events.

Connecting with other Disciplines

- Examine how target culture immigrants to the U.S. preserve their cultural traditions.
- Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).
- Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.
- Identify how music, art, and literature reflect the target culture.

Accessing Information in the Target Languages

- Use TV shows, videos, etc. to explore aesthetic concepts of the target culture.
- Observe and record information about societal issues in the target culture through a variety of authentic texts and media.
- Use the Internet to find employment opportunities in the target culture.
- Research, discuss, and debate a controversial issue.

COMPARISONS – Develop Insight into the Nature of Language and Culture

National Standards

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

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

Connecticut Content Standards

Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Students will demonstrate an understanding of the concept of culture through comparison of the the culture studied and their own.

Cultural and Linguistic Comparisons

Culture

The students will use the world language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.

1. Understand and discuss in the world language the role of culture in the development of relationships between the United States and countries where the world language is spoken.
2. Discuss how members of cultures view the United States where the world language is spoken and why.
3. Recognize the existence of local, regional, and national differences in the countries where the world language is spoken and in the United States.

Language

The student will expand his/her understanding of the English language through study of and analysis of increasingly complex elements of the world language.

1. Recognize the existence of local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the world language is spoken and in the United States.
2. Compare linguistic elements of the world language and English, such as time, tense, and mood, and understand how each uses different grammatical structures to express time and tense relationships.

4.1 Activities

- Recognize roots in two languages and compare cognates.
- Collect and list examples showing differences in the grammatical structure of the two languages (e.g., word order, gender, agreement, tense, etc.).
- Demonstrate how idiomatic expressions reflect culture.
- Recognize that vocabulary conveys different meanings in various contexts.
- Recognize simple cognates. Identify through listening and reading which word from a list, are cognates.
- Compare grammatical structures between English and the target language (e.g., word order, verb, tense, noun cases, numbers, etc.).
- Generate idiomatic expressions in both English and the target language and discuss how idiomatic expressions work in general.
- Identify idiomatic expressions appropriate to a given situation in the target language.
- Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.
- Use idiomatic expressions appropriate to a given situation in the target language.
- Use appropriate words in a given situation to illustrate cultural differences.
- Compare and contrast rhetorical and oratorical techniques used in different languages.
- Demonstrate language varieties within cultures through comparison of regional and/or social dialects.
- Select, use, and compare appropriate terms of address between the target language and English.
- Demonstrate differences in writing systems.
- Compare and contrast cultural meaning of proverbs, sayings, jokes, riddles in target language/culture and U.S. This may be carried out partly in English. (e.g., “You move your feet and you loose your seat/ “El que se va a Sevilla/melipilla, pierde su silla”/”Celui qui va a la chasse, perd sa place.”).
- Compare nuances meanings of words, idioms, and vocal inflections in the target language and in English.
- Analyze the relationship between cultural stereotyping and its implications in different cultures.
- Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.
- Discuss the relationship between cultural perspectives and practices (e.g., holiday celebrations, work habits, play) by analyzing the target cultures and one’s own.
- Identify and analyze cultural perspectives as reflected in a variety of literary genres.

COMMUNITIES – Participate in Multilingual Communities at Home and Around the World.

National Standard

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

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Connecticut Content Standard

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

Communication across Communities

The student will apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Discuss in the world language information obtained in and through media, entertainment, and technology.
2. Locate and use resources in the world language, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

5.1 Activities

5.2

- Participate in area, state, and national contests.
- Invite community members as guest speakers.

School and Community

- Recognize words in the target language heard or seen outside of school.
- Visit local establishments social clubs owned and managed by native speakers.
- Engage in simple conversations with native speaker.
- Do volunteer work in the community using the target language.

Personal Enrichment

- Explore cultural components of the Internet.
- Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.
- Watch and listen to TV or radio broadcasts in the language studied.
- Explore an area of interest on the Internet.

WORLD LANGUAGE CURRICULUM

Level 5

WORLD LANGUAGE CURRICULUM

LEVEL 5

COMMUNICATION – Communicate in Languages Other Than English

National Standards

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

Connecticut Content Standards

Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Communication

The student will move from learning about the language to learning in the language. The student will:

1. Demonstrate skills necessary to sustain extended oral and written exchanges in the world language.
2. Exchange a wide variety of information orally and in writing in the world language on various topics related to contemporary and historical events and issues.

1.1 Activities

- Summarize and recount stories from literature, articles, and videos.
- Discuss complicated social and personal issues.
- Use pictorial cues to talk about what is seen, how the student feels about it and what conclusions can be drawn.
- Function linguistically in a large variety of more complicated everyday situations.
- Exchange information about current and past events, as well as one's aspirations in their personal lives and the lives of their friends, families and others within one's community.
- Discuss one's personal feelings and ideas with members of the target culture in order to persuade them to consider alternate viewpoints.
- Participate in culturally appropriate exchanges that reflect social amenities, such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.
- Exchange information about international current events based on newspaper or magazine articles, television and radio programs and videos, and compare and contrast how information is reported in both the target and American culture.

- Exchange opinions on a variety of topics, including issues that are of contemporary or historical interest in the target and American culture.
- Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and American cultures.
- Share one’s personal reactions and feelings about authentic literary texts, such as poems, plays, short stories and novels.
- Employ rephrasing and circumlocution to successfully communicate their messages.
- Debate the value of specific cultural traditions.
- Continue to expand on idioms (e.g., “I know it like the back of my hand.”).
- Participate in an interview (e.g., with a guest speaker, local celebrity, etc.)
- Teach others to accomplish a given task.
- Evaluate, analyze and critique social and political events, music, literary, or artistic performances, etc.
- Debate a topic and write a persuasive composition discussing the pros and cons of the issue.
- Discuss information presented visually.
- Engage in extended conversations on a variety of topics.
- Continue to initiate and maintain discussions where some responses may be unpredictable.

National Standard

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

Connecticut Content Standard

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

Listening and Reading for Understanding

The student will comprehend spoken and written language found in a variety of authentic sources that have been prepared for various purposes.

Educational experiences will assure that students will:

- Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.
- Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.

- Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, comedies, and anecdotes.
- Comprehend the main ideas and significant details of full-length feature articles in newspapers and magazines on topics of current or historical importance in the target culture.
- Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplots(s).

1.2 Activities

- Write an editorial on a current issue.
- Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).
- Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).
- Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).
- Examine and discuss socio-cultural elements represented via the Internet.
- Continue to explore cultural components of Internet.
- Read aloud familiar and unfamiliar texts with fluency and competent delivery.
- Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).
- Read a play and demonstrate comprehension through various tasks (e.g., restating storyline, identifying antagonist/protagonist describing setting, etc.).
- Infer a writer's assumptions, purpose, or point of view in an editorial.
- Interpret information presented visually.
- Apply skills of critical analysis to oral communication.
- Read an authentic historical text and relate it to the historical period.
- Analyze the social context of a spoken exchange (e.g., a coach's pep talk, a student's conference with a guidance counselor, a conversation at the refund counter of a department store).
- Read a poem and demonstrate understanding through various tasks (e.g., identifying the theme).

National Standard

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

Connecticut Content Standard

Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Oral and Written Presentation

The student will relate information in the world language combining learned, as well as, language more sophisticated in oral and written presentations of extended length and complexity.

The Student will deliver presentations in the world language containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuations, and pronunciation in familiar vocabulary and language structures.

Education experiences in Level 5 will assure that students:

1. Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.
2. Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language using appropriate visual aids and/or technological support.
3. Perform scenes from plays and/or recite poems or excerpts from short stories in the target language.
4. Prepare an oral and/or written analysis in the target language of the plot, character descriptions and development, and themes found in authentic target language literary works, including poems, short stories and short works of fiction or nonfiction.
5. Describe, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, and art.
6. Use a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports.
7. Use style, language and a persuasive tone appropriate to the audience and the purpose of the presentation.

1.3 Activities

- Write, review, and edit own writing with teacher guidance.
- Write and present an original story.
- Proofread and peer-edit writing.
- Identify and understand organizational elements of writing (e.g., titles, paragraphs, bibliography).

- Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.
- Write about a variety of trips related to personal, social, and school needs, using appropriate specialized vocabulary.
- Present to class information learned from research paper using technology (e.g., video, etc.).
- Adjust spoken presentation to suit the audience.
- Approximate native-like pronunciation, intonations, and inflection.
- Speak audibly and clearly, varying pace, tone, and stress to engage the audience.
- Engage in exchanges with the audience (e.g., take and answer questions).
- Give a formal, well-organized, and sustained oral presentation.

CULTURES - Gain Knowledge and Understanding of Other Cultures

National Standards

Standard 2.1: Students demonstrate an understanding of the relationship between the *practices* and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the *products* and perspectives of the culture studied.

Connecticut Content Standards

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Cultural Perspectives, Practices, and Products

The student will discuss in the world language how various perspectives reflect the practices and products of the cultures studied. They will:

1. Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.
2. Identify, analyze and evaluate themes, ideas and perspectives that are related to the target culture.
3. Successfully interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.
4. Identify, analyze and evaluate themes, ideas and perspectives related to products of the target culture.
5. Identify and experience or read about and discuss expressive products of the culture, including but not limited to literature, periodicals, videos, commercials and the fine arts; also assess the significance of these products in the larger community.
6. Identify and analyze products of the target culture, such as social economic, legal and political institutions, and explore the relationships between these institutions and the perspectives of the culture.

2.1 Activities

2.2

- Recognize and be able to explain how holidays are observed in countries where the target language is spoken.
- Recognize, compare, a contrast living accommodations and lifestyles.
- Understand the role of men and women in target language countries.
- Recognize stereotypes.
- Describe about the role of the family in the target culture.

- Understand problems facing youth.
- Recognize and understand political, economical and social issues of the target culture.
- Compare and understand the educational systems.
- Continue to identify roles and responsibilities of men, women and children in target culture.
- Use elements of humor, irony and satire of the target language in written and oral presentations.
- Interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choice, intonation, setting, etc.).
- Access cookbooks of the target culture to make traditional holiday foods.
- Identify and discuss significant individuals/heroes and events in the target culture.
- Recognize and/or taste/make foods and crafts from target culture.
- Read with understanding written materials in target language (e.g., current periodicals) about social, political and economic issues pertinent to the target culture.
- Suggest possible solutions to the economic and environmental challenges faced by the target culture.
- Identify and analyze the role of television in shaping attitudes and values in the target culture.
- Analyze the literature and arts that depict cultural products, practices and perspectives.
- Study and analyze the cultural perspectives and practices in films of the target culture.
- Interpret and explain a political cartoon, situation comedy or joke in the target culture.
- Identify cultural factors that affect meaning.
- Rephrase or reword an utterance when it results in cultural misunderstanding.
- Decide when use of slang is appropriate.
- Identify and analyze the role of television in shaping attitudes and values in the target culture.
- Respond to non verbal cues.

CONNECTIONS - Connect with Other Disciplines and Acquire Information

National Standards

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

Connecticut Content Standards

Students will reinforce and expand their knowledge of other areas of study through the world language.

Making Connections through Language

The student will demonstrate an understanding of the connections between content studied in the world language class and in other subject areas.

1. Acquire even more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.
2. Analyze the similarities and differences among the sources, selecting the most appropriate information for specific purposes.
3. Use information acquired from other school subjects to complete activities in the world language classroom.
4. Use new information and perspectives gained through world language study to expand their personal knowledge.

3.1 Activities

- Appreciate role in European Economic Community.
- Recognize major events in history.
- Recognize major figures in the worlds of science, art, music, and literature that come from the target language country.
- Be aware of the importance and contributions of scientific and humanitarian institutions.
- Examine how target culture immigrants to the U.S., preserve their cultural traditions.
- Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).
- Discuss topics from other school subject in the target language, including, including political and historical concepts, worldwide health issues, and environmental concerns.
- Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).
- Write a persuasive essay about a controversial issue.
- Explore and analyze how people in the target culture solve societal issues (e.g., terrorism, welfare, unemployment, and health care).

