

# Grades 9, 10, 11, 12

Adopted 2007

## Level I Modern Languages

- 1. Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:**
  - Interpersonal-interacting with others to provide and obtain information;**
  - Interpretive-understanding and interpreting what one reads, hears or views (not translation);**
  - Presentational-delivering information in spoken and written forms, tailoring it to the intended audience.****Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills. FL.S.LI.1**
- 01.** Greet and make introductions and farewells; exchange courtesies in various social settings. **FL.O.LI.1.01**
- 02.** Give basic information about familiar topics (e.g., personal needs, feelings, likes and dislikes, biographical information). **FL.O.LI.1.02**
- 03.** Give and follow directions, instructions and commands within the scope of the classroom. **FL.O.LI.1.03**
- 04.** Communicate need for repetition to ensure understanding. **FL.O.LI.1.04**
- 05.** Ask and answer questions in highly predictable settings using basic vocabulary on familiar topics. **FL.O.LI.1.05**
- 06.** Understand and follow simple spoken and written directions, instructions and commands using level-appropriate vocabulary. **FL.O.LI.1.06**
- 07.** Derive the main ideas of short conversations/dialogues and narratives on familiar topics. **FL.O.LI.1.07**
- 08.** Recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts. **FL.O.LI.1.08**
- 09.** View, listen to and respond to culturally relevant sources (e.g., recognizing people, objects, places, actions and ideas). **FL.O.LI.1.09**
- 10.** Imitate comprehensible intonation and pronunciation. **FL.O.LI.1.10**
- 11.** Present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling). **FL.O.LI.1.11**
- 12.** Prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases). **FL.O.LI.1.12**
- 13.** State the main ideas of oral and written texts. **FL.O.LI.1.13**

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following**

- Perspectives – ideas, meanings, attitudes, values and beliefs;
- Practices – patterns of social interactions; and
- Contributions – literature, art, music, foods, exports, and leisure activities.

**FL.S.LI.2**

01. Identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion). **FL.O.LI.2.01**
02. Recognize and describe common generalizations that one culture makes about another. **FL.O.LI.2.02**
03. Identify and discuss social, geographical and historical factors influencing cultural practices. **FL.O.LI.2.03**
04. Recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures). **FL.O.LI.2.04**
05. Identify practices among same-language cultures. **FL.O.LI.2.05**
06. Identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts). **FL.O.LI.2.06**
07. Identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments). **FL.O.LI.2.07**
08. Give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s). **FL.O.LI.2.08**
09. Identify commonly recognized historical and contemporary figures of the target culture. **FL.O.LI.2.09**

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**3. Students will**

- acquire information from and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

**FL.S.LI.3**

01. Identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas. **FL.O.LI.3.01**
02. Identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays). **FL.O.LI.3.02**
03. Identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements). **FL.O.LI.3.03**
04. Recognize connections between the native and target languages (e.g., cognates, derivatives, loan words, formal versus informal address, non-verbal communications). **FL.O.LI.3.04**

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**4. Students will**

- develop insights into the complex nature and interaction of language by comparing native and target languages.**
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.**

**FL.S.LI.4**

01. Compare and contrast the sound-symbol association of English to that of the target language. **FL.O.LI.4.01**
02. Identify basic linguistic elements (e.g., cognates, word roots) common to English and the target language in order to derive meaning. **FL.O.LI.4.02**
03. Recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang). **FL.O.LI.4.03**
04. Identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language. **FL.O.LI.4.04**
05. Recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures. **FL.O.LI.4.05**

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**5. Students will**

- participate in multilingual settings at home and in the global community**
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.**

**FL.S.LI.5**

01. Locate linguistic and/or cultural opportunities related to the target language in the local and/or global community. **FL.O.LI.5.01**
  02. Recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language. **FL.O.LI.5.02**
  03. Identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, in-school announcements in target language, National Foreign Language Week, International Education Week). **FL.O.LI.5.03**
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## Level II Modern Languages

