



Washington West Supervisory Union Foreign Language Curriculum

Crossett Brook Middle School
Fayston Elementary School
Harwood Union Middle/High School
Moretown Elementary School
Thatcher Brook Primary School
Waitsfield Elementary School
Warren Elementary School

12/16/02

Introduction

Washington West Supervisory Union foreign language students should become familiar with, if not proficient in, a language other than English by the time they graduate from high school. Students who select a modern language should be able to speak, understand, read, and write the language that they study. Students who study a classical language should be able to read and write in the classical language.

Foreign language studies enable students to function in the foreign language in a variety of contexts meaningful and useful to them. Students develop proficiencies in the four skill areas: listening, comprehension, speaking, reading, and writing. In addition, students develop a global sense of cultural awareness and an appreciation for diversity.

The Washington West Supervisory Union foreign language curriculum has been written according to national standards for the teaching of foreign languages, and Vermont standards 5.19, 5.20, and 5.21. A list of the national standards has been provided on the following page.

Curriculum Work

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National Foreign Language Standards

1.0 – Communication

Students communicate in languages other than English through listening, speaking, reading, and writing.

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

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

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

2.0 – Cultures

Gain knowledge of other cultures through the study of language.

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

2.2 Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied.

3.0 – Connections

Connect with other disciplines through the study of information.

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

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

4.0 – Comparisons

Develop insight into the nature of language and culture.

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

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

5.0 – Communities

Students acquire perspective (and possibly participate) in multi-cultural communities.

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

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

Vermont Foreign Language Standards

5.19 Speaking and Listening – Students can speak and understand a non-native language.

5.20 Reading – Students read in a non-native language.

5.21 Writing – Students write in a non-native language.

Washington West Supervisory Union Elementary Modern Language Curriculum

At the elementary level, the overall goal of teaching a foreign language is to introduce students to the language and culture through listening, speaking, reading, and writing with an ultimate goal of fluency and global awareness. This early exposure creates a solid base of vocabulary development, accurate accent and intonation, and knowledge of simple grammar, usage, and mechanics in the target language. Additionally, early instruction enhances a child's ability to learn other languages.

Some common topics to be taught may include, but are not limited to: greetings, calendar, classroom vocabulary, alphabet, colors, numbers/counting, songs, family, clothing, body parts, house and buildings, neighborhood, shopping, foods/drinks, feelings, directions, commands, sports and activities, question words, negative sentence construction, adjectives, verbs, and culture studies.

In some of the elementary schools, the foreign language program includes an immersion component, in which classroom curriculum themes are extended by activities and lessons executed in the target language.

In this document, the examples provided in the elementary curriculum are taken from the study of French, the language currently offered in three of the six elementary schools in the Supervisory Union. If other languages are taught in our schools in the future, other examples can be added to the document.

WASHINGTON WEST – MODERN LANGUAGE CURRICULUM
ELEMENTARY SCHOOL

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 Communications: Students communicate in languages other than English through listening, speaking, reading, and writing.	5.19, 5.20, 5.21	
1:1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	5.19	<ul style="list-style-type: none"> a) participate in greeting and leave-taking rituals; make introductions of self and others. b) give and respond to simple classroom requests. c) express feelings. (Ex: Je suis heureux.) d) exchange opinions. (Ex: J'aime/Je n'aime pas.) e) ask simple questions to obtain information. (Ex: Est-ce que tu aimes? Tu aimes . . .?)
1:2 Students understand and interpret written and spoken language on a variety of topics.	5.19,5.20, 5.21	<ul style="list-style-type: none"> a) listen to and interpret the target language. b) write in target language on a variety of levels: isolated words, phrases and simple sentences. (Ex: un chat/ Il y a/ Il y a un chat dans la maison.)
1:3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	5.19, 5.20, 5.21	<ul style="list-style-type: none"> a) present information to teacher and classmates in target language. b) write in target language on a variety of levels about topics covered in class. (Ex: vocabulary lists, isolated words/labeling, sentences and paragraphs)