National Standards

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

Connecticut Content Standards

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources

Connections

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data, and human resources.

Educational experiences in Level 5 will assure that students will:

1. Use multimedia sources to analyze aspects of the target culture and apply their knowledge to new situations.
2. Analyze materials, looking for sources of information for potential use in original work on the target language or culture.

3.2 Activities

- Observe and record information about societal issues in the target culture through a variety of authentic texts and media.
- Read literary texts and relate them to the historical period about which or in which they were written.
- Observe and record information about societal issues in the target culture through a variety of authentic texts and media.
- Use popular magazines from the target culture to identify and describe social conventions about adolescents.
- Explore everyday events (e.g., school, sports, shopping), which occur in the target country using multiple sources.
- Research, discuss, and debate a controversial issue.
- Locate information appropriate to assignment in text or other reference material.
- Participate in a debate in which a current event/issue is discussed from the perspective of people in the target and home cultures.
- Communicate (via letters, e-mail, etc.) with peers in the target country and exchange information/ideas, opinions relating to common societal issues.
- Read, listen to and view works of literature and arts that describe contemporary life in the target culture.

COMPARISONS - Develop Insight into the Nature of Language and Culture

National Standards

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

Connecticut Content Standards

Students will demonstrate and understanding of the nature of language through comparisons of that world language and their own.

Comparisons among Languages

Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

The student will expand and reinforce his/her understanding of the English language through the study and analysis of increasingly complex elements of the world language.

The student will:

1. Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.
2. Evaluate the style of a communicative interaction in the target language.

4.1 Activities

- Demonstrate increased mastery of target phonetics and spelling and how they differ from English.
- Demonstrate increased ability to separate from English thought patterns and express them idiomatically.
- Comprehend the concept of gender and number as it relates to target language.
- Recognize the prefixes and suffixes and the meaning they convey.
- Recognize roots in two languages and compare cognates.
- Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc).
- Identify and use idiomatic expressions appropriate to a given situation in the target language.
- Recognize that vocabulary conveys different meanings in various contexts.
- Use appropriate words in a given situation to illustrate cultural differences.
- Demonstrate language varieties within cultures through comparison of regional and/or social dialects.
- Demonstrate differences in writing systems.
- Select, use, and compare appropriate terms of address between the target language and English.

Level 5 – Comparisons

National Standards

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

Connecticut Content Standards

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Cultural and Linguistic Comparisons

The student will use the world language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.

Students will:

1. Discuss different forms of communication in the target culture, such as sign, symbols, advertisements, displays, songs, and rhymes, as they are reflected in United States culture.
2. Compare and contrast the treatment of current issues in both the target culture and their own culture by drawing on authentic texts.
3. Analyze how other cultures view the role of the United States in the world arena.
4. Evaluate the effectiveness of a communicative interaction, based on cultural elements.
5. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture.
6. Use new information and perspectives to demonstrate understanding of the similarities and differences among other cultures and their own culture.

4.2 Activities

- Discuss how the United States is viewed by members of cultures where the world language is spoken and why.
- Compare and contrast cultural meaning of proverbs, sayings, jokes, riddles in target language/culture and U.S. This may be carried out partly in English.
- Compare and contrast meals and eating styles/practices in the target culture with North American equivalents (e.g., cheese is served before meal in U.S. and after meal in France).
- Compare and contrast career choices and social roles in the target cultures and their own.
- Analyze the relationship between cultural stereotyping and its implications in different cultures.
- Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports equipment, etc.).
- Discuss the relationship between cultural perspectives and practices (e.g., holiday celebrations, work habits, play) by analyzing the target cultures and their own.
- Compare and contrast various institutions in different cultures (e.g., family education, religion, health care, etc).

COMMUNITIES - Participate in Multilingual Communities at Home and Around the World

National Standards

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

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Connecticut Content Standards

Students will use the world language both within and beyond the school setting per personal enjoyment, enrichment and active participation.

Communications across Communities

The student will apply expanding language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purpose. The student will:

1. Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.
2. Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.
3. Use various media from the target language and culture for personal enjoyment.
4. Establish and/or maintain interpersonal relations with speakers of the target language via e-mail and/or exchange programs.
5. Read literature; listen to music and view films in the target language for entertainment.

5.1 Activities

5.2

- Participate in area, state, regional, and national contests.
- Invite community resources of target language speaking students as guest speakers.
- Participate in language club activities.
- Be encouraged to study abroad.
- Participate in field trips.
- Recognize words in the target language heard/seen outside of school.
- Visit local establishment/social clubs owned and managed by native speakers.
- Engage in simple conversations with native speaker personnel at site visited (e.g., “How are you?”, “What is your name?”, “Where do you come from?”, etc.).

- Plan an imaginary trip to a country of the language that includes, itinerary, budget, transportation, etc.
- Prepare article for school newspaper in target language about cultural aspects of target countries.
- Participate in a language immersion experience (e.g., language, camp, travel).
- Establish and maintain communication with peers in the target culture.
- Do volunteer work in the community using the target language.
- Attend and participate in target cultural festivals.
- Explore cultural sites on the Internet.
- Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.
- Watch and listen to TV or radio broadcasts in the language studied.
- Observe, take notes, and write a summary of an interview with a speaker of the target language.
- Teach some of the target language to peers or younger children.

Curriculum Guide

Classical Latin

2005

Introduction and Acknowledgements:

To support the mission of the World Languages program of Norwalk Public Schools, this Classical Languages curriculum component is added to the modern languages document. It was prepared by Kathleen Driver from Norwalk High School. As with the World Languages curriculum guide various documents were reviewed, including The Connecticut Standards for Classical Language Learning (Latin and Greek), Standards for Classical language Learning (companion document for Standards for Foreign Language Learning: Preparing for the 21st Century).

How does the Classical Languages Curriculum serve both teachers and administrators?

It can be a resource for the following:

- Selection of appropriate textbooks and all other related material.
- Teacher lesson planning and delivery of instruction.
- Validation and implementation of National Standards and Connecticut Content Standards.
- Professional development dedicated to instructional strategies supporting the implementation of the curriculum.
- Design of local courses of study based on the curriculum and chosen texts.
- Uniformity of assessment of proficiency from one level to the other.
- The basis of pedagogical discourse to continue to add to the curriculum re:
 1. Technological Advances
 2. Instructional Techniques
 3. Assessment Techniques

How is the Classical Languages Curriculum designed?

The Classical Languages Curriculum demonstrates alignment with the National Standards. Each Connecticut Standard is developed along each language level: level one: beginning; level two, three, four: intermediate, advanced, and advanced placement for college credit. The advanced placement for Classical Languages follows the curriculum guide directed by the College Board. There is insightful explanation for each standard addressed. There are standard language functions followed by suggested performance indicators. **Please note, that the performance indicators and suggested language activities are presented and discussed in English unless specified in Latin. This is a reminder that the emphasis is reading, writing and comparative grammar and syntax in between Latin and English.** There are categorized topics for language activities followed by suggested student performance activities. Language functions and categories are repeated at each standard addressed. Regardless of which standard or level, the student will demonstrate proficiency from a lesser to a higher degree.

**The Norwalk Public Schools
Addendum
to the Philosophy of Learning World Languages:**

Philosophy Statement¹ for Classical Language Learning

***Connecticut Standards for Classical Language Learning,
A Project of the Classical Association of Connecticut, Inc.,***

The excellence of Classical literature and its pervasive influence in Western culture provide benefits to the students which are unique to Classical language study. The Classical Association of Connecticut supports the long held view that “the indispensable primary [aim] ... in the study of Latin is progressive development of ability to read and understand Latin.”² This aim is the common thread present to some degree in all Classical language classrooms. In the end, what ultimately distinguishes one Classical language classroom from another is the relative emphasis given to each goal and the particular activities used to attain it.

As a result of the study of a Classical language, the student will demonstrate

1. An increased ability to read and understand a Classical language.
2. A working knowledge of the basic structures of a Classical language.
3. An increased understanding of English.
4. An increased understanding of the nature of language in general.
5. An increased knowledge of the customs, daily life, institutions, mythology, history, and achievements of ancient peoples.
6. An increased knowledge of the history of Western Civilization.
7. A deepened awareness of, and sensitivity to, other cultures and values.
8. An awareness that he/she shares a common cultural base with people throughout the world.

¹ Derived from The Classical Assoc. of Connecticut, *Goals for Intermediate Latin Programs*, 1987.

² American Classical League, *The Classical Investigation, General Report*, Princeton University Press, 1924, pg. 32.

CLASSICAL LANGUAGES CURRICULUM

Level 1

CLASSICAL LANGUAGES CURRICULUM

LEVEL 1

COMMUNICATION

National Standards

Communication

Goal One: Communicate in a Classical Language

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

Person-to Person Communication

Students will exchange simple spoken and written information in the foreign language.

The student will:

- Greet others and exchange information.
- Give and follow simple directions, classroom commands.
- Identify various objects and people found in the home, at school, in public meeting places.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

GOAL ONE

Connecticut Standards

Communication

Goal One: Communicate in a Classical Language

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

1.1 Language Functions; Performance Indicators

- 1-introduce oneself.
- 1- say hello and good-bye.
- 1- say thank you; acknowledge blame.
- 2-express need.
- 2-point out places and things.
- 2-ask and respond to simple questions.
- 2-identify ordinal and cardinal numbers, Roman numerals, dates.
- 3-learn nouns and adjectives to describe them and the rules for making those adjectives agree.
- 4- exchange information about a relevant narrative which they have read.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

1.1 Suggested Language Activities

- (a) greet the teacher and the class everyday and say good-bye
- (b) play bingo using Latin cardinal numbers or Roman numerals
- (c) talk about the significance of a citizen's three names
- (d) make a floor plan of a typical atrium style house and compare with a floor plan of a typical home in the student's town
- (e) have a debate on the topic of "an educated person," then and now
- (f) make a sign (pictograph) that one might see in the Forum
- (g) perform a skit based on the stealing of togas in the Baths
- (h) make puppets to represent the candidates in the Pompeian elections and use the puppets to perform the textbook story on elections
- (i) have a typical Roman breakfast in the classroom
- (g)(j) watch selected scenes of the film *Spartacus*

National Standards

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

Connecticut Standards

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

Listening and Reading for Understanding

Students will understand simple spoken and written language based on familiar topics that are presented through a variety of media.

The student will:

- acquire vocabulary in the target language.
- acquire facility in the use and understanding of basic grammatical forms.
- identify objects in his/her environment and story characters based on oral and written descriptions.
- comprehend simple written passages by identifying main ideas and principal characters and giving significant details.
- recognize common *sententiae* and explain their relevance to modern life.
- use known vocabulary, grammar forms, and context clues to make informed guesses about the meaning of more complicated written passages.
- identify specific grammatical forms correctly in the context of a reading.
- recognize Latin or Greek when it is used in the context of written or spoken English.

Language Functions

Functions denote the purpose 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.2 Language Functions: Performance Indicators

- 1- comprehend greetings, farewells and statements of feelings, such as exclamations of surprise, alarm, or happiness
- 2- sing songs in Latin or Greek
- 2-distinguish differences between simple opposites
- 2-make connections between illustration and simple written texts
- 3-demonstrate comprehension of main idea in culturally based text through the use of cognates, repetition, and predictability
- 3- write simple phrases and sentences in Latin or Greek

Topics for Language Activities

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

1.2 Suggested Language Activities

- (b) Develop games to learn numbers
- (d) Role playing of a member of a Roman family
- (f) Conduct a mock sale of items at your stall in the Forum
- (g) Read inscriptions from Pompeii that announce gladiatorial events
- (g) Read a library book about Olympic sports in antiquity and compare to modern times.

National Standards

Connecticut Standards

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

Oral and Written Presentation

The students will present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns.

The student will:

- recite proverbs and *sententiae*, and perform short skits in Latin or Greek.
- demonstrate increasing attention to accuracy in intonation and pronunciation in the foreign language.
- demonstrate increasing attention to accuracy in word order, accentuation, and spelling when writing in the foreign language.