- 1. Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:**
  - Interpersonal-interacting with others to provide and obtain information;**
  - Interpretive-understanding and interpreting what one reads, hears or views (not translation);**
  - Presentational-delivering information in spoken and written forms, tailoring it to the intended audience.****Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills. FL.S.LII.1**
- 01.** Exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary. **FL.O.LII.1.01**
- 02.** Exchange and understand information including preferences and emotions. **FL.O.LII.1.02**
- 03.** Give and follow basic directions, instructions and commands in common social settings. **FL.O.LII.1.03**
- 04.** Ask for simplification and clarification to ensure understanding. **FL.O.LII.1.04**
- 05.** Ask and answer questions in settings that lead to a number of alternative and predictable responses. **FL.O.LII.1.05**
- 06.** Determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music). **FL.O.LII.1.06**
- 07.** Derive the main ideas of extended conversations and narratives on a variety of topics of personal interest. **FL.O.LII.1.07**
- 08.** Recognize and make sense of authentic, oral and written, level-appropriate language segments supported by some contextual and/or visual prompts. **FL.O.LII.1.08**
- 09.** View, listen to and respond to culturally relevant sources by identifying people, objects, places, actions and ideas. **FL.O.LII.1.09**
- 10.** Produce comprehensible intonation and pronunciation. **FL.O.LII.1.10**
- 11.** Prepare and present brief oral and written texts using basic verb tenses. **FL.O.LII.1.11**
- 12.** Create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs). **FL.O.LII.1.12**
- 13.** State the main ideas and pertinent details of oral and written texts. **FL.O.LII.1.13**

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following**

- Perspectives – ideas, meanings, attitudes, values and beliefs;
- Practices – patterns of social interactions; and
- Contributions – literature, art, music, foods, exports, and leisure activities.

**FL.S.LII.2**

01. Compare and contrast common beliefs and attitudes of the target and native cultures. **FL.O.LII.2.01**
02. Discuss generalizations derived from contemporary and/or historical issues that one culture makes about another. **FL.O.LII.2.02**
03. Discuss the implications of social, geographical and historical factors influencing cultural practices. **FL.O.LII.2.03**
04. Use typical behaviors appropriate to everyday social situations in the target culture(s). **FL.O.LII.2.04**
05. Compare and contrast practices among same-language cultures. **FL.O.LII.2.05**
06. Describe and discuss common objects, images, products and symbols of the target culture(s). **FL.O.LII.2.06**
07. Explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture(s). **FL.O.LII.2.07**
08. Identify major historical and contemporary figures of the target culture(s). **FL.O.LII.2.08**

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**3. Students will**

- acquire information from and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

**FL.S.LII.3**

01. Determine the appropriate concepts and skills learned in the target language for application to other subject areas and vice versa. **FL.O.LII.3.01**
02. Explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure). **FL.O.LII.3.02**
03. Discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations, TV programs, magazines). **FL.O.LII.3.03**
04. Give examples of connections between native and target languages (e.g., cognates, derivatives, loan words, formal versus informal address, non-verbal communications, syntax). **FL.O.LII.3.04**

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**4. Students will**

- develop insights into the complex nature and interaction of language by comparing native and target languages.**
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.**

**FL.S.LII.4**

01. Identify and apply critical sound-symbol differences to target language usage. **FL.O.LII.4.01**
02. Select and apply knowledge of linguistic elements (e.g., cognates, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning. **FL.O.LII.4.02**
03. Identify and appropriately apply use of registers (e.g., formalities, colloquialisms, idiomatic expressions, slang) in most everyday situations. **FL.O.LII.4.03**
04. Employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages. **FL.O.LII.4.04**
05. Identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development. **FL.O.LII.4.05**

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**5. Students will**

- participate in multilingual settings at home and in the global community**
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.**

**FL.S.LII.5**

01. Select and use resources from the local and/or global communities that foster a deeper understanding of the target language and culture(s) (e.g., heritage festivals, penpals, e-mail). **FL.O.LII.5.01**
  02. Develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, sports, cuisine, fine arts) that come from study of the target language and its culture(s). **FL.O.LII.5.02**
  03. Identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community during Cinco de Mayo, National French Week observances, language festivals and competitions) within and beyond the school setting. **FL.O.LII.5.03**
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## Level III Modern Languages