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>2:0 Cultures: Gain knowledge of other cultures through the study of language.</p>		
<p>2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>4.3</p>	<p>a) recognize differences in the lifestyle of target culture. Some possible topics are: greeting/leave-taking, celebrations, calendar, food, manners, school life, and formal vs. informal exchanges.</p>
<p>2:2 Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied.</p>	<p>4.3</p>	<p>a) recognize aspects of the target culture as valuable to the culture, such as: art, music, dance, food, architecture, and famous people. (Ex: artists, cuisine, folk dancing, music)</p>

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>3:0 <u>Connections:</u> Connect with other disciplines and acquire information.</p>		
<p>3:1 Students reinforce and further their knowledge of other disciplines through the study of foreign language.</p>		<ul style="list-style-type: none"> a) recognize differences between English and target language through grammar, syntax, and vocabulary. (Ex: gender, placement of adjectives) b) make global connections and identify other places where target language is spoken. (Ex: geography) c) make historical connections. (Ex: French revolution, Acadians) d) participate in curriculum based thematic topics. (Ex: science: plants, nutrition; language arts: poetry)
<p>3:2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</p>		<ul style="list-style-type: none"> a) explain differences between target culture and their own. (Ex: Venn diagram) b) understand cultural nuances through age appropriate songs, videos, and stories.

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>4:0 Comparisons: Develop insight into the nature of language and culture.</p>		
<p>4:1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>		<p>a) recognize that languages have common components. Some examples include: parts of speech, grammar, vocabulary, cognates, reading process (isolated letters to paragraphs). (Ex: reading text and oral activities)</p>
<p>4:2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>4.3</p>	<p>a) define culture (elements of lifestyle) through the comparison of the target culture and their own. Some topics include: greeting ritual, family life, date. (Ex: Venn diagram, role-play)</p>

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>5:0 Communities: Students acquire perspective (and possibly participate) in multi-cultural communities.</p>		
<p>5:1 Students use the language both within and beyond the school setting.</p>		<p>a) participate in community events in which target language is being used. (Ex: field trips, cards to community members, speakers)</p> <p>b) participate in school events. (Ex: school wide sharing/ assemblies, sharing in individual classes, community dinners.)</p>
<p>5:2 Students show evidence of becoming life-long learners by using the language for personal enrichment.</p>	<p>4.3</p>	<p>a) continue to study foreign languages.</p> <p>b) listen to radio, CD's (traditional, folk, classical, and contemporary music) or television in target language.</p> <p>c) enjoy travel experiences.</p> <p>d) play sports or games from the target culture.</p> <p>e) participate in local events in which target culture activities are provided.</p> <p>f) correspond with pen pals.</p>

**Washington West Supervisory Union
Middle/High School Modern Language Curriculum**

WASHINGTON WEST SUPERVISORY UNION MODERN LANGUAGE CURRICULUM

LEVEL I *

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>1:0 Communication: Students communicate in languages other than English through listening, speaking, reading, and writing.</p>	<p align="center">5.19, 5.20, 5.21</p>	<p>Obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.</p> <p>Communication Topics: greetings and taking leave, date, time, weather, seasons, friends, school, sports and leisure activities, family and home life, features of town and country, nationalities, describing character, food clothing shopping, professions, and the work place.</p>
<p>1:1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p align="center">5.19</p>	<p>In the context of Level I topics: in face to face social interactions; using short sentences and learned words and phrases:</p> <ul style="list-style-type: none"> a) Exchange greetings and good-byes b) Participate in introductions c) Express likes and dislikes d) Obtain and provide information e) Engage in simple conversations
<p>1:2 Students understand and interpret written and spoken language on a variety of topics.</p>	<p align="center">5.19, 5.20, 5.21</p>	<p>In the context of Level I topics: in listening to the language as spoken by the instructor, native speakers, and classmates, and listening to audio, video texts, computer assisted language programs; students</p> <ul style="list-style-type: none"> a) Understand main ideas and familiar details
<p>1:3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p>	<p align="center">5.19, 5.20, 5.21</p>	<p>In the context of Level I topics: in brief presentations; using short sentences and learned words and phrases; students:</p> <ul style="list-style-type: none"> a) Provide spoken information b) Provide written information

* Level I taught at the middle school spans a two-year period.