The students will present prepared material, including brief narratives, monologues, dialogues, and or songs.

The student will:

- communicate ideas in an organized manner using appropriate visual and or technological support.

Language Functions

Functions denote the purpose 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.3 Language Functions: Performance Indicators

- 2- pronounce proper nouns.
- 2- identify and label vocabulary connected to the lesson theme.
- 2- complete simple sentences, phrases, and/or short dialogues to accompany illustrations.

- 2- predict orally or through illustrations events in a story.
- 2- write familiar words, phrases and simple sentences in a meaningful context.
- 2- use information from a text or story to draw or label pictures, maps, charts.
- 2- represent information visually.
- 2- extract information from charts, maps.
- 4- write for different purposes.

Topics for Language Activities

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

1.3 Suggested Language Activities

- (a) Introducing oneself and others
- (b) Create a counting book appropriate for young children
- (c) Role playing in which student adopts the persona of a character in the text
- (d) Reports on home and family
- (f) Paired activity for shopping in the forum for *togas, stolas, tunicas*

CULTURES

National Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

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

GOAL TWO

Connecticut Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

Standard 2.1: Students demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the cultures being studied.

Cultural Perspectives, Practices, and Products

The students will develop an awareness of perspectives, practices, and products of the Greco-Roman world.

The student will:

- identify and discuss aspects of Roman daily life.
- identify aspects of Roman art and architecture.
- identify and discuss mythological characters, symbols, characteristics, and stories of major figures in Classical mythology.
- identify and discuss the values, beliefs, political institutions, and historical background of Roman culture.
- identify and discuss expressive forms of Roman culture, including coins, inscriptions, architecture, and wall painting.
- acquire familiarity with a Roman family of the Early Empire through reading culturally authentic materials in Latin.
- develop understanding of Roman social and familial relationships through the reading of actual Classical literature, e.g., Pliny's Letters on the eruption of Mount Vesuvius.

The students will recognize that perspectives, practices and products of the Greco-Roman world are interrelated.

The student will:

- discuss how specific Classical traditions have influenced Western Culture.
- discuss the significance of major mythological references in modern society.
- discuss the influence of the values, beliefs, political institutions, etc. on institutions and literature of the world community.
- demonstrate understanding of Roman families within Roman social structures.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.1 Language Functions: Performance Indicators

- 1- Explain the daily formal morning greeting between patron and client.
- 2- Recognize, compare, and contrast meals and dining etiquette in the *triclinium*.
- 2- Recognize, compare, and contrast historical and artistic contributions.
- 2- Demonstrate a basic knowledge of the history and geography of Roman Italy, especially Campania, the Bay of Naples, and Roman Britain.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions. Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

2.1 Suggested Language Activities:

- (b) recognize and write Roman numerals and ordinal and cardinal numbers in Latin.
- (b) create a calendar displaying dates in Roman terms.
- (m) make a mobile with symbols and pictures of gods and goddesses.
- (d) make a paper *oscillum* (this decorated the peristylum of a Roman house) after researching an appropriate myth for the decoration on the disc.
- (d) make an architectural model of a private house in Pompeii.
- (i) have a fashion show highlighting the *toga*, the *stola*, and the *tunica*.
- (f)(l) view *National Geographic's In the Shadow of Vesuvius*.
- (l) create an interdisciplinary unit with a science class studying volcanology.

National Standards

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

Connecticut Standards

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

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.2 Language Functions: Performance Indicators

- 2- students identify the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence.
- 2- students recognize basic architectural features and art forms of the Greeks or Romans.
- 3- students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| k.) Slaves and Freedmen | |

2.2 Suggested Language Activities

- (a) (b) (m) Celebrate *Saturnalia*, a December Roman holiday.
- (m) Visit and/or contact a local metropolitan art museum to tour or
- (m) Investigate its Classical collection and the influence of the Romans or Greeks on later artistic periods.

CONNECTIONS

National Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

GOAL THREE

Connecticut Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

Making Connections Through Languages

The students will recognize how information acquired in the study of the foreign language and information acquired in the other subjects reinforce one another.

The student will:

- Use knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Recognize and use Roman numerals and the vocabulary associated with counting.
- Recognize and make connections with Latin or Greek terminology in the sciences and technology.
- Recognize and make connections with Latin or Greek terminology in social sciences and history.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.1 Language Functions: Performance Indicators

- 2- recognize common Latin and Greek roots and prefixes and suffixes in English vocabulary.
- 2- recognize common mythological references in English literature, advertising, and art
- 2- discuss and give examples of some of the scientific engineering principles used in the ancient world for heating, structural design, and travel.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| l.) Slaves and Freedmen | |

3.1 Suggested Language Activities:

- (e)(f)(h)(i) assume the persona of an historical figure from Roman history and give a first person account to the Latin class or a history class.
- (e)(l) design an imaginary trip to the ancient island of Rhodes to further your studies.
- (e)(k)(m) make a scrapbook of classical allusions found in advertising.
- (e)(k)(m) make a poster or collage of a Latin root with several of its English derivatives.

National Standards

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

Connecticut Standards

Standard 3.2: Students gain access to information and perspectives that are only available through the foreign language or within the cultures being studied.

Learning through Reading Authentic Literature

The students will acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.

The student will:

- Recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Demonstrate a knowledge of the geography of the ancient world and connect it to the modern world.
- Connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.
- Connect their knowledge of social and political systems to events and systems in the modern world.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.2 Language Functions: Performance Indicators

- 2- discuss advantages of city life over country life or vice versa.
- 2- examine the finds of an archaeological dig, such as the treasures from ancient Pompeii or Herculaneum.
- 2- use current technological media to converse with other Latin students on a variety of topics relevant to the course.
- 3- compare modern day “heroes” to their Greek or Roman counterparts.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

3.2 Suggested Language Activities:

- (m) research and create a display showcase on love stories from mythology.
- (all) use internet or other resources to find out information about items relevant to the course.
- (m) listen to recordings of classical or other music that borrows themes from mythology.
- (g) make a model of a hypocaust heating system after reading about the baths.
- (k) create an original media project to demonstrate the large number of English derivatives from basic Latin verbs.
- (a)(f)(h) read and translate Pompeian graffiti to catch glimpses into daily life in the ancient city.

COMPARISONS

National Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

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

GOAL FOUR

Connecticut Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

Standard 4.1: Students recognize that different languages use different patterns to communicate and apply this knowledge to their own language.

Linguistic Comparisons

The students will focus on the comparisons between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

The student will:

- Demonstrate a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Understand some Latin or Greek phrases, mottos, and abbreviations used in English.
- Demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.
- Compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

4.1 Language Functions: Performance Indicators

- 1- Compare names of people and places with closest equivalent in target language.
- 1- Address the World Language teacher appropriately in the target language.
- 2- Recognize the writing system of the target language.
- 2- Recognize similarities and differences in the sound systems of the English language and the target language.
- 2- Recognize roots in two languages and compare cognates.
- 2- Explain the difference between a Latin sentence based on endings as a guide to understanding and an English sentence based on word order.
- 2- Recognize appropriate use of parts of speech and subject/verb agreement.
- 2- Give examples of English vocabulary derived from Latin or Greek roots and determine the meaning of English words based on their knowledge of Latin or Greek vocabulary.
- 2- Use their knowledge of noun cases to increase their understanding of the case of English pronouns and to use the cases of those pronouns correctly.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

Suggested Language Activities:

- (e) Write grammatically correct sentences, working in pairs from three lists of Latin nouns in the nominative case, and from a list of verbs.
- (e)(k) Find at least ten English words derived from Latin in a given newspaper or magazine article; work individually or cooperatively.
- (c) Assemble a list of Roman names and learn the meanings of these names, as well as the significance of terms like *nomen*, *cognomen*, *praenomen*.
- (e) Identify the subjects, direct objects, and verbs in selected Latin sentences and learn to decode and translate the Latin sentence, observing the process of suspending the Latin verb.

National Standards

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

Connecticut Standards

Standard 4.2: Students recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

Cultural Comparisons

The students will acquire a perspective from which to examine and analyze their own culture more objectively by examining and analyzing the public and private lives of the ancient Greeks and Romans.

The student will:

- Demonstrate a knowledge of ancient cultural traditions, celebrations, and customs and compare these with modern behavior.
- Discuss the influence of ancient cultural traditions on Western Civilization.
- Explain the importance of the values, beliefs, traditions in the life of the target culture.
- Compare the Roman religious system with that of contemporary America.

- Learn about the daily life of the ancients, e.g., shopping, recreation, and family life and compare and contrast them with similar pursuits in the contemporary world.
- Compare the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.
- Recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

4.2 Language Functions: Performance Indicators

- 2- compare and contrast aspects of contemporary public and private life to those of the Greeks and Romans.
- 2- recognize the Greco-Roman architectural features of contemporary buildings.
- 2- identify the elements in art and literature that have their basis in the Greco-Roman world.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

4.2 Suggested Language Activities:

- (c) Select a Roman name for self; introduce self to class and tell why chosen name is appropriate.
- (d)(e) Compare and contrast school and family life in the target culture and the USA.
- (m) Celebrate Roman *Saturnalia* in a classroom setting.
- (i) Using magazines and original drawings, set a Roman table for a *cena*.

COMMUNITIES

National Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

Standard 5.1: Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

GOAL FIVE

Connecticut Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

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

Standard 5.2: Students use the language for leisure and personal enrichment.

Communications across Communities

The student will identify situations in which foreign language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

The student will:

- Develop an understanding and appreciation of the Classical influences in today's world as they encounter new language learning situations in other cultures.
- Understand the link between Classical languages and certain professional fields through their specialized terminology.
- Understand the link between Greco-Roman culture and the interpretation of events of the modern world.
- Use the tools of technology to provide links to the resources of the worldwide classical community.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

5.1 Language Functions: Performance Indicators

- 1- explore the use of Latin in schools worldwide by communicating via the Internet with their contemporaries in other countries.
- 2- recognize words derived from Latin or Greek heard and seen outside of school.
- 2- explore cultural components on the Internet.
- 2- identify professions for which knowledge of Latin or Greek would be helpful.
- 2- give examples of the similarities between Latin and Romance languages
- 2- give examples of Latin in scientific nomenclature.
- 3- use knowledge of Classical languages to understand signs, inscriptions, etc. found in contemporary America.
- 4- participate in language contests, writing contests, immersion events, etc.
- 4- discuss the advantages of travel and study abroad.
- 4- discuss the advantages of participating in language contests, etc.

5.2 Language Functions: Performance Indicators

- 2- recognize mythological references in English literature, art, and commerce and thereby enhance their understanding and appreciation of these allusions.
- 2- recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- 4- combine tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | k.) Expressions, Mottos, Abbreviations |
| b.) Numbers | l.) Geography |
| c.) Names | m.) Religion, Mythology, Legends |
| d.) Houses and the Family | n.) Language |
| e.) Schools | |
| f.) The Forum | |
| g.) The Baths, The Theater, The Amphitheater | |
| h.) Elections | |
| i.) Food, Meals, and Clothing | |
| j.) Slaves and Freedmen | |

5.1 Suggested Language Activities:

- (a)(n) conduct an interview with a community or government leader who has studied Latin or Greek.
- (a)(n) share information about Classical language experience via the school website.
- (a)(n) share information about Classical language experience with middle school students.
- (all) students take the National Latin Exam and the Connecticut State Latin Test.
- (all) students participate in Connecticut State Latin Day.
- (all) students travel abroad on school sponsored trips when possible.
- (n) students participate in the state sponsored poetry competition.

5.2 Suggested Language Activities:

- (n) students work in groups to make Latin/Spanish connections using lists of Latin and Spanish words and/or an article from a Spanish magazine.
- (n) students practice calligraphy to make a bookmark or chart of a favorite Latin motto.

