UNIT 1

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:
- Describing where people currently are, where they are from, and where they are going
- Describing what people are writing and different writing materials
- Using numbers 1-1000 in school-related activities
- Describing a typical school day for Roman boys and girls
- Explaining weaving practices and the importance of weaving
- Describing key elements of a typical Roman secondary education
- Using personality traits to describe people
- Describing a sequence of events using ordinal numbers and adverbial phrases
- Explaining Augustus’ contributions to Roman society, particularly the Pax Romana
- Comparing the senate of Augustus’ time to modern day political systems
- Comparing Roman and modern educational systems
- Describing events and elements of the Aeneid
- Reciting poetry, particularly from the Aeneid
- Summarizing the life and explaining the importance of Vergil as a Roman poet
- Discussing the importance of the Aeneid to Augustus’ regime.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal
Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

Objectives In the target language, students will be able to:
- a. Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration.
- b. Talk about and explain personal preferences, feelings, and opinions.
- c. Suggest options for solving problems related to personal needs and needs of others.
- d. Ask for clarification and suggest alternative words to ensure understanding.
- e. Write in a variety of formats, for multiple purposes, and for a variety of audiences.
- f. Give and follow a series of directions with coaching in order to complete the task.

Goal 1.2 Interpretive
Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Indicator: Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

Objectives In the target language, students will be able to:
- a. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.
b. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.

c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

Goal 1.3 Presentational
Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Indicator: Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

Objectives In the target language, students will be able to:

a. Write and deliver presentations on selected topics.

b. Present and write with description and detail in a variety of formats for multiple purposes and audiences.

c. Present excerpts from authentic music, media, or literature.

STANDARD 2.0: CULTURE  Gain knowledge and understanding of other cultures.

Goal 2.1 Practices and Perspectives
Students demonstrate knowledge and understanding of another people’s way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Indicator: Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

Objectives Students will be able to:

a. Interact according to the social and cultural patterns of behavior in real-life situations.

b. Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.

c. Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.

d. Explain historic and contemporary influences on cultural patterns of behavior and use of language.

Goal 2.2 Products and Perspectives
Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Indicator: Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

Objectives Students will be able to:

a. Explain the historic background of objects and symbols and how they came to represent aspects of cultures studied.

b. Explain the role of contributions, notable figures, and historic events of the cultures studied in today’s world.
c. Discuss how historic and contemporary influences from the cultures studied shape people’s views of the world and their own attitudes toward issues facing the world.

d. Discuss the geography of the countries studied with respect to the impact on politics, economics and history.

STANDARD 3.0: CONNECTIONS   Connect with other disciplines and acquire information.

Goal 3.1 Across Disciplines
Students reinforce and further knowledge of other content areas through a language other than English.

Indicator: Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives Students will be able to:

a. Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.

b. Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.

Goal 3.2 Added Perspectives
Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator: Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

Objectives Students will be able to:

a. Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied.

b. Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.

STANDARD 4.0: COMPARISONS   Develop insight into the nature of language and culture.

Goal 4.1 Language
Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator: Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives Students will be able to:

a. Compare more advanced grammatical structures between the target language and English.

b. Refine and use the sound-symbol association and compare it between the target language and English.
c. Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English.

d. Compare, identify, and use abstract idiomatic expressions between the target language and English.

e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.

Goal 4.2 Culture
Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives Students will be able to:

a. Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own.

b. Analyze the form, meaning, and importance of perspectives, practices and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 5.1 Practical Applications
Students use the language both within and beyond the school setting.

Indicator: Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

Objectives Students will be able to:

a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.

b. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.

c. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).

Goal 5.2 Personal Enrichment
Students use the language for personal enjoyment and enrichment.

Indicator: Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

Objectives Students will be able to:
a. Create activities that utilize various media to ensure that students learn more about languages and cultures.

b. Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.

c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.

LANGUAGE STRUCTURES

Goal 1. The student will demonstrate mastery of language structures.

Objectives – The student will be able to:

a. Recite and decline numbers 1-1000.
b. Form and use Locative Case.
c. Form and use Semi-Deponent Verbs.
d. Form, decline, and use present participles.
e. Form and use perfect active infinitive.

Goal 2. The student will demonstrate the ability to control language by interpreting and applying select language structures of Latin in reading and writing.