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
2:0 Cultures : Gain knowledge of other cultures through the study of language.		Food of Franco phonic/Hispanic countries, diversity among Franco phonic/Hispanic cultures, non-western French cultures, geographical topics, celebrations, school systems, lifestyle differences.
2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	4.3	<ul style="list-style-type: none"> a) Participate in age-appropriate cultural activities such as games, songs, and Franco phonic/Hispanic celebrations b) Use appropriate gestures for greetings and leaving c) Identify and react appropriately to perspectives and practices in the culture being studied d) Identify some generalizations held about the culture e) Identify common words, phrases and idioms of the culture studied
2:2 Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied.	4.3	<ul style="list-style-type: none"> a) Identify some products of the target language countries b) Identify and observe arts, crafts, and other products of the culture being studied c) Identify the expressive forms of the culture such as music, dance, literature, and drama d) Identify objects, images, and symbols of the culture

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
3:0 <u>Connections</u>: Connect with other disciplines and acquire information.		Disciplines including: mathematics, art, social studies, science, and culinary arts.
3:1 Students reinforce and further their knowledge of other disciplines through the study of foreign language.		<ul style="list-style-type: none"> a) Use the language to express mathematical concepts and to research and discuss weather and geography b) Study and produce arts, crafts, and cuisine of the country/culture being studied c) Identify and apply, within a familiar context, information, and skills common to other disciplines and language study d) Identify, through target language resources, information for use in other disciplines
3:2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.		<ul style="list-style-type: none"> a) Identify information from sources intended for native speakers of the target language b) Identify perspectives of the target cultures using authentic sources

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
4:0 Comparisons: Develop insight into the nature of language and culture.		Recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own language.
4:1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		In their use of spoken and written language, students show awareness of differences and similarities between the target language and English in the following areas: a) Borrowed words in the students' language and that of the target language b) Common cognates c) Commonly occurring idiomatic expressions d) Structural patterns of the target language and compare them to the students' own language e) Communicating status differences f) Sound distinctions that must be mastered in order to communicate meaning
4:2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	4.3	Students compare and contrast: a) Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture b) Tangible products: food, calendars, monetary units of cultures studied with that of their own culture c) Similarities and differences in behavioral patterns including nonverbal language d) Identify various cultural practices and perspectives (e.g. holidays, recreational activities, celebrations, work habits) of the target cultures and their own

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>5:0 Communities: Students acquire perspective (and possibly participate) in multi-cultural communities.</p>		<p>Use language skills and cultural knowledge to connect with local, national, and international communities</p>
<p>5:1 Students use the language both within and beyond the school setting.</p>		<p>Students acquire perspective and participate in the following ways:</p> <ul style="list-style-type: none"> a) Identify the target language in the students' daily lives b) Locate resources in the community to research the target cultures c) Locate connections with the target language communities through the use of technology, media and other authentic resources d) Perform in the target language in front of an audience
<p>5:2 Students develop skills of lifelong learners by using language for personal development.</p>	<p>4.3</p>	<ul style="list-style-type: none"> a) Identify occupations which require or are enhanced by being proficient in more than one language b) Identify activities of the target cultures available in the students' community

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LEVEL II

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 <u>Communication</u>: Students communicate in languages other than English through listening, speaking, reading, and writing.	5.19, 5.20, 5.21	<p>Obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions. Communication in face-to-face interactions, using learned expressions, sentences, and strings of sentences.</p> <p>Communication Topics: parties and celebrations, vacations and travel, daily routines, health, home and office, prices, size and quantity, art and famous artists, describing past events, famous historic and cultural figures, culinary arts, shopping</p>
1:1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	5.19	<p>In the context of Level I+II topics: in face to face social interactions; using short sentences and learned words and phrases:</p> <ul style="list-style-type: none">a) Make and understand requestsb) Exchange information with peers in the target languagec) Express and understand important ideas and some details in the present, simple future, and past tensesd) Describe and comparee) Use different ways to convey the same idea
1:2 Students understand and interpret written and spoken language on a variety of topics.	5.19, 5.20, 5.21	<p>In the context of Level I+II topics: in listening to the language as spoken by the instructor, native speakers, and classmates, and listening to audio, video texts, computer assisted language programs; students</p> <ul style="list-style-type: none">a) Respond appropriately to a series of directions, instructions, and commandsb) Respond to more complex oral or written directionsc) Understand speech on familiar topics. Identify the main idea and supporting details in written materiald) Use contextual clues to derive meaning

