

Standard 1—Communication Skills

Checkpoint A

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words
- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

This is evident, for example, when students:

- ▲ exchange simple greetings and answer questions about self and family
- ▲ listen to radio broadcasts and answer questions about main ideas
- ▲ speak in complete sentences, using present tense and, occasionally, markers for past and future tenses
- ▲ ask for information or directions
- ▲ discuss classroom activities with a peer
- ▲ use appropriate body language and gestures to supplement the spoken word.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- understand the main idea and some details of simple informative materials written for native speakers
- compose short, informal notes and messages to exchange information with members of the target culture.

This is evident, for example, when students:

- ▲ obtain information from materials written in the target language including short notes, brief messages, posters, printed advertisements, illustrated simple texts from newspapers and magazines
- ▲ guess the meaning of more complex written material, using context, recognition of cognates, accompanying illustrations, and prior knowledge of situations and issues
- ▲ write a brief message about an everyday activity, using simple sentence structure, not necessarily limited to the present tense.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Standard 1—Communication Skills

Checkpoint B

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone
- understand the main idea and some discrete information in television, radio, or live presentations
- initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals
- select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers
- exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances
- use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.

This is evident, for example, when students:

- ▲ follow conversations and understand messages that concern everyday life and the larger society
- ▲ view slides depicting diversity within the target culture and discuss their reactions
- ▲ listen to Native speakers live or on tape, and use nonverbal cues, repetition, and rephrasing to understand
- ▲ conduct an interview with a native speaker of the target language
- ▲ watch television programs in the target language
- ▲ discuss songs, stories, and selected excerpts from the literature of the target language.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- read and comprehend materials written for native speakers when the topic and language are familiar.
- use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures
- read simple materials independently, but may have to guess at meanings of longer or more complex material
- write short notes, uncomplicated personal and business letters, brief journals, and short reports
- write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently
- produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language.

This is evident, for example, when students:

- ▲ read personal letters and notes, simple business correspondence, pamphlets, feature articles or editorials in newspapers or magazines published for the general public and discuss the positions presented in them
- ▲ read selected short stories and poems and identify the main idea and some specific ones
- ▲ identify subtleties of meaning through the use of learned vocabulary and structures including present, past, and future tense
- ▲ give an oral presentation on an assigned topic, using learned and practiced vocabulary, complex sentence structures in the present and, some sentences in the past and future
- ▲ write a short response to a classroom situation.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Standard 1—Communication Skills

Checkpoint C

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- understand standard speech delivered in most authentic settings
- understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.
- draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language
- comprehend subtler, nuanced details of meaning with some repetition and rephrasing
- engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.

This is evident, for example, when students:

- ▲ detect emotional overtones and understand inferences in personal communications and formal presentations
- ▲ report orally on a radio news broadcast that covers contemporary themes and issues
- ▲ give an oral presentation on an assigned topic, using culturally appropriate vocabulary, expressions, gestures, and verbal and nonverbal cues, simple and complex sentences, and the full range of time frames
- ▲ maintain a natural conversational pace
- ▲ produce virtually error-free speech in brief exchanges with classmates, using simple structures and familiar vocabulary. Errors which may interfere with communication tend to occur during more extended and complicated discourse.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- comprehend the content of most texts of interest to native speakers
- draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames, as well as language acquired through independent reading
- write multiparagraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion; errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences
- use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences to communicate through the full range of time frames.

This is evident, for example, when students:

- ▲ understand the full meaning of personal and business correspondence and pamphlets, full-length feature articles or editorials in newspapers or other periodicals of interest to the general public, general advertising, documentation accompanying commonly used products
- ▲ interpret full-length original versions of poetry and prose that express significant themes and issues of global and cultural concern
- ▲ write independently about a broad range of topics that extend beyond the students' daily lives to include issues, ideas, and opinions that are of general interest to the target cultures as expressed in songs (live and recorded), feature programs on television and radio, movies, articles in newspapers and magazines, other forms of media presentations used by native speakers, and literature selections
- ▲ express complex ideas, using simpler forms of language.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Standard 2—Cultural Understanding

Checkpoint A

Modern Languages

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- **use some key cultural traits of the societies in which the target language is spoken.**

This is evident, for example, when students:

- ▲ recognize cultural patterns and traditions of the target cultures in the target language;
- ▲ understand the cultural implications of the spoken language and of the dynamics of social interaction; and
- ▲ correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.

Latin

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- **demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture**
- **recognize manifestations of antiquity in the modern world.**

This is evident, for example, when students:

- ▲ read selections of culturally authentic passages, some of which are based directly on Latin authors, and point out significant cultural aspects
- ▲ describe the mythological origins of modern symbols such as Apollo space craft, Nike.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Standard 2—Cultural Understanding

Checkpoint B

Modern Languages

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- exhibit more comprehensive knowledge of cultural traits and patterns
- draw comparisons between societies
- recognize that there are important linguistic and cultural variations among groups that speak the same target language
- understand how words, body language, rituals, and social interactions influence communication.

This is evident, for example, when students:

- ▲ role play daily activities such as ordering in a restaurant or shopping, using authentic materials from target language cultures
- ▲ write in their own language an essay about cultural similarities between their country and a country in which the target language is spoken
- ▲ describe linguistic variations including accent, idioms, and styles between two cultures that speak the same language
- ▲ simulate an encounter between two friends in a target language culture, using appropriate social conventions, gestures, and body language.

Latin

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, art, and architecture, and of their influence on later civilizations
- read culturally authentic passages of Latin adapted from Latin authors
- apply knowledge of Latin literature, authors, and techniques of style to world literary traditions.

This is evident, for example, when students:

- ▲ develop a portfolio of modern architecture, labeling those aspects derived from the Greco-Roman tradition
- ▲ read sections of poetry by Ovid, identifying recurring themes, forms, and issues
- ▲ write a paper in English showing how the literary techniques of a Latin author influence a modern author.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Standard 2—Cultural Understanding

Checkpoint C

Modern Languages

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- **demonstrate sophisticated knowledge of cultural nuances in a target language culture**
- **model how spoken language, body language, and social interaction influence communication**
- **use appropriate registers**
- **write in the target language in a manner that articulates similarities and differences in cultural behaviors.**

This is evident, for example, when students:

- ▲ read and understand poetry written for Native speakers
- ▲ exchange greetings with Native speakers and use culturally appropriate grammatical forms and body language
- ▲ write a simulated dialogue between Native speakers about a topic of current interest.

Latin

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- **use adapted reading from Latin prose and poetry to broaden knowledge about Greco-Roman civilization and its influence on subsequent civilizations**
- **make comparisons of Latin literary style with those of world literary traditions.**

This is evident, for example, when students:

- ▲ read unadapted works of Virgil and identify new features of style and content
- ▲ compare and contrast the literary devices employed in an authentic Latin epic with those used in a medieval epic such as *El Cid*.

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Sample tasks are identified by triangles (▲).