CLASSICAL LANGUAGES CURRICULUM

Level 2

CLASSICAL LANGUAGES CURRICULUM

LEVEL 2

COMMUNICATION

GOAL ONE

National Standards

Connecticut Standards

Communication

Goal One: Communicate in a Classical Language

Communication

Goal One: Communicate in a Classical Language

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

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

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

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

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

Person-to Person Communication

Students will exchange spoken and written information in the foreign language.

The student will:

- Greet others and exchange information.
- Give and follow simple directions, classroom commands.
- Identify various objects and people found in the home, at school, in public meeting places.

The student will demonstrate skills necessary to initiate, sustain and close brief written exchanges in the foreign language using familiar and recombined phrases and sentences.

The student will:

- Participate in brief written exchanges that reflect present, as well as past and future time.

Listening and Reading for Understanding

Students will understand basic spoken and written language based on familiar topics that are presented through a variety of media.

The student will:

- acquire additional vocabulary in the target language.
- acquire facility in the use and understanding of additional grammatical forms.
- identify more objects in his/her environment and new story characters based on oral and written descriptions.
- comprehend increasingly complex written passages by identifying main ideas and principal characters and giving significant details.
- recognize additional *sententiae* and explain their relevance to modern life.
- use known vocabulary, grammar forms, and context clues to make informed guesses about the meaning of increasingly complex written passages.
- identify specific grammatical forms correctly in the context of a reading.
- recognize Latin or Greek when it is used in the context of written or spoken English.

Oral and Written Presentation

The students will present orally and in writing information in the foreign language that combines learned as well as original vocabulary, phrases, and structural patterns.

The student will:

- recite proverbs and *sententiae*, and perform short skits in Latin or Greek
- demonstrate attention to accuracy in intonation and pronunciation in the foreign language.
- demonstrate attention to accuracy in word order, accentuation, and spelling when writing in the foreign language.

The students will present prepared material in the foreign language, including brief narratives, monologues, dialogues, poetry, and or songs.

The student will:

- communicate ideas in an organized manner using appropriate visual and or technological support.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.1 Language Functions; Performance Indicators

- 2- recognize that there are often multiple ways to express an idea in the target language.
- 2-point out additional places and things.
- 2-ask and respond to questions.
- 2-use higher ordinal and cardinal numbers.
- 3-use nouns and adjectives to describe them and apply the rules for making those adjectives agree.
- 4- exchange information about a relevant narrative which they have read.

1.2 Language Functions; Performance Indicators

- 2- acquire facility in use and understanding of more complex grammatical forms written texts.
- 3- read and understand passages composed for acquisition of content and language skill.
- 3- read and understand, with appropriate assistance, passages of Latin or Greek adapted from original authors.
- 3- decipher and interpret information from a non-literary source, such as inscriptions or coins, and explain the significance of that information.

1.3 Language Functions; Performance Indicators

- 2- identify and label new vocabulary connected to the lesson theme.
- 2- complete sentences, phrases, and/or short dialogues to accompany illustrations.
- 2- predict events in a story orally or through illustrations.

- 2- write and combine familiar and new words, phrases and sentences in a meaningful context.
- 2- use information from a text or story to draw or label pictures, maps, charts.
- 2- represent information visually.
- 2- extract information from charts, maps.
- 4- write for different purposes.

Topics for Language Activities:

- k.) Numbers
- l.) Roman Britain, Egypt, and other Provinces
- m.) Slaves and Freedmen
- n.) Industry in the Ancient World
- o.) Medicine and Science
- p.) Religion, Mythology, Legends
- q.) Art and Architecture
- r.) Roman Soldiers and the Military Fort
- s.) Politics and History
- t.) Expressions, Mottos, Abbreviations
- k.) Language

1.1 Suggested Language Activities

- (a) play bingo using Latin cardinal numbers or Roman numerals.
- (b) make a model of a Roman house in Britain.
- (d) investigate Roman glass or view examples in a museum.
- (e) write an imaginary interview with Hippocrates.
- (f) make a *defixio*.
- (g) make a copy of a mosaic found in Roman Britain.
- (h) watch History Channel's documentary on the Roman army.

1.2 Suggested Language Activities

- (a) Develop games to learn larger numbers.
- (h) Role playing of Roman soldiers in a military fort.
- (h)(k) Read inscriptions from tombstones of soldiers.
- (e) Read a library book about medicine in antiquity and compare to modern times.

1.3 Suggested Language Activities

- (c)(h)(i) Role playing in which student adopts the persona of a character in the text.
- (f) Reports on priestly classes in Roman religion (e.g., the *haruspex*, the *augur*)

CULTURES

National Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

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

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

GOAL TWO

Connecticut Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

Standard 2.1: Students demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the cultures being studied.

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

Cultural Perspectives, Practices, and Products

The students will identify additional perspectives, practices, and products of the Greco-Roman world.

The student will:

- identify and discuss aspects of Roman daily life in the provinces.
- identify aspects of Roman art and architecture.
- identify and discuss additional mythological characters, symbols, characteristics, and stories of major figures in Classical mythology.

- identify and discuss the values, beliefs, political institutions, and historical background of Roman culture.
- identify and discuss expressive forms of Roman culture, including coins, inscriptions, architecture, and mosaics.
- acquire familiarity with a Roman family of the Early Empire in the provinces through reading culturally authentic materials in Latin.
- develop understanding of Roman social and familial relationships through the reading of excerpts of Classical literature, e.g., Tacitus' comments on Agricola.

The students will recognize that perspectives, practices and products of the Greco-Roman world are interrelated.

The student will:

- discuss how specific Classical traditions have influenced Western Culture.
- discuss the significance of major mythological references in modern society.
- discuss the influence of the values, beliefs, political institutions, etc. on institutions and literature of the world community.
- demonstrate understanding of the Roman household and the relationship between a freed slave and his ex-master.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.1 Language Functions: Performance Indicators

- 2- Describe the rights and occupations of freedmen.
- 2- Recognize, compare, and contrast historical, scientific, and artistic contributions.
- 2- Demonstrate a basic knowledge of the history and geography of Roman Britain and Roman Egypt.
- 2- Demonstrate a basic knowledge of the Seven Wonders of the Ancient World.
- 2- Demonstrate a basic knowledge of the Roman army in the 1st century A.D.
- 2- Demonstrate a basic knowledge of the importance of religion and religious rituals in the 1st century A.D.

2.2 Language Functions: Performance Indicators

- 2- students identify additional Greek, Roman, or Egyptian deities and heroes by their names, deeds, and spheres of influence.
- 2- students recognize basic architectural features and art forms of the Greeks or Romans.
- 3- students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.

Topics for Language Activities:

- a.) Numbers
- b.) Roman Britain, Egypt, and other Provinces
- c.) Slaves and Freedmen
- d.) Industry in the Ancient World
- e.) Medicine and Science
- f.) Religion, Mythology, Legends
- g.) Art and Architecture
- h.) Roman Soldiers and the Military Fort
- i.) Politics and History
- j.) Expressions, Mottos, Abbreviations
- k.) Language

2.1 Suggested Language Activities:

- (h) make an architectural model of Roman military fort or Hadrian's wall.
- (e) create an interdisciplinary unit with a health class studying contemporary alternative medical practices.

2.2 Suggested Language Activities

- (b)(f)(i) view slides of Roman coins and identify the sponsor of the coinage.
- (g) Visit and/or contact a local metropolitan art museum to tour or
- (g) Investigate its Classical collection and the influence of the Romans or Greeks on later artistic periods.

CONNECTIONS

National Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

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

GOAL THREE

Connecticut Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

Standard 3.2: Students gain access to information and perspectives that are only available through the foreign language or within the cultures being studied.

Making Connections Through Languages

The students will use information acquired in the study of the foreign language and information acquired in the other subjects reinforce one another.

The student will:

- Use knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Recognize and make connections with Latin or Greek terminology in the sciences, math, and technology.
- Recognize and make connections with Latin or Greek terminology in social sciences and history.

Learning through Reading Authentic Literature

The students will acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.

The student will:

- Recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Demonstrate a knowledge of travel and geography of the ancient world and connect it to the modern world.
- Connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.
- Connect their knowledge of social, political, and military systems to events and systems in the modern world.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.1 Language Functions: Performance Indicators

- 2- recognize additional Latin and Greek roots and prefixes and suffixes in English vocabulary.
- 2- recognize additional mythological references in English literature, advertising, and art.
- 2- discuss and give examples of some of the scientific and engineering principles used in the ancient world for medicine, astronomy, and road building.

3.2 Language Functions: Performance Indicators

- 2- discuss advantages of life in Pompeii over life in the Provinces.
- 2- examine the finds of an archaeological dig, such as the treasures from Roman Britain or Egypt.
- 2- use current technological media to converse with other Latin students on a variety of topics relevant to the course.
- 3- compare modern day military figures to their Greek or Roman counterparts.

Topics for Language Activities:

- a.) Numbers
- b.) Roman Britain, Egypt, and other Provinces
- c.) Slaves and Freedmen
- d.) Industry in the Ancient World
- e.) Medicine and Science
- f.) Religion, Mythology, Legends
- g.) Art and Architecture
- h.) Roman Soldiers and the Military Fort
- i.) Politics and History
- j.) Expressions, Mottos, Abbreviations
- k.) Language

3.1 Suggested Language Activities:

- (d) make beads which imitate the millefiori glass design.
- (h) make a duty roster for soldiers in a Roman *castra*.
- (j) make a game to learn Latin expressions used in English.

3.2 Suggested Language Activities:

- (f) research and create a display showcase on religion and superstition in the Greco-Roman world.
- (all) use the Internet or other resources to find out information about items relevant to the course.
- (f) listen to recordings of classical or other music that borrows themes from mythology.
- (d)(h) make a model of a hypocaust heating system after reading about the baths.
- (k) create an original media project to demonstrate the large number of English derivatives from basic Latin verbs.
- (h)(k) read and translate tombstone inscriptions to catch glimpses into life as a Roman soldier.

COMPARISONS

National Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

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

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

Linguistic Comparisons

The students will focus on the comparisons between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

The student will:

- Demonstrate increased knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Understand additional Latin or Greek phrases, mottos, and abbreviations used in English.
- Demonstrate a better understanding of language patterns of English as they relate to the structure of Latin or Greek.
- Compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English.

GOAL FOUR

Connecticut Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

Standard 4.1: Students recognize that different languages use different patterns to communicate and apply this knowledge to their own language.

Standard 4.2: Students recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

Cultural Comparisons

The students will acquire a perspective from which to examine and analyze their own culture more objectively by examining and analyzing the public and private lives of the ancient Greeks and Romans.

The student will:

- Demonstrate a knowledge of ancient cultural traditions, celebrations, and customs and compare these with modern behavior.
- Discuss the influence of ancient cultural traditions on Western Civilization.
- Discuss the importance of the values, beliefs, traditions in the life of the target culture.
- Learn about the daily life of the ancients, e.g., military life, and provincial life.
- Learn additional themes and heroes of classical mythology.
- Recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

4.1 **Language Functions: Performance Indicators**

- 2- Recognize additional roots in two languages and compare cognates.
- 2- Explain the difference between a more complex Latin sentence based on endings as a guide to understanding and an English sentence based on word order.
- 2- Recognize appropriate use of parts of speech and more complex grammatical structures.

- 2- Give additional examples of English vocabulary derived from Latin or Greek roots and determine the meaning of English words based on their knowledge of Latin or Greek vocabulary.
- 2- Use knowledge of noun cases to further increase understanding of pronouns in both Latin and English.

4.2 Language Functions: Performance Indicators

- 2- Discuss the influence of ancient cultural traditions on Western Civilization.
- 2- Explain the importance of the values, beliefs, politics, and traditions in the life of the target culture.
- 2- Compare the Roman religious system with that of contemporary America.
- 2- Compare and contrast provincial and military life with similar pursuits in the contemporary world.
- 2- Compare and contrast classical heroes, real or fictional, with contemporary heroes.