Objectives – The student will be able to:

a. Respond appropriately to interrogative prompts.
b. Translate Latin with attention to parts of speech.
c. Translate Latin with attention to inflectional endings of nouns and verbs.
d. Construct basic sentences in Latin consistent with vocabulary, grammar and syntax defined in the Latin I-III curriculum.
UNIT 2

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:
• Describing bathing routines and bath houses
• Identifying the location of and describing famous Roman bath houses
• Comparing Roman baths to modern spas
• Identifying and describing the results of piracy between Rome and its neighbors
• Describing the life of Augustus
• Describing the personality traits and physical description of various people
• Describing common myths as presented by Ovid
• Reciting poetry, particularly that of the Metamorphoses
• Summarizing the life and explaining the importance of Ovid as a Roman poet
• Tracing the history of the structure of poems from the Greco-Roman era to present day.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal
Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

Objectives In the target language, students will be able to:
  g. Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration.
  h. Talk about and explain personal preferences, feelings, and opinions.
  i. Suggest options for solving problems related to personal needs and needs of others.
  j. Ask for clarification and suggest alternative words to ensure understanding.
  k. Write in a variety of formats, for multiple purposes, and for a variety of audiences.
  l. Give and follow a series of directions with coaching in order to complete the task.

Goal 1.2 Interpretive
Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Indicator: Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

Objectives In the target language, students will be able to:
  d. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.
  e. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.
  f. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.
Goal 1.3 Presentational
Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Indicator: Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

Objectives
In the target language, students will be able to:

d. Write and deliver presentations on selected topics.
e. Present and write with description and detail in a variety of formats for multiple purposes and audiences.
f. Present excerpts from authentic music, media, or literature.

STANDARD 2.0: CULTURE  Gain knowledge and understanding of other cultures.

Goal 2.1 Practices and Perspectives
Students demonstrate knowledge and understanding of another people’s way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Indicator: Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

Objectives
Students will be able to:
e. Interact according to the social and cultural patterns of behavior in real-life situations.
f. Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.
g. Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.
h. Explain historic and contemporary influences on cultural patterns of behavior and use of language.

Goal 2.2 Products and Perspectives
Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Indicator: Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

Objectives
Students will be able to:
e. Explain the historic background of objects and symbols and how they came to represent aspects of cultures studied.
f. Explain the role of contributions, notable figures, and historic events of the cultures studied in today’s world.
g. Discuss how historic and contemporary influences from the cultures studied shape people’s views of the world and their own attitudes toward issues facing the world.
h. Discuss the geography of the countries studied with respect to the impact on politics, economics and history.
STANDARD 3.0: CONNECTIONS     Connect with other disciplines and acquire information.

Goal 3.1 Across Disciplines
Students reinforce and further knowledge of other content areas through a language other than English.

Indicator: Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives  Students will be able to:

  c. Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.
  d. Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.

Goal 3.2 Added Perspectives
Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator: Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

Objectives  Students will be able to:

  c. Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied.
  d. Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.

STANDARD 4.0: COMPARISONS     Develop insight into the nature of language and culture.

Goal 4.1 Language
Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator: Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives  Students will be able to:

  f. Compare more advanced grammatical structures between the target language and English.
  g. Refine and use the sound-symbol association and compare it between the target language and English.
  h. Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English.
  i. Compare, identify, and use abstract idiomatic expressions between the target language and English.
  j. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.
Goal 4.2 Culture
Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives Students will be able to:

c. Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own.
d. Analyze the form, meaning, and importance of perspectives, practices and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 5.1 Practical Applications
Students use the language both within and beyond the school setting.

Indicator: Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

Objectives Students will be able to:
d. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.
e. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.
f. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).

Goal 5.2 Personal Enrichment
Students use the language for personal enjoyment and enrichment.

Indicator: Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

Objectives Students will be able to:
d. Create activities that utilize various media to ensure that students learn more about languages and cultures.
e. Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.
f. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.
LANGUAGE STRUCTURES

Goal 1. The student will demonstrate mastery of language structures.

Objectives – The student will be able to:

f. Use the subjunctive mood to form indirect questions and causal and circumstantial cum clauses.

g. Form and use the imperfect and pluperfect tenses of the subjunctive.

h. Distinguish and manipulate the sequence of tenses.

i. Recognize and translate the Ablative Absolute.

j. Form, decline and use the perfect passive participle.

k. Form, decline and use the future active participle.

Goal 2. The student will demonstrate the ability to control language by interpreting and applying select language structures of Latin in reading and writing.