- 1. Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:**
  - Interpersonal-interacting with others to provide and obtain information;**
  - Interpretive-understanding and interpreting what one reads, hears or views (not translation);**
  - Presentational-delivering information in spoken and written forms, tailoring it to the intended audience.****Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills. FL.S.LIII.1**
01. Exchange oral and written information on topics of personal interest, incorporating advanced vocabulary and structures and past, present and future tenses. FL.O.LIII.1.01
02. Convey and express opinions with supporting details on a variety of personal and social interests. FL.O.LIII.1.02
03. Give and follow multi-step directions, instructions and commands. FL.O.LIII.1.03
04. Ask for clarification and suggest alternative expressions (use circumlocution) to ensure understanding. FL.O.LIII.1.04
05. Ask and answer questions in settings which suggest different solutions or outcomes or make a predictable ending. FL.O.LIII.1.05
06. Extract main ideas and supporting details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music). FL.O.LIII.1.06
07. Derive meaning, including supporting salient details, from authentic materials, making personal inferences from various sources (e.g., conversations, letters, literary texts and multi-media). FL.O.LIII.1.07
08. Recognize and make sense of authentic, oral and written, level-appropriate language selections supported by limited contextual and/or visual prompts. FL.O.LIII.1.08
09. View, listen to and respond to culturally relevant sources by making comparisons among people, objects, places, actions and ideas. FL.O.LIII.1.09
10. Incorporate acceptable intonation and pronunciation patterns. FL.O.LIII.1.10
11. Incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues). FL.O.LIII.1.11
12. Create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports). FL.O.LIII.1.12
13. Paraphrase and/or summarize the main ideas of oral and written texts. FL.O.LIII.1.13

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following

- Perspectives – ideas, meanings, attitudes, values and beliefs;
- Practices – patterns of social interactions; and
- Contributions – literature, art, music, foods, exports, and leisure activities.

 FL.S.LIII.2**

01. Explain the significance of beliefs and attitudes of the target and native culture(s) (e.g., home, school, community and nation). FL.O.LIII.2.01
02. Discuss the origin and implications of generalizations about the target culture(s). FL.O.LIII.2.02
03. Draw conclusions from social, geographical and historical factors which influence cultural practices FL.O.LIII.2.03
04. Incorporate behaviors appropriate to common social situations in the target culture(s) FL.O.LIII.2.04
05. Discuss possible reasons for differences in practices among same-language cultures. FL.O.LIII.2.05
06. Examine the role and significance of objects, images, products and symbols of the target culture(s). FL.O.LIII.2.06
07. Analyze the impact of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s). FL.O.LIII.2.07
08. Examine the significance of historical and contemporary figures of the target culture(s). FL.O.LIII.2.08

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**3. Students will

- acquire information from and make connections to other disciplines;
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

 FL.S.LIII.3**

01. Apply concepts and skills learned in the target language to other subject areas and vice versa. FL.O.LIII.3.01
02. Compare and contrast the cross-cultural relevance of important issues (e.g., social, political, environmental). FL.O.LIII.3.02
03. Make sense of and explain similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., newspaper stories, documentaries, commentaries). FL.O.LIII.3.03
04. Employ knowledge of linguistic connections (e.g., cognates, loan words, register for direct address, syntax) to determine meaning of words and phrases in native and target language(s). FL.O.LIII.3.04

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**4. Students will**

- develop insights into the complex nature and interaction of language by comparing native and target languages.**
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.**

**FL.S.L.III.4**

01. Analyze and incorporate critical sound-symbol differences within target language usage. **FL.O.L.III.4.01**
02. Analyze and apply knowledge of linguistic patterns (e.g., cognates, word roots, prefixes and suffixes, verb formation) in order to establish and generate meaningful communication. **FL.O.L.III.4.02**
03. Select and incorporate words, expressions and behaviors that appropriately denote registers of language. **FL.O.L.III.4.03**
04. Incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language to form comprehensible messages. **FL.O.L.III.4.04**
05. Discuss cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled these exchanges. **FL.O.L.III.4.05**

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**5. Students will**

- participate in multilingual settings at home and in the global community**
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.**