Topics for Language Activities:

- a.) Numbers
- b.) Roman Britain, Egypt, and other Provinces
- c.) Slaves and Freedmen
- d.) Industry in the Ancient World
- e.) Medicine and Science
- f.) Religion, Mythology, Legends
- g.) Art and Architecture
- h.) Roman Soldiers and the Military Fort
- i.) Politics and History
- j.) Expressions, Mottos, Abbreviations
- k.) Language

4.1 Suggested Language Activities:

- (k) Write grammatically correct sentences, using more complex grammatical structures, including participles, for example.
- (k) Find at least ten English words derived from Latin in a given newspaper or magazine article; work individually or cooperatively.
- (k) Identify various parts of speech in selected Latin sentences and learn to decode and translate more complex Latin sentence, observing the additions of more modifiers and the changes in traditional word order.

4.2 Suggested Language Activities:

- (h) Compare and Roman military life with the life an American soldier.
- (c)(i)(k) Learn about the language of insults and how this Roman vocabulary reflected social status and ancestry.

COMMUNITIES

National Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

Standard 5.1: Students use their knowledge of Latin or Greek in a in a multilingual world.

Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

GOAL FIVE

Connecticut Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

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

Standard 5.2: Students use the language for leisure and personal enrichment.

Communications across Communities

The student will develop and apply foreign language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

The student will:

- Develop a deeper understanding and appreciation of the Classical influences in today's world as they encounter new language learning situations in other cultures.
- Investigate further the link between Classical languages and certain professional fields through their specialized terminology.
- Understand more deeply the link between Greco-Roman culture and the interpretation of events of the modern world.
- Use the tools of technology to provide links to the resources of the worldwide classical community.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

5.1 Language Functions: Performance Indicators

- 1- explore the use of Latin in schools worldwide by communicating via Internet with their contemporaries in other locations.
- 2- recognize more words derived from Latin or Greek heard and seen outside of school.
- 2- explore cultural components on the Internet.
- 2- identify professions for which knowledge of Latin or Greek would be helpful.
- 2- give examples of the similarities between Latin and the Romance languages.
- 2- give more examples of Latin in scientific nomenclature.
- 3- use knowledge of Classical languages to understand signs, inscriptions, etc. found in contemporary America.
- 4- participate in language contests, writing contests, immersion events, etc.
- 4- discuss the advantages of travel and study abroad.
- 4- discuss the advantages of participating in language contests, etc.

5.2 Language Functions: Performance Indicators

- 2- recognize more mythological references in English literature, art, and commerce and thereby further enhance their understanding and appreciation of these allusions.
- 2- recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- 4- combine tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Topics for Language Activities:

- a.) Numbers
- b.) Roman Britain, Egypt, and other Provinces
- c.) Slaves and Freedmen
- d.) Industry in the Ancient World
- e.) Medicine and Science
- f.) Religion, Mythology, Legends
- g.) Art and Architecture
- h.) Roman Soldiers and the Military Fort
- i.) Politics and History
- j.) Expressions, Mottos, Abbreviations
- k.) Language

5.1 Suggested Language Activities:

- (i)(k) conduct an interview with a community or government leader who has studied Latin or Greek.
- (k) share information about Classical language experience via the school website.
- (k) share information about Classical language experience with middle school students.
- (all) students take the National Latin Exam and the Connecticut State Latin Test.
- (all) students participate in Connecticut State Latin Day.
- (all) students travel abroad on school sponsored trips when possible.
- (f)(k) students participate in the state sponsored poetry competition.

5.2 Suggested Language Activities:

- (b)(k) students work in groups to make Latin/French connections using lists of Latin and French words and/or an article from a French magazine.
- (g)(j) students practice calligraphy to make a bookmark or chart of a favorite Latin motto.

CLASSICAL LANGUAGES CURRICULUM

Level 3

CLASSICAL LANGUAGES CURRICULUM

LEVEL 3

COMMUNICATION

National Standards

Communication

Goal One: Communicate in a Classical Language

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

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

Person-to Person Communication

The student will demonstrate skills necessary to initiate, sustain and close brief written exchanges in the foreign language using familiar and recombined phrases and sentences.

The student will:

- Use level-appropriate vocabulary, grammatical structures, and skills to express ideas.

GOAL ONE

Connecticut Standards

Communication

Goal One: Communicate in a Classical Language

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

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

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

Listening and Reading for Understanding

Students will comprehend language based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.

The student will:

- acquire additional vocabulary in the target language.
- increase facility in the use and understanding of additional grammatical forms.
- identify more objects in his/her environment and new story characters based on oral and written descriptions.
- comprehend increasingly complex written passages by identifying main ideas and principal characters and giving significant details.
- recognize additional *sententiae* and explain their relevance to modern life.
- use known vocabulary, grammar forms, and context clues to make informed guesses about the meaning of increasingly complex written passages.
- identify specific grammatical forms correctly in the context of a reading.
- recognize Latin or Greek when it is used in the context of written or spoken English.
- use culturally authentic materials that use new as well as familiar information in the foreign language.

Presentation of Information

The students will present information in the foreign language that combines learned as well as original vocabulary, phrases, and structural patterns.

The student will:

- recite proverbs and *sententiae*.
- demonstrate attention to accuracy in intonation and pronunciation in the foreign language.
- demonstrate attention to word order, accentuation, spelling, and other level-appropriate language structures with increasing accuracy.

The students will present prepared material in the foreign language, including culturally authentic stories and poems.

The student will:

- produce well-organized presentations, including translations.
- communicate ideas in an organized manner using appropriate visual and or technological support.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.2 Language Functions; Performance Indicators

- 2- recognize that there are often multiple ways to express an idea in the target language.
- 4- exchange information about a narrative which they have read.

1.3 Language Functions; Performance Indicators

- 2- identify specific advanced grammatical forms correctly in the context of a reading.
- 2- improve facility in use and understanding of more complex grammatical forms written texts.
- 2- read and understand passages composed for acquisition of content and language skill.
- 2- gain insight into an author's attitudes and feelings through reading and interpreting a passage (e.g., poem, letter) written in the language.
- 2- read and understand unadapted passages of Latin when provided with appropriate assistance.
- 2- recognize typical content and stylistic features of authors they read.
- 3- decipher and interpret information from a non-literary source, such as inscriptions or coins, and explain the significance of that information.

1.3 Language Functions: Performance Indicators

- 2- present aloud or prepare an audio or video tape of a prose passage using appropriate gestures and voice inflections that indicate understanding of content and tone of the author.
- 2- read an authentic text in a Classical language and explain in general terms the characters and plot.
- 3- express, orally or in writing, personal reactions and feelings about the work of an author.

Topics for Language Activities:

- u.) City of Rome, Landmarks, Monuments
- v.) Patron, Clients, Social Classes
- w.) Politics, and History
- x.) Religion, Mythology, and Legends
- y.) Art and Architecture
- z.) Authentic Literature
- aa.) Language
- bb.) Expressions, Mottos, Abbreviations

1.3 Suggested Language Activities

- (f) read selections from Caesar's *Commentarii De Bello Gallico* in Latin.
- (f) practice Latin songs from the Middle Ages.
- (g) practice declension endings and correct use of cases.

1.4 Suggested Language Activities

- (a)(g) interpret inscriptions on monuments such as the Pantheon.
- (b) engage in role playing activity to show understanding of the relationship between clients and patrons.

1.3 Suggested Language Activities

- (c) develop a written project to compare the culture of Gaul or Germany to the culture of ancient Rome.
- (c) develop a power point presentation on Caesar's account of the religious, social, and political structure of ancient Gaul and compare his account to the American experience.
- (c)(g) present a modern commercial or song as it would appear in the 1st century A.D.
- (a) make a travel brochure complete with a "sales pitch" for a famous Roman landmark or monument.
- (a) make a map showing the seven hills of Rome.

CULTURES

National Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

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

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

GOAL TWO

Connecticut Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

Standard 2.1: Students demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the cultures being studied.

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

Cultural Perspectives, Practices, and Products

The students will identify additional perspectives, practices, and products of the Greco-Roman world.

The student will:

- identify, discuss, and analyze aspects of Roman art and architecture.
- Identify and discuss additional mythological characters, symbols, characteristics, and stories of major figures in Classical mythology.
- identify and discuss the values, beliefs, political institutions, and historical background of Roman culture.
- identify, discuss, and analyze expressive forms of Roman culture, including coins, inscriptions, architecture, and mosaics.
- develop understanding of Roman culture through the reading Classical literature.

The students will recognize that perspectives, practices and products of the Greco-Roman world are interrelated.

The student will:

- discuss how specific Classical traditions have influenced Western Culture.
- discuss the significance of major mythological references in modern society.
- discuss the influence of the values, beliefs, political institutions, etc. on institutions and literature of the world community.
- demonstrate understanding of Roman social classes and the politics of the 1st century A.D.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.1 Language Functions: Performance Indicators

- 2- Describe the daily ritual of patrons and clients, the *salutatio*.
- 2- Compare Stoicism and Epicureanism.
- 2- Recognize, compare, and contrast historical, scientific, and artistic contributions.
- 2- Demonstrate a basic knowledge of the history and geography of Rome.
- 2- Demonstrate a basic knowledge of Roman Emperors through Domitian.
- 2- Demonstrate a basic knowledge of the importance of prestige and political honors in the Roman world.

2.2 Language Functions: Performance Indicators

- 2- students identify philosophies and religious cults prevalent in 1st century A.D. Rome.
- 2- students recognize basic architectural features and art forms of the Greeks or Romans.
- 3- students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.

Topics for Language Activities:

- a.) City of Rome, Landmarks, Monuments
- b.) Patron, Clients, Social Classes
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Art and Architecture
- f.) Authentic Literature
- g.) Language
- h.) Expressions, Mottos, Abbreviations

2.1 Suggested Language Activities:

- (a)(e) make an architectural model of a Roman triumphal arch.
- (c) create an interdisciplinary unit with a social studies class studying about the Romans.
- (d) create an interdisciplinary unit with a science class studying astronomy.

2.2 Suggested Language Activities

- (a)(c)(e) view slides of Roman coins, identify the sponsor of the coinage, and discuss the importance of coins as a news medium in the ancient world.
- (e) Visit and/or contact a local metropolitan art museum to tour or
- (e) Investigate its Classical collection and the influence of the Romans or Greeks on later artistic periods.

CONNECTIONS

National Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

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

GOAL THREE

Connecticut Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

Standard 3.2: Students gain access to information and perspectives that are only available through the foreign language or within the cultures being studied.

Making Connections Through Languages

The students will reinforce and broaden their knowledge of connections between the foreign language and other subject areas including language arts, science, history and social sciences, mathematics, physical education, health, and the arts.

The student will:

- Use knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Recognize and make connections with Latin or Greek terminology in the sciences, math, and technology.
- Recognize and make connections with Latin or Greek terminology in social sciences and history.
- Recognize and make connections with Latin or Greek terminology in the arts.

Learning through Reading Authentic Literature

The students will acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.

The student will:

- Recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Demonstrate a knowledge of travel and geography of the ancient world and connect it to the modern world.
- Connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.
- Connect their knowledge of social and political systems to events and systems in the modern world.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.1 Language Functions: Performance Indicators

- 2- recognize additional Latin and Greek roots and prefixes and suffixes in English vocabulary.
- 2- recognize additional mythological references in English literature, advertising, and art.
- 2- discuss and give examples of some of engineering and architecture principles used in the ancient world.

3.2 Language Functions: Performance Indicators

- 2- use excerpts from an ancient work on science or technology to compare with a contemporary perspective on the same topic.
- 2- use current technological media to converse with other Latin students on a variety of topics relevant to the course.
- 2- consult sources in Latin that deal with a topic of personal interest, or community or world concern.

Topics for Language Activities:

- a.) City of Rome, Landmarks, Monuments
- b.) Patron, Clients, Social Classes
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Art and Architecture
- f.) Authentic Literature
- g.) Language
- h.) Expressions, Mottos, Abbreviations

3.1 Suggested Language Activities:

- (a) prepare a travel brochure for a visitor to Rome; the brochure should include descriptions of important sites and a walking map.
- (e) make a poster summarizing student research on the use of the arch in ancient and modern architecture.
- (a)(c)(e) write a letter to an imaginary city planner who intends to destroy some ancient buildings to make way for modern ones. The letter should persuade the official not to destroy these sites.