Objectives – The student will be able to:

e. Respond appropriately to interrogative prompts.

f. Translate Latin with attention to parts of speech.

g. Translate Latin with attention to inflectional endings of nouns and verbs.

h. Construct basic sentences in Latin consistent with vocabulary, grammar and syntax defined in the Latin I-III curriculum.
UNIT 3

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:

- Describing and discussing children’s toys and games
- Describing common Roman games played by both children and adults
- Describing popular forms of entertainment in Ancient Rome
- Comparing Roman entertainment and games with modern forms
- Identifying both the structure and function of the Coliseum and the Circus Maximus
- Describing a typical gladiatorial event
- Identifying and describing different types of gladiators
- Discussing how popular forms of entertainment were viewed by upper class Romans
- Identifying the emperors of the early Roman Empire and their entourages
- Identifying the borders of the Roman Empire during different periods
- Explaining the contributions of the first emperors to the Roman Empire.

STANDARD 1.0: COMMUNICATION   Communicate in languages other than English.

Goal 1.1 Interpersonal
Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

Objectives In the target language, students will be able to:

m. Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration.

n. Talk about and explain personal preferences, feelings, and opinions.

o. Suggest options for solving problems related to personal needs and needs of others.

p. Ask for clarification and suggest alternative words to ensure understanding.

q. Write in a variety of formats, for multiple purposes, and for a variety of audiences.

r. Give and follow a series of directions with coaching in order to complete the task.

Goal 1.2 Interpretive
Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Indicator: Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

Objectives In the target language, students will be able to:

g. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.

h. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.

i. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.
Goal 1.3 Presentational
Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives** In the target language, students will be able to:
- g. Write and deliver presentations on selected topics.
- h. Present and write with description and detail in a variety of formats for multiple purposes and audiences.
- i. Present excerpts from authentic music, media, or literature.

**STANDARD 2.0: CULTURE**  Gain knowledge and understanding of other cultures.

Goal 2.1 Practices and Perspectives
Students demonstrate knowledge and understanding of another people’s way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives** Students will be able to:
- i. Interact according to the social and cultural patterns of behavior in real-life situations.
- j. Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.
- k. Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.
- l. Explain historic and contemporary influences on cultural patterns of behavior and use of language.

Goal 2.2 Products and Perspectives
Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives** Students will be able to:
- i. Explain the historic background of objects and symbols and how they came to represent aspects of cultures studied.
- j. Explain the role of contributions, notable figures, and historic events of the cultures studied in today’s world.
- k. Discuss how historic and contemporary influences from the cultures studied shape people’s views of the world and their own attitudes toward issues facing the world.
- l. Discuss the geography of the countries studied with respect to the impact on politics, economics and history.
STANDARD 3.0: CONNECTIONS  Connect with other disciplines and acquire information.

Goal 3.1 Across Disciplines
Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives**  Students will be able to:

- **e.** Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.
- **f.** Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.

Goal 3.2 Added Perspectives
Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives**  Students will be able to:

- **e.** Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied.
- **f.** Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.

STANDARD 4.0: COMPARISONS  Develop insight into the nature of language and culture.

Goal 4.1 Language
Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives**  Students will be able to:

- **k.** Compare more advanced grammatical structures between the target language and English.
- **l.** Refine and use the sound-symbol association and compare it between the target language and English.
- **m.** Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English.
- **n.** Compare, identify, and use abstract idiomatic expressions between the target language and English.
- **o.** Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.
Goal 4.2 Culture
Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives** Students will be able to:
- e. Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own.
- f. Analyze the form, meaning, and importance of perspectives, practices and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 5.1 Practical Applications
Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives** Students will be able to:
- g. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.
- h. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.
- i. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).

Goal 5.2 Personal Enrichment
Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:
- g. Create activities that utilize various media to ensure that students learn more about languages and cultures.
- h. Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.
- i. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.
LANGUAGE STRUCTURES

Goal 1. The student will demonstrate mastery of language structures.

Objectives – The student will be able to:
   l. Use the verbs *fio* and *malo*.
   m. Use the verb *audio* and explain its different meanings.
   n. Form and translate all three tenses of the infinitive.
   o. Use and translate Deponent Verbs.
   p. Recognize and create Indirect Statements.
   q. Use regular and irregular verbs.

Goal 2. The student will demonstrate the ability to control language by interpreting and applying select language structures of Latin in reading and writing.