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	5.19, 5.20, 5.21	<p>In the context of Level I+II topics: students present information, concepts, and ideas to listeners and readers for a variety of purposes:</p> <ul style="list-style-type: none"> a) Create simple paragraphs, and short, guided compositions b) Give brief oral presentations using prepared visual aids c) Produce formal and informal written communication

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
2:0 Cultures : Gain knowledge of other cultures through the study of language.	4.3	Food of Franco phonic/Hispanic countries, diversity among Franco phonic/Hispanic cultures, biographical research on historical figures, art and artists, cultural celebrations and schooling.
2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	4.3	<ul style="list-style-type: none"> a) Show awareness of the significance of typical daily schedules followed by members of the culture studied: <ul style="list-style-type: none"> 1) Work schedules 2) School schedule 3) Leisure schedule b) Identify differences in practices among same language cultures
2:2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	4.3	<ul style="list-style-type: none"> a) Identify some products of the target language countries b) Describe the expressive forms of the target culture c) Explain and discuss objects, images, and symbols of the target culture d) Show an awareness of the cultural significance of contemporary music, clothes, and local foods and crafts

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
3:0 <u>Connections</u>: Connect with other disciplines and acquire information.		Disciplines including: mathematics, art, social studies, science, and culinary arts.
3:1 Students reinforce and expand their knowledge of other disciplines through the target language.		a) Transfer and apply, within a limited context, information and skills common to other disciplines and language study. b) Identify, through target language resources, information for use in other disciplines.
3:2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.		a) Extract and discuss information, on familiar topics, from sources intended for native speakers of the target language b) Listen to and discuss contemporary songs, video programs, and computer programs of the target culture

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
4:0 Comparisons: Develop insight into the nature of language and culture.		Recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own language.
4:1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		In their use of spoken and written language, students show awareness of differences and similarities between the target language and English in the following areas: a) The use of pronoun and pronominal adjectives b) The formation and use of comparative and superlative c) The formation of the past tense d) Use cognates correctly in the target language e) Compare and contrast idiomatic expressions in the students' own language and in the target language
4:2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	4.3	Students compare and contrast: e) Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture f) Tangible products: food, calendars, monetary units of cultures studied with that of their own culture g) Similarities and differences in behavioral patterns including nonverbal language h) Identify various cultural practices and perspectives (e.g. holidays, recreational activities, celebrations, work habits) of the target cultures and their own

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
5:0 Communities: Students acquire perspective (and possibly participate) in multi-cultural communities.		Use language skills and cultural knowledge to connect with local, national, and international communities using guest speakers, video programs, field trips, and the internet
5:1 Students use the language both within and beyond the school setting.		Students acquire perspective and participate in the following ways: a) Present from memory a well-known song or poem b) Respond to target language information encountered in daily life c) Establish connections with the target language community through the use of technology, media, and other authentic resources
5:2 Students develop skills of lifelong learners by using language for personal development.	4.3	a) Respond to native language guest speakers as they share their cultural perspective b) Select and participate in activities of the target culture

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LEVEL III

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 Communication: Students communicate in languages other than English through listening, speaking, reading, and writing.	5.19, 5.20, 5.21	Communication Topics: buildings and monuments, food, famous figures from the target culture, artists and art forms, civilizations, social and environmental issues
1:1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	5.19	In the context of Level I-III communications topics: a) Converse in-depth about activities in the past, present, future, conditional (French) and perfect tenses (Spanish)
1:2 Students understand and interpret written and spoken language on a variety of topics.	5.19, 5.20, 5.21	In the context of Level I-III communication topics: a) Understand important ideas and some details from spoken presentations with visual aids and in film, audio texts and computer assisted language programs b) Understand and interpret authentic short stories, poems and articles from the culture
1:3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	5.19, 5.20, 5.21	In the context of Level I-III communication topics: a) Give spoken and written narration b) Write compositions and short stories using the above structures