3.2 Suggested Language Activities:

- (g) explain the origins of the symbols for the elements of the periodic table and their relationship to Latin vocabulary.
- (all) use internet or other resources to find out information about items relevant to the course.
- (d)(f) listen to recordings of classical or other music that borrows themes from mythology.
- (g) learn various categories of words which occur frequently in scientific nomenclature and classification to gain appreciation of the adaptability and diversity of the current international language of Latin binomial nomenclature.
- (g) create an original media project to demonstrate the large number of English derivatives from basic Latin verbs.

COMPARISONS

National Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

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

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

Linguistic Comparisons

The students will focus on the comparisons between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

The student will:

- Demonstrate increased knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Understand additional Latin or Greek phrases, mottos, and abbreviations used in English.
- Analyze the grammar of the Latin or Greek language in a variety of ways, and use this to gain insight into the workings of the English language.

Cultural Comparisons

The students will discuss why similarities and differences exist within and among cultures.

The student will:

- Reflect upon and discuss the Classical influences in political institutions and law and history in his/her own culture.
- Learn additional themes and heroes of Classical mythology.
- Recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

GOAL FOUR

Connecticut Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

Standard 4.1: Students recognize that different languages use different patterns to communicate and apply this knowledge to their own language.

Standard 4.2: Students recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

4.1 Language Functions: Performance Indicators

- 2- Recognize additional roots in two languages and compare cognates.
- 2- Explain the difference between a more complex Latin sentence based on endings as a guide to understanding and an English sentence based on word order.
- 2- Recognize appropriate use of parts of speech and more complex grammatical structures.
- 2- Give additional examples of English vocabulary derived from Latin or Greek roots and determine the meaning of English words based on their knowledge of Latin or Greek vocabulary.

4.2 Language Functions: Performance Indicators

- 2- Discuss the influence of ancient cultural traditions on Western Civilization.
- 2- Explain the importance of the values, beliefs, politics, and traditions in the life of the target culture.
- 2- Compare the Roman legal and political systems with those of contemporary America.
- 2- Compare and contrast classical heroes, real or fictional, with contemporary heroes.

Topics for Language Activities:

- a.) City of Rome, Landmarks, Monuments
- b.) Patron, Clients, Social Classes
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Art and Architecture
- f.) Authentic Literature
- g.) Language
- h.) Expressions, Mottos, Abbreviations

4.1 Suggested Language Activities:

- (g) Write grammatically correct sentences, using more complex grammatical structures, including subjunctive mood, for example.
- (g) Identify various parts of speech in selected Latin sentences and learn to decode and translate more complex Latin sentences, observing the additions of subordinate clauses.
- (g) review verb tenses, voices, moods by writing verb synopses.

4.2 Suggested Language Activities:

- (c) Read and translate the story of Horatius, Scaevola, or Cloelia and discuss plots, grammatical structures, etc. Follow up with a written translation.
- (f) Create a teaching display for the classroom based on characters or themes from Ovid's *Metamorphoses*.

COMMUNITIES

National Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

Standard 5.1: Students use their knowledge of Latin or Greek in a in a multilingual world.

Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

GOAL FIVE

Connecticut Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

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

Standard 5.2: Students use the language for leisure and personal enrichment.

Communications across Communities

The student will improve and apply foreign language skills and cultural knowledge and understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

The student will:

- Develop a deeper understanding and appreciation of the Classical influences in today's world as they encounter new language learning situations in other cultures.
- Investigate further the link between Classical languages and certain professional fields through their specialized terminology.
- Understand more deeply the link between Greco-Roman culture and the interpretation of events of the modern world.
- Use the tools of technology to provide links to the resources of the worldwide Classical community.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

5.1 Language Functions: Performance Indicators

- 1- explore the use of Latin in schools worldwide by communicating via the Internet with their contemporaries in other places.
- 2- recognize more words derived from Latin or Greek heard and seen outside of school.
- 2- explore cultural components on the Internet.
- 2- identify professions for which knowledge of Latin or Greek would be helpful.
- 2- give examples of the similarities between Latin and Romance languages
- 2- give more examples of Latin in scientific nomenclature.

- 3- use knowledge of Classical languages to understand signs, inscriptions, etc. found in contemporary America.
- 4- participate in language contests, writing contests, immersion events, etc.
- 4- discuss the advantages of travel and study abroad.
- 4- discuss the advantages of participating in language contests, etc.

5.2 Language Functions: Performance Indicators

- 2- recognize more mythological references in English literature, art, and commerce and thereby further enhance their understanding and appreciation of these allusions.
- 2- recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- 4- combine tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Topics for Language Activities:

- a.) City of Rome, Landmarks, Monuments
- b.) Patron, Clients, Social Classes
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Art and Architecture
- f.) Authentic Literature
- g.) Language
- h.) Expressions, Mottos, Abbreviations

5.1 Suggested Language Activities:

- (c)(g) conduct an interview with a community or government leader who has studied Latin or Greek.
- (g) share information about Classical language experience via the school website.
- (g) share information about Classical language experience with middle school students.
- (all) students take the National Latin Exam and the Connecticut State Latin Test.
- (all) students participate in Connecticut State Latin Day.
- (a)(e) students travel abroad on school sponsored trips when possible.
- (f)(g) students participate in the state sponsored poetry competition.

5.2 Suggested Language Activities:

- (a)(c)(g) students explore the opportunities for study abroad.

CLASSICAL LANGUAGES CURRICULUM

Level 4

CLASSICAL LANGUAGES CURRICULUM

LEVEL 4

COMMUNICATION

National Standards

Communication

Goal One: Communicate in a Classical Language

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

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

Person-to Person Communication

The students will use a wide variety of information in the foreign language on various mythological and historical topics or events.

The student will:

- Use level-appropriate vocabulary, grammatical structures, and skills to express and comprehend ideas.
- Express and support opinions on issues related to the target language and culture.
- Exchange with others personal reactions to information related to the cultures studied.

GOAL ONE

Connecticut Standards

Communication

Goal One: Communicate in a Classical Language

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

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

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

Listening and Reading for Understanding

Students will comprehend language based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.

The student will:

- acquire additional vocabulary in the target language.
- increase facility in the use and understanding of additional grammatical forms.
- identify more objects in his/her environment and new story characters based on oral and written descriptions.
- comprehend increasingly complex written passages by identifying main ideas and principal characters and giving significant details.
- recognize additional *sententiae* and explain their relevance to modern life.
- use known vocabulary, grammar forms, and context clues to make informed guesses about the meaning of increasingly complex written passages.
- identify specific grammatical forms correctly in the context of a reading.
- recognize Latin or Greek when it is used in the context of written or spoken English.
- use culturally authentic materials that use new as well as familiar information in the foreign language.

Presentation of Information

The students will present information in the foreign language that combines learned as well as original vocabulary, phrases, and structural patterns of extended length and complexity.

The student will:

- read and pronounce the foreign language with minimal errors.
- demonstrate attention to word order, accentuation, spelling, and other level-appropriate language structures with minimal errors.

The students will present prepared material in the foreign language, including culturally authentic stories and poems.

The student will:

- produce well-organized presentations, including translations, and with appropriate visual aids and/or technological support.
- communicate ideas in an organized manner using appropriate visual and/or technological support.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.4 Language Functions; Performance Indicators

- 2- recognize that there are often multiple ways to express an idea in the target language.
- 4- exchange information about a narrative which they have read.

1.5 Language Functions; Performance Indicators

- 2- identify specific advanced grammatical forms correctly in the context of a reading.
- 2- improve facility in use and understanding of more complex grammatical forms written texts.
- 2- read and understand passages composed for acquisition of content and language skill.
- 2- gain insight into an author's attitudes and feelings through reading and interpreting a passage (e.g., poem, letter) written in the language.
- 2- read and understand unadapted passages of Latin when provided with appropriate assistance.
- 2- recognize typical content and stylistic features of authors they read.
- 3- decipher and interpret information from a non-literary source, such as inscriptions or coins, and explain the significance of that information.
- 3- translate and explain a variety of *sententiae* or aphorisms in a Classical language, saying how they would be used to describe or comment upon contemporary situations.

1.3 Language Functions: Performance Indicators

- 2- present aloud or prepare an audio or video tape of a prose passage using appropriate gestures and voice inflections that indicate understanding of content and tone of the author.
- 2- read an authentic text in a Classical language and explain in general terms the characters and plot.
- 3- express, orally or in writing, personal reactions and feelings about the work of an author.

Topics for Language Activities:

- bb.) Geography- Roman Empire
- cc.) City Life versus Country Life
- dd.) Politics, and History
- ee.) Religion, Mythology, and Legends
- ff.) Marriage
- gg.) Authentic Literature and Writers: Prose, Lyric Poetry, Epic Poetry, Medieval Latin
- hh.) Language
- ii.) Poetic meter and Literary Figures of Speech
- jj.) Expressions, Mottos, Abbreviations

1.5 Suggested Language Activities

- (e) research additional information on Roman weddings.
- (f) read selections from Martial's *Epigrams* or Ovid's *Metamorphoses*.
- (f)(g)(h) read selections from Vergil's *Aeneid*.
- (f) practice Latin songs from the Middle Ages.

1.6 Suggested Language Activities

- (h) read Latin poetry with attention to meter.
- (e) engage in role playing activity featuring a Roman wedding.

1.3 Suggested Language Activities

- (f) develop a written project on public recitations of authors' works.
- (c) develop a power point presentation on selected Roman emperors.

CULTURES

National Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

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

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

GOAL TWO

Connecticut Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

Standard 2.1: Students demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the cultures being studied.

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

Cultural Perspectives, Practices, and Products

The students will discuss additional perspectives, practices, and products of the Greco-Roman world.

The student will:

- identify, discuss, and analyze aspects of Roman art and architecture.
- identify and discuss additional mythological characters, symbols, characteristics, and stories of major figures in Classical mythology.
- identify and discuss the values, beliefs, political institutions, and historical background of Roman culture.
- identify, discuss, and analyze expressive forms of Roman culture, including coins, inscriptions, architecture, and mosaics.
- develop understanding of Roman culture through the reading Classical literature.

The students will recognize that perspectives, practices and products of the Greco-Roman world are interrelated.

The student will:

- discuss how specific Classical traditions have influenced Western Culture.
- discuss the significance of major mythological references in modern society.
- discuss the influence of the values, beliefs, political institutions, etc. on institutions and literature of the world community.
- demonstrate understanding of Roman social mores and the politics of the 1st century A.D.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.1 Language Functions: Performance Indicators

- 2- Describe the activities of a Roman on vacation at his *villa rustica*.
- 2- Recognize, compare, and contrast historical, scientific, and artistic contributions.
- 2- Demonstrate a basic knowledge of the geography of the Roman Imperial period.
- 2- Demonstrate a basic knowledge of Roman Emperors through Domitian.
- 2- Demonstrate a basic knowledge of trials in 1st century A.D. Rome.

2.2 Language Functions: Performance Indicators

- 2- students identify routine practices of authors and listeners in 1st century A.D. Rome.
- 3- students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.

Topics for Language Activities:

- a.) Geography- Roman Empire
- b.) City Life versus Country Life
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Marriage
- f.) Authentic Literature and Writers: Prose, Lyric Poetry, Epic Poetry, Medieval Latin
- g.) Language
- h.) Poetic meter and Literary Figures of Speech
- i.) Expressions, Mottos, Abbreviations

2.1 Suggested Language Activities:

- (c) create an interdisciplinary unit with a social studies class presenting a mock trial.
- (f) host an all day oral reading of selected books of the *Aeneid*.
- (all) host a *certamen* with Latin classes from surrounding area high schools.