**FL.S.L.III.5**

01. Locate resources and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations). **FL.O.L.III.5.01**
  02. Use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, job shadowing, exchange programs, foreign travel, sports, cuisine, fine arts). **FL.O.L.III.5.02**
  03. Investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, mentoring ELL students, translating, assisting speakers of other languages). **FL.O.L.III.5.03**
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## Level IV Modern Languages

- 1. Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:**
  - Interpersonal-interacting with others to provide and obtain information;**
  - Interpretive-understanding and interpreting what one reads, hears or views (not translation);**
  - Presentational-delivering information in spoken and written forms, tailoring it to the intended audience.****Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills. [FL.S.LIV.1](#)**
- 01.** Engage in extended written and spoken dialogue (e.g., interviews, detailed descriptions, narrations, discussions of contemporary and historical issues) employing level-appropriate vocabulary and structure. [FL.O.LIV.1.01](#)
- 02.** Generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations). [FL.O.LIV.1.02](#)
- 03.** Give and follow complex directions, instructions and commands in sustained discussion. [FL.O.LIV.1.03](#)
- 04.** Ask for clarification and paraphrase to ensure understanding. [FL.O.LIV.1.04](#)
- 05.** Ask and answer questions in open-ended and hypothetical settings. [FL.O.LIV.1.05](#)
- 06.** Analyze main ideas and details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music). [FL.O.LIV.1.06](#)
- 07.** Elaborate on personal interpretations gained from discussions, narratives and various authentic presentations. [FL.O.LIV.1.07](#)
- 08.** Recognize and make sense of authentic, oral and written, language supported by minimal contextual and/or visual prompts. [FL.O.LIV.1.08](#)
- 09.** View, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas. [FL.O.LIV.1.09](#)
- 10.** Monitor personal patterns of intonation and pronunciation and incorporate fluent models from exemplary sources. [FL.O.LIV.1.10](#)
- 11.** Select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice. [FL.O.LIV.1.11](#)
- 12.** Produce cohesive, well-organized, spoken and written communications based on topics of personal, general and current interest employing different tenses (e.g., essays, reports, poetry, short stories). [FL.O.LIV.1.12](#)
- 13.** Paraphrase and/or summarize the main ideas and pertinent details of oral and written texts. [FL.O.LIV.1.13](#)

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following**

- Perspectives – ideas, meanings, attitudes, values and beliefs;**
- Practices – patterns of social interactions;** and
- Contributions – literature, art, music, foods, exports, and leisure activities.**

**FL.S.L.IV.2**

01. Explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community. **FL.O.LIV.2.01**
02. Analyze the origin and implications of generalizations about the target culture(s). **FL.O.LIV.2.02**
03. Incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances). **FL.O.LIV.2.03**
04. Examine the role and significance of objects, images, products and symbols of the target culture(s) from an historical perspective. **FL.O.LIV.2.04**
05. Evaluate the effects of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s). **FL.O.LIV.2.05**
06. Explore historical and societal issues from a perspective within the target culture(s) (e.g., how depletion of the rain forest impacts culture of Central and South America, young workers in French society). **FL.O.LIV.2.06**
07. Define the impact of historical and contemporary figures of the target culture(s). **FL.O.LIV.2.07**

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**3. Students will**

- acquire information from and make connections to other disciplines**
- recognize the distinctive viewpoints that are available only through a language and its culture(s).**

**FL.S.L.IV.3**

01. Incorporate concepts and skills learned in the target language to other subject areas and vice versa. **FL.O.LIV.3.01**
02. Formulate personal perspectives on the cross-cultural relevance of important issues (e.g., world-wide social issues, environmental, current events). **FL.O.LIV.3.02**
03. Analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts (e.g., literary texts, news broadcasts, newspaper/magazine editorials). **FL.O.LIV.3.03**
04. Use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, verb forms). **FL.O.LIV.3.04**

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**4. Students will**

- develop insights into the complex nature and interaction of language by comparing native and target languages.**
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.**

**FL.S.LIV.4**

01. Discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., in Spanish difference in sound of initial "d" as opposed to intervocalic "d"). **FL.O.LIV.4.01**
02. Apply knowledge of linguistic patterns to circumlocute in order to communicate effectively. **FL.O.LIV.4.02**
03. Judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language. **FL.O.LIV.4.03**
04. Analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors. **FL.O.LIV.4.04**
05. Predict and describe future cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which would enable these exchanges. **FL.O.LIV.4.05**