Objectives – The student will be able to:
   i. Respond appropriately to interrogative prompts.
   j. Translate Latin with attention to parts of speech.
   k. Translate Latin with attention to inflectional endings of nouns and verbs.
   l. Construct basic sentences in Latin consistent with vocabulary, grammar and syntax defined in the Latin I-III curriculum.
UNIT 4

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:
• Describing Roman “coming of age” ceremonies
• Describing a typical Roman wedding
• Describing a Roman funeral
• Describing important aspects of Roman religion
• Explaining the role of religion in Roman “coming of age” ceremonies, weddings, and funerals
• Comparing the format and role of Roman ceremonies with equivalent modern ceremonies
• Identifying Emperors and important events of the late Empire
• Explaining the effect of the later emperors on Roman society.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal
Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

Objectives In the target language, students will be able to:
  s. Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration.
  t. Talk about and explain personal preferences, feelings, and opinions.
  u. Suggest options for solving problems related to personal needs and needs of others.
  v. Ask for clarification and suggest alternative words to ensure understanding.
  w. Write in a variety of formats, for multiple purposes, and for a variety of audiences.
  x. Give and follow a series of directions with coaching in order to complete the task.

Goal 1.2 Interpretive
Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Indicator: Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

Objectives In the target language, students will be able to:
  j. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.
  k. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.
  l. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.
Goal 1.3 Presentational
Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives** In the target language, students will be able to:

- **j.** Write and deliver presentations on selected topics.
- **k.** Present and write with description and detail in a variety of formats for multiple purposes and audiences.
- **l.** Present excerpts from authentic music, media, or literature.

STANDARD 2.0: CULTURE  
Gain knowledge and understanding of other cultures.

Goal 2.1 Practices and Perspectives
Students demonstrate knowledge and understanding of another people’s way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives** Students will be able to:

- **m.** Interact according to the social and cultural patterns of behavior in real-life situations.
- **n.** Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.
- **o.** Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.
- **p.** Explain historic and contemporary influences on cultural patterns of behavior and use of language.

Goal 2.2 Products and Perspectives
Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives** Students will be able to:

- **m.** Explain the historic background of objects and symbols and how they came to represent aspects of cultures studied.
- **n.** Explain the role of contributions, notable figures, and historic events of the cultures studied in today’s world.
- **o.** Discuss how historic and contemporary influences from the cultures studied shape people’s views of the world and their own attitudes toward issues facing the world.
- **p.** Discuss the geography of the countries studied with respect to the impact on politics, economics and history.
STANDARD 3.0: CONNECTIONS     Connect with other disciplines and acquire information.

Goal 3.1 Across Disciplines
Students reinforce and further knowledge of other content areas through a language other than English.

Indicator:  Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives  Students will be able to:
  g.  Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.
  h.  Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.

Goal 3.2 Added Perspectives
Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator:  Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

Objectives  Students will be able to:
  g.  Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied.
  h.  Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.

STANDARD 4.0: COMPARISONS     Develop insight into the nature of language and culture.

Goal 4.1 Language
Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator:  Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives  Students will be able to:
  p.  Compare more advanced grammatical structures between the target language and English.
  q.  Refine and use the sound-symbol association and compare it between the target language and English.
  r.  Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English.
  s.  Compare, identify, and use abstract idiomatic expressions between the target language and English.
  t.  Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.
Goal 4.2 Culture
Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives** Students will be able to:

g. Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own.

h. Analyze the form, meaning, and importance of perspectives, practices and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 5.1 Practical Applications
Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives** Students will be able to:

j. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.

k. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.

l. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).

Goal 5.2 Personal Enrichment
Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

j. Create activities that utilize various media to ensure that students learn more about languages and cultures.

k. Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.

l. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.
LANGUAGE STRUCTURES

Goal 1. The student will demonstrate mastery of language structures.

Objectives – The student will be able to:
  r. Form the present and perfect subjunctive of regular and irregular verbs.
  s. Apply the use of the subjunctive.
  t. Recognize vocabulary to introduce Indirect Commands.
  u. Identify Impersonal Verbs.
  v. Expand the uses of the subjunctive mood with Purpose Clauses.
  w. Distinguish between a result clause and a purpose clause.
  x. Construct affirmative and negative commands.

Goal 2. The student will demonstrate the ability to control language by interpreting and applying select language structures of Latin in reading and writing.

Objectives – The student will be able to:
  m. Respond appropriately to interrogative prompts.
  n. Translate Latin with attention to parts of speech.
  o. Translate Latin with attention to inflectional endings of nouns and verbs.
  p. Construct basic sentences in Latin consistent with vocabulary, grammar and syntax defined in the Latin I-III curriculum.