2.2 Suggested Language Activities

- (a)(c) view slides of Roman coins, identify the sponsor of the coinage, and discuss the importance of coins as a news medium in the ancient world.
- (c)(d) visit and/or contact a local metropolitan art museum to tour or
- (c)(d) investigate its Classical collection and the influence of the Romans or Greeks on later artistic periods.
- (e) present a mock Roman wedding and invite another Latin class to be the guests.

CONNECTIONS

National Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

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

GOAL THREE

Connecticut Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

Standard 3.2: Students gain access to information and perspectives that are only available through the foreign language or within the cultures being studied.

Making Connections Through Languages

The students will reinforce and broaden their knowledge of connections between the foreign language and other subject areas including language arts, science, history and social sciences, mathematics, physical education, health, and the arts.

The student will:

- Use knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Recognize and make connections with Latin or Greek terminology in the sciences, math, and technology.
- Recognize and make connections with Latin or Greek terminology in social sciences and history.
- Recognize and make connections with Latin or Greek terminology in the arts/and literature.

Learning through Reading Authentic Literature

The students will acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.

The student will:

- Recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Demonstrate a knowledge of travel and geography of the ancient world and connect it to the modern world.
- Connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.
- Connect their knowledge of social and political systems to events and systems in the modern world.

Language Functions

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1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.1 Language Functions: Performance Indicators

- 2- recognize additional Latin and Greek roots and prefixes and suffixes in English vocabulary.
- 2- recognize additional mythological references in English literature, advertising, and art.

3.2 Language Functions: Performance Indicators

- 2- use excerpts from an ancient work on science or technology to compare with a contemporary perspective on the same topic.
- 2- use current technological media to converse with other Latin students on a variety of topics relevant to the course.
- 2- consult sources in Latin that deal with a topic of personal interest, or community or world concern.

Topics for Language Activities:

- a.) Geography- Roman Empire
- b.) City Life versus Country Life
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Marriage
- f.) Authentic Literature and Writers: Prose, Lyric Poetry, Epic Poetry, Medieval Latin
- g.) Language
- h.) Poetic meter and Literary Figures of Speech
- i.) Expressions, Mottos, Abbreviations

3.1 Suggested Language Activities:

- (g) create an original media project to demonstrate the large number of English derivatives from basic Latin verbs and display the project in a public place.

3.2 Suggested Language Activities:

- (g) explain the origins of the symbols for the elements of the periodic table and their relationship to Latin vocabulary.
- (all) use internet or other resources to find out information about items relevant to the course.
- (d)(f) listen to recordings of classical or other music that borrows themes from mythology.
- (g) learn various categories of words which occur frequently in scientific nomenclature and classification to gain appreciation of the adaptability and diversity of the current international language of Latin binomial nomenclature.
- (g) create an original media project to demonstrate the large number of English derivatives from basic Latin verbs.

COMPARISONS

National Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

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

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

Linguistic Comparisons

The students will focus on the comparisons between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

The student will:

- Demonstrate increased knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Understand additional Latin or Greek phrases, mottos, and abbreviations used in English.
- Analyze the grammar of the Latin or Greek language in a variety of ways, and use this to gain insight into the workings of the English language.

GOAL FOUR

Connecticut Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

Standard 4.1: Students recognize that different languages use different patterns to communicate and apply this knowledge to their own language.

Standard 4.2: Students recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

Cultural Comparisons

The students will discuss why similarities and differences exist within and among cultures.

The student will:

- Reflect upon and discuss the classical influences in political institutions, law and history in his/her own culture.
- Learn additional themes and heroes of classical mythology.
- Recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.
- Explain the influence of the thoughts, attitudes, and beliefs expressed in an authentic Classical text contemporary culture; explain the differences between ancient and contemporary thinking.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

4.1 Language Functions: Performance Indicators

- 2- Recognize additional roots in two languages and compare cognates.
- 2- Explain the difference between a more complex Latin sentence based on endings as a guide to understanding and an English sentence based on word order.
- 2- Recognize appropriate use of parts of speech and more complex grammatical structures.
- 2- Give additional examples of English vocabulary derived from Latin or Greek roots and determine the meaning of English words based on their knowledge of Latin or Greek vocabulary.

4.2 **Language Functions: Performance Indicators**

- 2- Discuss the influence of ancient cultural traditions on Western Civilization.
- 2- Explain the importance of the values, beliefs, politics, and traditions in the life of the target culture.
- 2- Compare the Roman legal and political systems with those of contemporary America.
- 2- Compare and contrast classical heroes, real or fictional, with contemporary heroes.

Topics for Language Activities:

- a.) Geography- Roman Empire
- b.) City Life versus Country Life
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Marriage
- f.) Authentic Literature and Writers: Prose, Lyric Poetry, Epic Poetry, Medieval Latin
- g.) Language
- h.) Poetic meter and Literary Figures of Speech
- i.) Expressions, Mottos, Abbreviations

4.1 **Suggested Language Activities:**

- (g) Write grammatically correct sentences, using more complex grammatical structures, including subjunctive mood, for example.
- (g)(h) Identify various parts of speech in selected Latin sentences and learn to decode and translate complex Latin sentences, including poetry.

4.2 **Suggested Language Activities:**

- (f) Read and translate selected *Epigrams* of Martial and discuss language and tone. Follow up with a written translation.
- (f) Create a teaching display for the classroom based on characters or themes from Ovid's *Metamorphoses*.

COMMUNITIES

National Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

Standard 5.1: Students use their knowledge of Latin or Greek in a in a multilingual world.

Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Communications across Communities

The student will improve and apply foreign language skills and cultural knowledge and understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

The student will:

- Develop a deeper understanding and appreciation of the Classical influences in today's world as they encounter new language learning situations in other cultures.
- Investigate further the link between Classical languages and certain professional fields through their specialized terminology.
- Understand more deeply the link between Greco-Roman culture and the interpretation of events of the modern world.
- Use the tools of technology to provide links to the resources of the worldwide Classical community.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes

GOAL FIVE

Connecticut Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture

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

Standard 5.2: Students use the language for leisure and personal enrichment.

3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

5.1 Language Functions: Performance Indicators

- 1- explore the use of Latin in schools worldwide by communicating via Internet with their contemporaries in places.
- 2- recognize more words derived from Latin or Greek heard and seen outside of school.
- 2- explore cultural components on the Internet.
- 2- identify professions for which knowledge of Latin or Greek would be helpful.
- 2- give examples of the similarities between Latin and Romance languages.
- 2- give more examples of Latin in scientific nomenclature.
- 3- use knowledge of Classical languages to understand signs, inscriptions, etc. found in contemporary America.
- 4- participate in language contests, writing contests, immersion events, etc.
- 4- discuss the advantages of travel and study abroad.
- 4- discuss the advantages of participating in language contests, etc.

5.2 Language Functions: Performance Indicators

- 2- recognize more mythological references in English literature, art, and commerce and thereby further enhance their understanding and appreciation of these allusions.
- 2- recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- 3- learn the relationship between Latin and the Romance languages and use that knowledge to facilitate the learning of spoken Romance languages.
- 4- combine tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Topics for Language Activities:

- a.) Geography- Roman Empire
- b.) City Life versus Country Life
- c.) Politics, and History
- d.) Religion, Mythology, and Legends
- e.) Marriage
- f.) Authentic Literature and Writers: Prose, Lyric Poetry, Epic Poetry, Medieval Latin
- g.) Language
- h.) Poetic meter and Literary Figures of Speech
- i.) Expressions, Mottos, Abbreviations

5.1 Suggested Language Activities:

- (c)(g) conduct an interview with a community or government leader who has studied Latin or Greek.
- (g) share information about Classical language experience via the school website.
- (g) share information about Classical language experience with middle school students.
- (all) students take the National Latin Exam and the Connecticut State Latin Test.
- (all) students participate in Connecticut State Latin Day.
- (a) students travel abroad on school sponsored trips when possible.
- (f)(g)(h) students participate in the state sponsored poetry competition.

5.2 Suggested Language Activities:

- (a)(c)(g) students explore the opportunities for study abroad.
- (g) invite the Italian class to teach a mini Italian lesson to students traveling abroad on a school sponsored trip.

CLASSICAL LANGUAGES CURRICULUM

English Word Power through Latin

CLASSICAL LANGUAGES CURRICULUM
ENGLISH WORD POWER THROUGH LATIN

COMMUNICATION

National Standards

Communication

Goal One: Communicate in a Classical Language

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

Person-to Person Communication

Students will exchange simple spoken and written information in the foreign language.

The student will:

- Greet others and exchange information.
- Give and follow simple directions, classroom commands.
- Identify various objects and people found in the home, at school, in public meeting places.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

GOAL ONE

Connecticut Standards

Communication

Goal One: Communicate in a Classical Language

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

1.4 Language Functions; Performance Indicators

- 1-introduce oneself.
- 1- say hello and good-bye.
- 1- say thank you.
- 2-point out places and things.
- 2-ask and respond to simple questions.
- 2-identify ordinal and cardinal numbers, Roman numerals.
- 3-learn nouns and adjectives to describe them and the basic rules for agreement.

Topics for Language Activities:

kk.) Greetings	i.) Expressions, Mottos, Abbreviations
ll.) Numbers	j.) Geography
mm.) Names	k.) Religion, Mythology, Legends
nn.) Houses and the Family	l.) Language-Latin
oo.) The Forum	m.) Language- English
pp.) The Baths, The Theater, The Amphitheater	n.) Latin/Greek prefixes, roots, suffixes used in English
qq.) Food, Meals, and Clothing	
rr.) Slaves and Freedmen	

1.3 Suggested Language Activities

- (a) greet the teacher and the class everyday and say good-bye
- (b) play bingo using Latin cardinal numbers or Roman numerals
- (c) talk about the significance of a citizen's three names
- (d) make a floor plan of a typical atrium style house and compare with a floor plan of a typical home in the student's town
- (e) make a sign (pictograph) that one might see in the Forum
- (g) perform a skit based on the stealing of togas in the baths
- (g) have a typical Roman breakfast in the classroom
- (f)(h) watch selected scenes of the film *Spartacus*

National Standards

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

Connecticut Standards

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

Listening and Reading for Understanding

Students will understand simple spoken and written language based on familiar topics that are presented through a variety of media.

The student will:

- acquire vocabulary in the target language.
- acquire facility in the use and understanding of basic grammatical forms.
- identify objects in his/her environment and story characters based on oral and written descriptions.
- comprehend simple written passages by identifying main ideas and principal characters and giving significant details.
- recognize common *sententiae* and explain their relevance to modern life.
- use known vocabulary, grammar forms, and context clues to make informed guesses about the meaning of more complicated written passages.
- identify specific basic grammatical forms correctly in the context of a reading.
- recognize Latin when it is used in the context of written or spoken English.

Language Functions

Functions denote the purpose 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 level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.4 Language Functions; Performance Indicators

- 1- comprehend greetings, farewells and statements of feelings, such as exclamations of surprise, alarm, or happiness.
- 2- sing songs in Latin.
- 2-distinguish differences between simple opposites.
- 2-make connections between illustration and simple written texts.
- 3-demonstrate comprehension of main idea in culturally based text through the use of cognates, repetition, and predictability.
- 3- write simple phrases and sentences in Latin.

Topics for Language Activities:

- | | |
|--|---|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots, suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

1.5 Suggested Language Activities

- (b) Develop games to learn numbers
- (d) Role playing of a member of a Roman family
- (e) Conduct a mock sale of items at your stall in the Forum
- (f) Read inscriptions from Pompeii that announce gladiatorial events
- (f) Read a library book about Olympic sports in antiquity and compare to modern times.

National Standards

Connecticut Standards

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

Oral and Written Presentation

The students will present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns.

The student will:

- recite proverbs and *sententiae*.
- demonstrate increasing attention to accuracy in intonation and pronunciation in the foreign language.
- demonstrate increasing attention to accuracy in word order, accentuation, and spelling when writing in the foreign language.

The students will present prepared material, such as brief narratives based on Classical themes.