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**5. Students will**

- participate in multilingual settings at home and in the global community**
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.**

**FL.S.LIV.5**

01. Seek out and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations, target language media channels, long distance conferencing). **FL.O.LIV.5.01**
  02. Refine and use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, work-based learning for international associations/businesses, exchange programs, foreign travel, sports, cuisine, fine arts). **FL.O.LIV.5.02**
  03. Expand personal use of the target language (e.g., establishing associations with community heritage language clubs and organizations, teaching mini lessons to elementary students, tutoring, mentoring ELL students, translating, assisting speakers of other languages) within and beyond the school setting. **FL.O.LIV.5.03**
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## Level I Latin

### **1. Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.** LAT.S.LI.1

01. Recognize and reproduce the sounds of Latin. LAT.O.LI.1.01
02. Comprehend and follow basic oral and written instructions and commands. LAT.O.LI.1.02
03. Ask and answer simple questions. LAT.O.LI.1.03
04. Read and recall information from selections. LAT.O.LI.1.04
05. Demonstrate knowledge of basic vocabulary, inflectional systems and syntax. LAT.O.LI.1.05
06. Select the most appropriate meaning for words based on context. LAT.O.LI.1.06
07. Write words, phrases and short sentences from dictation. LAT.O.LI.1.07
08. Write simple phrases or sentences in Latin. LAT.O.LI.1.08

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### **2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following** - Perspectives – ideas, meanings, attitudes, values and beliefs;** - Practices – patterns of social interactions;** and - Contributions – literature, art, music, foods, exports, and leisure activities.** LAT.S.LI.2

01. Identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion). LAT.O.LI.2.01
02. Recognize and describe common generalizations that one culture makes about another. LAT.O.LI.2.02
03. Identify and discuss social, geographical and historical factors influencing cultural practices. LAT.O.LI.2.03
04. Recognize behaviors associated with the target culture(s). LAT.O.LI.2.04
05. Identify practices of different geographical locations within Roman culture. LAT.O.LI.2.05
06. Identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations) This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard. LAT.O.LI.2.06
07. Identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., military standards, foods, monuments). LAT.O.LI.2.07
08. Give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s). LAT.O.LI.2.08
09. Identify commonly recognized figures of the target culture. LAT.O.LI.2.09

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**3. Students will**

- acquire information from and make connections to other disciplines**
- recognize the distinctive viewpoints that are available only through a language and its culture(s).**

**LAT.S.LI.3**

01. Identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas. **LAT.O.LI.3.01**
02. Identify the cultural relevance of common customs and traditions (e.g., holidays, saints' days). **LAT.O.LI.3.02**
03. Identify perspectives from appropriate authentic sources. **LAT.O.LI.3.03**
04. Recognize connections between the native and target languages (e.g., cognates, derivatives, loan words, non-verbal communications). **LAT.O.LI.3.04**

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**4. Students will**

- develop insights into the complex nature and interaction of language by comparing native and target languages.**
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.**

**LAT.S.LI.4**

01. Compare and contrast the sound-symbol association of English to that of the target language. **LAT.O.LI.4.01**
02. Identify basic linguistic elements (e.g., cognates, word roots) common to English and the target language in order to derive meaning. **LAT.O.LI.4.02**
03. Recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang). **LAT.O.LI.4.03**
04. Identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language. **LAT.O.LI.4.04**
05. Recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures. **LAT.O.LI.4.05**

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**5. Students will**

- participate in multilingual settings at home and in the global community**
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.**

**LAT.S.LI.5**

01. Locate linguistic and/or cultural opportunities related to the target language in the local and/or global community. **LAT.O.LI.5.01**
  02. Recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language. **LAT.O.LI.5.02**
  03. Identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, National Foreign Language Week, International Education Week). **LAT.O.LI.5.03**
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## Level II Latin