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
2:0 Cultures : Gain knowledge of other cultures through the study of language.	4.3	Food of Franco phonic/Hispanic countries, diversity among Franco phonic/Hispanic cultures, history, geographical topics, celebrations, school systems, lifestyle differences
2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	4.3	In the context of communicative topics and special events: a) Demonstrate knowledge and understanding of the differences among same language cultures (e.g. Spain/Mexico, France/Senegal)
2:2 Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied.	4.3	a) Describe the relationship between the products and perspectives as reflected in visual arts, literature, music, and dance b) Identify and discuss the economic and social impact of products on the culture being studied as well as on the world market c) Describe the expressive forms of the target cultures

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
3:0 <u>Connections</u>: Connect with other disciplines and acquire information.		Disciplines including: history, art, music, literature, and culinary arts
3:1 Students reinforce and further their knowledge of other disciplines through the study of foreign language.		a) Use the foreign language to learn about the geography, famous historical figures and events, and famous writers from the target culture
3:2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.		a) View significant films in the foreign language (some with subtitles) and discuss their unique perspectives b) Extract and discuss information from sources intended for native speakers of the target language

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
4:0 Comparisons: Develop insight into the nature of language and culture.		Recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own language.
4:1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		<ul style="list-style-type: none"> a) Demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another b) Recognize grammatical structures among languages c) Recognize that vocabulary conveys different meanings in various contexts d) Demonstrate an understanding of the word order differences between the target language and their own.
4:2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	4.3	<ul style="list-style-type: none"> a) Compare and contrast expressive forms (music, dance, art, etc) between the target culture and the student's own culture b) Compare and contrast different educational systems, school subjects, class schedules, etc. in the target language c) Identify important historical figures and determine their contributions to the target culture d) Identify holidays and celebrations unique to the target culture and compare them to student's own cultural traditions

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
5:0 Communities: Students acquire perspective (and possibly participate) in multilingual communities.	4.3	Are prepared to be culturally sensitive and communicatively competent students and travelers in other societies and culture in the world. Students use language and cultural skills to connect with local, national, and international communities through guest speakers, video programs, and internet.
5:1 Students use the language both within and beyond the school setting.	5.19, 5.20, 5.21, 4.1b, 4.3	<ul style="list-style-type: none"> a) Write and illustrate short stories to be shared within the class and possibly with students from other schools b) Interact directly with speakers of the target language through face-to-face conversations, written texts, or telecommunications (e.g. telephone, internet, email, letters, etc).
5:2 Students show evidence of becoming life-long learners by using the language for personal enrichment.	4.1b, 4.3	<ul style="list-style-type: none"> a) Participate in activities of the target cultures available in the student's community <ul style="list-style-type: none"> 1) Culture concerts 2) International festivals 3) School partnerships with local businesses b) Practice using the currency of the target culture c) Read culturally authentic materials d) Select a recipe from the target culture to prepare and share with the class

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LEVEL IV

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 <u>Communication</u>: Students communicate in languages other than English through listening, speaking, reading, and writing.	5.19, 5.20, 5.21	Students obtain and provide information, express feelings and emotions, engage in conversations and exchange opinions. Communication Topics: art, artists, civilization, current affairs, literature, social issues, holiday traditions
1:1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	5.19	In face to face social interaction, and in group discussions in the contexts of levels I-IV; now including hypothetical situations and debating students will: a) Identify and explain feelings and emotions b) Give, explain, and support an opinion c) Give and understand advice and suggestions
1:2 Students understand and interpret written and spoken language on a variety of topics.	5.19, 5.20, 5.21	In the context of Level I-IV communication topics: a) When listening to a message carefully conveyed by a speaker accustomed to dealing with learners, understand main ideas and many details b) When reading articles and short literary texts: 1) Compare and contrast themes, styles, and ideas 2) Give and explain an opinion about their content
1:3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	5.19, 5.20, 5.21	In the context of Level I-IV communication topics: a) Give detailed spoken presentations b) Actively participate in a discussion or a debate c) Write detailed compositions

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
2:0 Cultures : Gain knowledge of other cultures through the study of language.	4.3	Food of Franco phonic/Hispanic countries, diversity among Franco phonic/Hispanic cultures, non western French cultures, geographical topics, celebrations, school systems, lifestyle differences
2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	4.3	<ul style="list-style-type: none"> a) Identify, compare, and contrast cultural practices among same-language cultures b) Practice language and behaviors appropriate to the target cultures c) Discuss social and geographic factors that impact cultural practices
2:2 Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied.	4.3	<ul style="list-style-type: none"> a) Experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the fine arts b) Explain and discuss object, images, and symbols of the target culture