The student will:

- communicate ideas in an organized manner using appropriate visual and or technological support.

Language Functions

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1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
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3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

1.6 Language Functions: Performance Indicators

- 2- pronounce proper nouns.
- 2- identify and label vocabulary connected to the lesson theme.
- 2- complete simple sentences, phrases, and/or short dialogues to accompany illustrations.
- 2- write familiar words, phrases and simple sentences in a meaningful context.
- 2- use information from a text or story to draw or label pictures, maps, charts.
- 2- represent information visually.
- 2- extract information from charts, maps.

Topics for Language Activities:

- | | |
|--|---|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots, suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

1.3 Suggested Language Activities

- (a) Introducing oneself and others.
- (l) Create an alphabet book appropriate for young children.
- (c) Role playing in which student adopts the persona of a character in the text.
- (d) Reports on home and family.
- (e) Paired activity for shopping in the forum for *togas*, *stolas*, *tunicas*.

CULTURES

National Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

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

GOAL TWO

Connecticut Standards

Cultures

Goal Two: Gain Knowledge and Understanding of Greco-Roman Culture.

Standard 2.1: Students demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the cultures being studied.

Cultural Perspectives, Practices, and Products

The students will develop an awareness of perspectives, practices, and products of the Greco-Roman world.

The student will:

- identify and discuss aspects of Roman daily life.
- identify and discuss mythological characters, symbols, characteristics, and stories of major figures in Classical mythology.
- identify and discuss expressive forms of Roman culture, such as Pompeian wall paintings and mosaics.
- acquire familiarity with a Roman family of the Early Empire.

The students will recognize that perspectives, practices and products of the Greco-Roman world are interrelated.

The student will:

- discuss how specific Classical traditions have influenced Western Culture.
- discuss the significance of major mythological references in modern society.
- discuss the influence of the values, beliefs, political institutions, etc. on institutions and literature of the world community.
- demonstrate understanding of Roman families within Roman social structures.

Language Functions

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3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.1 Language Functions: Performance Indicators

- 1- Recognize, compare, and contrast meals and dining etiquette in the *triclinium*.
- 3- Recognize, compare, and contrast historical and artistic contributions.
- 3- Demonstrate a basic knowledge of the history and geography of Campania and the Bay of Naples.

Topics for Language Activities:

- | | |
|--|---|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots, suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

2.1 Suggested Language Activities:

- (b) recognize and write Roman numerals and ordinal and cardinal numbers in Latin.
- (k) make a mobile with symbols and pictures of gods and goddesses.
- (d) make a paper *oscillum* (this decorated the *peristylum* of a Roman house) after researching an appropriate myth for the decoration on the disc.
- (d) make an architectural model of a private house in Pompeii.
- (g) have a fashion show highlighting the *toga*, the *stola*, and the *tunica*.
- (j) view *National Geographic's In the Shadow of Vesuvius*.
- (j) create an interdisciplinary unit with a science class studying volcanology.

National Standards

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

Connecticut Standards

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

Language Functions

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3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

2.2 Language Functions: Performance Indicators

- 2- students identify the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence.
- 2- students relate their reading of selected adapted texts, literary and non-literary to an understanding of Greek or Roman culture.

Topics for Language Activities:

- a.) Greetings
- b.) Numbers
- c.) Names
- d.) Houses and the Family
- e.) The Forum
- f.) The Baths, The Theater, The Amphitheater
- g.) Food, Meals, and Clothing
- h.) Slaves and Freedmen
- i.) Expressions, Mottos, Abbreviations
- j.) Geography
- k.) Religion, Mythology, Legends
- l.) Language-Latin
- m.) Language- English
- n.) Latin/Greek prefixes, roots, suffixes used in English

2.2 Suggested Language Activities

- (a) (b) (k) Celebrate *Saturnalia*, a December Roman holiday.
- (k) Visit and/or contact a local metropolitan art museum to tour or
- (k) Investigate its Classical collection and the influence of the Romans or Greeks on later artistic periods.

CONNECTIONS

National Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

GOAL THREE

Connecticut Standards

Connections

Goal Three: Connect with Other Disciplines and Expand Knowledge

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

Making Connections Through Languages

The students will recognize how information acquired in the study of the foreign language and information acquired in the other subjects reinforce one another.

The student will:

- Use knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Recognize and use Roman numerals and the vocabulary associated with counting.
- Recognize and make connections with Latin or Greek terminology in the sciences and technology.
- Recognize and make connections with Latin or Greek terminology in social sciences and history.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

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3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.1 Language Functions: Performance Indicators

- 2- recognize common Latin and Greek roots and prefixes and suffixes in English vocabulary.
- 2- recognize common mythological references in English literature, advertising, and art.
- 2- discuss and give examples of some of the scientific principles used in the ancient world.

Topics for Language Activities:

- | | |
|--|---|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots, suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

3.1 Suggested Language Activities:

- (i)(k)(l)(m)(n) make a scrapbook of classical allusions found in advertising.
- (l)(m)(n) make a poster or collage of a Latin or Greek root with several of its English derivatives.

National Standards

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

Connecticut Standards

Standard 3.2: Students gain access to information and perspectives that are only available through the foreign language or within the cultures being studied.

Learning through Reading Authentic Literature

The students will acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.

The student will:

- Recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Demonstrate a basic knowledge of the geography of the ancient world and connect it to the modern world.
- Connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
2. **Providing and obtaining information about** facts, needs, opinions, attitudes
3. **Expressing personal feelings about** facts, events, opinions, attitudes
4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

3.2 Language Functions: Performance Indicators

- 2- examine the finds of an archaeological dig, such as the treasures from ancient Pompeii or Herculaneum.
- 2- use current technological media to converse with other Latin students on a variety of topics relevant to the course.
- 3- compare modern day “heroes” to their Greek or Roman counterparts.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots,
suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

3.2 Suggested Language Activities:

- (k) research and create a display showcase on love stories from mythology.
- (all) use the Internet or other resources to find out information about items relevant to the course.
- (k) listen to recordings of classical or other music that borrows themes from mythology.
- (f) make a model of a hypocaust heating system after reading about the baths.
- (l)(m) create an original media project to demonstrate the large number of English derivatives from basic Latin verbs.
- (e)(f)(l) read translations of Pompeian graffiti to catch glimpses into daily life in the ancient city.

COMPARISONS

National Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

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

GOAL FOUR

Connecticut Standards

Comparisons

Goal Four: Develop Insight into Own Language and Culture

Standard 4.1: Students recognize that different languages use different patterns to communicate and apply this knowledge to their own language.

Linguistic Comparisons

The students will focus on the comparisons between the ancient and modern worlds. Through their study of the Latin language, students develop a greater understanding of the structure and vocabulary of English.

The student will:

- Demonstrate a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Understand some Latin phrases, mottos, and abbreviations used in English.
- Demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin.
- Compare and contrast the language patterns and grammar of Latin to the structure and grammar of English.

Language Functions

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1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
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4.1 Language Functions: Performance Indicators

- 1- Compare names of people and places with closest equivalent in target language.
- 1- Address the World Language teacher appropriately in the target language.
- 2- Recognize the writing system of the target language.
- 2- Recognize similarities and differences in the sound systems of the English language and the target language.
- 2- Recognize roots in two languages and compare cognates.
- 2- Explain the difference between a Latin sentence based on endings as a guide to understanding and an English sentence based on word order.
- 2- Recognize appropriate use of parts of speech and subject/verb agreement.
- 2- Give examples of English vocabulary derived from Latin or Greek roots and determine the meaning of English words based on their knowledge of Latin or Greek vocabulary.

Topics for Language Activities:

- | | |
|--|--|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots,
suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

Suggested Language Activities:

- (l) Write grammatically correct simple sentences, working in pairs from three lists of Latin nouns in the nominative case, and from a list of verbs.
- (l)(m)(n) Find at least ten English words derived from Latin or Greek in a given newspaper or magazine article; work individually or cooperatively.
- (c) Assemble a list of Roman names and learn the meanings of these names, as well as the significance of terms like *nomen*, *cognomen*, *praenomen*.
- (l) Identify the subjects, direct objects, and verbs in selected Latin sentences and learn to decode and translate the Latin sentence, observing the process of suspending the Latin verb.

National Standards

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

Connecticut Standards

Standard 4.2: Students recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

Cultural Comparisons

The students will acquire a perspective from which to examine and analyze their own culture more objectively by examining and analyzing the public and private lives of the ancient Greeks and Romans.

The student will:

- Demonstrate a knowledge of ancient cultural traditions, celebrations, and customs and compare these with modern behavior.
- Discuss the influence of ancient cultural traditions on Western Civilization.

- Explain the importance of the values, beliefs, traditions in the life of the target culture.
- Compare the Roman religious system with that of contemporary America.
- Learn about the daily life of the ancients, e.g., shopping, recreation, and family life and compare and contrast them with similar pursuits in the contemporary world.
- Compare the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.
- Recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

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4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

4.2 Language Functions: Performance Indicators

- 2- compare and contrast aspects of contemporary public and private life to those of the Romans.
- 2- recognize the Greco-Roman architectural features of contemporary buildings.
- 2- identify the elements in art and literature that have their basis in the Greco-Roman world.

Topics for Language Activities:

- | | |
|--|---|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |
| f.) The Baths, The Theater, The Amphitheater | n.) Latin/Greek prefixes, roots, suffixes used in English |
| g.) Food, Meals, and Clothing | |
| h.) Slaves and Freedmen | |

4.2 Suggested Language Activities:

- (c) Select a Roman name for self; introduce self to class and tell why chosen name is appropriate.
- (d) Compare and contrast family life in the target culture and the USA.
- (k) Celebrate Roman *Saturnalia* in a classroom setting.
- (g) Using magazines and original drawings, set a Roman table for a *cena*.

COMMUNITIES

National Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

Standard 5.1: Students use their knowledge of Latin or Greek in a in a multilingual world.

Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

GOAL FIVE

Connecticut Standards

Communities

Goal Five: Participate in Wider Communities of Language and Culture.

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

Standard 5.2: Students use the language for leisure and personal enrichment.

Communications across Communities

The student will identify situations in which foreign language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

The student will:

- Develop an understanding and appreciation of the Classical influences in today's world as they encounter new language learning situations in other cultures.
- Appreciate the link between Classical languages and certain professional fields through their specialized terminology.
- Appreciate the link between Greco-Roman culture and the interpretation of events of the modern world.
- Use the tools of technology to provide links to the resources of the worldwide classical community.

Language 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 an audience. The functions listed here are broad and may be applied to any communicative situation or given topic at any level.

1. **Socializing**: greeting, leave-taking, introducing, thanking, apologizing
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4. **Getting others to adopt a course of action by** suggesting, requesting, warning, praising

5.1 Language Functions: Performance Indicators

- 1- explore the use of Latin in schools worldwide by communicating via the Internet with their contemporaries in other countries.
- 2- recognize words derived from Latin or Greek heard and seen outside of school.
- 2- explore cultural components on the Internet.
- 2- identify professions for which knowledge of Latin or Greek would be helpful.
- 2- give examples of the similarities between Latin and Romance languages
- 2- give examples of Latin in scientific nomenclature.
- 3- use knowledge of Classical languages to understand signs, inscriptions, etc. found in contemporary America.
- 4- participate in language contests, writing contests, immersion events, etc.
- 4- discuss the advantages of travel and study abroad.
- 4- discuss the advantages of participating in language contests, etc.

5.2 Language Functions: Performance Indicators

- 2- recognize mythological references in English literature, art, and commerce and thereby enhance their understanding and appreciation of these allusions.
- 2- recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- 4- combine tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Topics for Language Activities:

- | | |
|---------------------------|--|
| a.) Greetings | i.) Expressions, Mottos, Abbreviations |
| b.) Numbers | j.) Geography |
| c.) Names | k.) Religion, Mythology, Legends |
| d.) Houses and the Family | l.) Language-Latin |
| e.) The Forum | m.) Language- English |