- 1. Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.** LAT.S.LII.1
  01. Use meaningful phrase grouping with appropriate intonation to demonstrate the flow of Latin. LAT.O.LII.1.01
  02. Understand complex instructions, questions and commands. LAT.O.LII.1.02
  03. Read and comprehend level-appropriate passages adapted from authentic materials. LAT.O.LII.1.03
  04. Use vocabulary, inflectional systems and syntax appropriate to the level of study. LAT.O.LII.1.04
  05. Write complex phrases and sentences in Latin. LAT.O.LII.1.05

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- 2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following<ul><li>Perspectives – ideas, meanings, attitudes, values and beliefs:</li><li>Practices – patterns of social interactions;</li><li>Contributions – literature, art, music, foods, exports, and leisure activities.</li></ul>** LAT.S.LII.2
  01. Compare and contrast common beliefs and attitudes of the target and native cultures. LAT.O.LII.2.01
  02. Discuss generalizations derived from contemporary and/or historical issues that one culture makes about another. LAT.O.LII.2.02
  03. Discuss the implications of social, geographical and historical factors influencing cultural practices. LAT.O.LII.2.03
  04. Compare and contrast practices of different geographical locations within Roman culture. LAT.O.LII.2.04
  05. Describe and discuss common objects, images, products and symbols of the target culture. LAT.O.LII.2.05
  06. Explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture. LAT.O.LII.2.06
  07. Identify major figures of the target culture. LAT.O.LII.2.07

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- 3. Students will<ul><li>acquire information from and make connections to other disciplines</li><li>recognize the distinctive viewpoints that are available only through a language and its culture(s).</li></ul>** LAT.S.LII.3
  01. Determine the appropriate concepts and skills learned in the target language for application to other subject areas and vice versa. LAT.O.LII.3.01
  02. Explain the cultural relevance of important issues (e.g., family values, education, religion, travel, leisure). LAT.O.LII.3.02
  03. Discuss similarities and differences in perspectives found in authentic sources. LAT.O.LII.3.03
  04. Give examples of connections between native and target languages (e.g., cognates, derivatives, loan words, non-verbal communications, syntax). LAT.O.LII.3.04

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**4. Students will develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures.** LAT.S.LII.4

01. Identify and apply critical sound-symbol differences to target language usage. LAT.O.LII.4.01
02. Select and apply knowledge of linguistic elements (e.g., cognates, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning. LAT.O.LII.4.02
03. Use employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages. LAT.O.LII.4.03
04. Identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development. LAT.O.LII.4.04

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**5. Students will participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.** LAT.S.LII.5

01. Select and use resources from the local and/or global communities that foster a deeper understanding of the target language and culture. LAT.O.LII.5.01
02. Develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, cuisine, fine arts) that come from study of the target language and its culture. LAT.O.LII.5.02
03. Identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community, Junior Classical League, language festivals and competitions) within and beyond the school setting. LAT.O.LII.5.03

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**Level III Latin**

**1. Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.** LAT.S.LIII.1

01. Read aloud Latin passages of increasing length and complexity with attention to appropriate intonation, metrical structure and meaningful phrase grouping. LAT.O.LIII.1.01
02. Draw conclusions from authentic Latin passages. LAT.O.LIII.1.02
03. Recognize and discuss content and stylistic features of authentic passages. LAT.O.LIII.1.03
04. Write short passages. LAT.O.LIII.1.04

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following

- Perspectives – ideas, meanings, attitudes, values and beliefs;
- Practices – patterns of social interactions; and
- Contributions – literature, art, music, foods, exports, and leisure activities.** LAT.S.III.2

01. Explain the significance of beliefs and attitudes of the target and native cultures (e.g., home, school, community and nation). LAT.O.LIII.2.01
02. Discuss the origin and implications of generalizations about the target culture. LAT.O.LIII.2.02
03. Draw conclusions from social, geographical and historical factors which influenced cultural practices LAT.O.LIII.2.03
04. Discuss possible reasons for differences in practices within Roman culture. LAT.O.LIII.2.04
05. Examine the role and significance of objects, images, products and symbols of the target culture. LAT.O.LIII.2.05
06. Analyze the impact of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s). LAT.O.LIII.2.06
07. Examine the significance of figures of the target culture. LAT.O.LIII.2.07

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**3. Students will

- acquire information from and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).** LAT.S.LIII.3

01. Apply concepts and skills learned in the target language to other subject areas and vice versa. LAT.O.LIII.3.01
02. Compare and contrast the cultural relevance of important issues (e.g., social, political, environmental). LAT.O.LIII.3.02
03. Make sense of and explain similarities and differences in perspectives in Roman culture found in authentic sources LAT.O.LIII.3.03
04. Employ knowledge of linguistic connections (e.g., cognates, loan words, register for direct address, syntax) to determine meaning of words and phrases in native and target languages). LAT.O.LIII.3.04

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**4. Students will develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures.** LAT.S.LIII.4

01. Analyze and incorporate critical sound-symbol differences within target language usage. LAT.O.LIII.4.01
02. Analyze and apply knowledge of linguistic patterns (e.g., cognates, word roots, prefixes and suffixes, verb formation) in order to establish and generate meaningful communication. LAT.O.LIII.4.02
03. Incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language. LAT.O.LIII.4.03
04. Discuss cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled this transfer. LAT.O.LIII.4.04

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**5. Students will participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.** LAT.S.LIII.5

01. Locate resources and participate in activities from the local and global communities that afford continued study of the target language and its cultures. LAT.O.LIII.5.01
02. Use knowledge and skills derived from study of the target language and its culture to develop opportunities for personal and professional growth and enjoyment (e.g., job shadowing, foreign travel, fine arts). LAT.O.LIII.5.02
03. Investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, translating). LAT.O.LIII.5.03

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**Level IV Latin**

**1. Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.** LAT.S.LIV.1

01. Interpret a Latin passage by reading it aloud with accurate pronunciation, meaningful phrase grouping, appropriate intonation, and attention to metrical structure. LAT.O.LIV.1.01
02. Interpret, analyze and make inferences from authentic Latin prose and/or poetry. LAT.O.LIV.1.02
03. Explain and interpret content and stylistic features of authentic Latin prose and/or poetry. LAT.O.LIV.1.03

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following**

- Perspectives – ideas, meanings, attitudes, values and beliefs;
- Practices – patterns of social interactions; and
- Contributions – literature, art, music, foods, exports, and leisure activities.

**LAT.S.LIV.2**

01. Explain and analyze relationships of beliefs and attitudes between the target culture and the global community. **LAT.O.LIV.2.01**
02. Analyze the origin and implications of generalizations about the target culture. **LAT.O.LIV.2.02**
03. Examine the role and significance of objects, images, products and symbols of the target culture from an historical perspective. **LAT.O.LIV.2.03**
04. Evaluate the effects of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture. **LAT.O.LIV.2.04**
05. Explore historical and societal issues from a perspective within the target culture. **LAT.O.LIV.2.05**
06. Define the impact of figures of the target culture. **LAT.O.LIV.2.06**

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**3. Students will**

- acquire information from and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

**LAT.S.LIV.3**

01. Incorporate concepts and skills learned in the target language to other subject areas and vice versa. **LAT.O.LIV.3.01**
02. Formulate personal perspectives on the cultural relevance of important issues. **LAT.O.LIV.3.02**
03. Analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts. **LAT.O.LIV.3.03**
04. Use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, conjugations, declensions) **LAT.O.LIV.3.04**

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**4. Students will**

- develop insights into the complex nature and interaction of language by comparing native and target languages.
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.

**LAT.S.LIV.4**

01. Discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., the sound of the letter "b" before an "s" and in other locations). **LAT.O.LIV.4.01**
02. Analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors. **LAT.O.LIV.4.02**

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**5. Students will participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.** [LAT.S.LIV.5](#)

01. Seek out and participate in activities from the local and global communities that afford continued study of the target language and its culture. [LAT.O.LIV.5.01](#)
02. Refine and use knowledge and skills derived from study of the target language and its culture to develop opportunities for personal and professional growth and enjoyment (e.g., foreign travel, fine arts archaeology). [LAT.O.LIV.5.02](#)
03. Expand personal use of the target language (e.g., teaching mini lessons to elementary students, tutoring, translating) within and beyond the school setting. [LAT.O.LIV.5.03](#)