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
3:0 <u>Connections</u>: Connect with other disciplines and acquire information.		Disciplines including: history, art, music, literature, and culinary arts
3:1 Students reinforce and further their knowledge of other disciplines through the study of foreign language.	5.19, 5.20, 5.21	From authentic written and spoken text in the context of Level I-IV topics: a) Use the language to acquire information b) Transfer and apply within a wide context, information and skills common to other disciplines and language study c) Acquire and analyze information gathered through target language resources for use in other disciplines
3:2 Students acquire information and recognize the viewpoints available through the target language.	4.3	a) Recognize some of the distinctive perspectives of the culture b) Locate independently and apply information from sources intended for native speakers of the target language

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
4:0 Comparisons: Develop insight into the nature of language and culture.		Recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own language.
4:1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		<ul style="list-style-type: none"> a) Identify common structures as well as embrace unique linguistic nuances by using idiomatic expressions and grammatical structures differing from that of English b) Recognize that cognates have the same as well as different meanings among languages c) Use idiomatic expressions of the target language in correct context
4:2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	4.3	<ul style="list-style-type: none"> a) Compare the cultural perspective of the target language with similar perspectives in the English language b) Identify common and embrace different cultural aspects through the means of literature, arts, and travel c) Compare and contrast a variety of behavioral patterns including the use of nonverbal, between the target culture and the native culture

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
5:0 Communities: Students acquire perspective (and possibly participate) in multilingual communities.		Use language skills and cultural knowledge to connect with local, national, and international communities using guest speakers, video programs, field trips, and the internet
5:1 Students use the language both within and beyond the school setting.	4.3	<ul style="list-style-type: none"> a) Use the target language to benefit the school or the community through an international exchange or travel experiences b) Maintain and expand connections with target culture communities through the use of technology, media, and other authentic resources
5:2 Students develop skills to lifelong learners by using language for personal development.	4.1b, 4.3	<ul style="list-style-type: none"> a) Experience authentic cultural events taking place in the community: <ul style="list-style-type: none"> 1) Target culture concerts and performances 2) Participating in an international exchange or travel experience 3) International festivals 4) School partnerships with local businesses

WASHINGTON WEST SUPERVISORY UNION MODERN LANGUAGE CURRICULUM
LEVEL V

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>1:0 Communication: Students communicate in languages other than English through listening, speaking, reading, and writing.</p>	<p>5.19, 5.20, 5.21</p>	<p>Students obtain and provide information, express feelings and emotions, engage in conversations and exchange opinions. Communication Topics: art, artists, civilization, current affairs, literature, social issues, holiday traditions</p>
<p>1:1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>5.19</p>	<p>In face to face social interaction, and in group discussions in the contexts of levels I-V</p> <ul style="list-style-type: none"> a) Identify and explain feelings and emotions b) Give, explain, and support an opinion c) Give and understand advice and suggestions d) Respond to factual and interpretive questions e) Paraphrase what someone else has said
<p>1:2 Students understand and interpret written and spoken language on a variety of topics.</p>	<p>5.19, 5.20, 5.21</p>	<p>In the context of Level I-V communication topics:</p> <ul style="list-style-type: none"> a) Respond to individuals who are unaccustomed to communicating with language learners b) Converse using language and behaviors appropriate to the setting c) Read for comprehension from a variety of longer authentic materials
<p>1:3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>5.19, 5.20, 5.21</p>	<p>In the context of Level I-V communication topics:</p> <ul style="list-style-type: none"> d) Give detailed spoken presentations on a given topic e) Actively participate in a discussion or a debate f) Write detailed and well-organized compositions and a narratives g) Take detailed notes on familiar topics

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
2:0 Cultures : Gain knowledge of other cultures through the study of language.	4.3	Food of Franco phonic/Hispanic countries, diversity among Franco phonic/Hispanic cultures, non western French cultures, geographical topics, celebrations, school systems, lifestyle differences
2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	4.3	<ul style="list-style-type: none"> a) Identify, compare, and contrast cultural practices among same-language cultures b) Practice language and behaviors appropriate to the target cultures c) Discuss social and geographic factors that impact cultural practices d) Adjust speech appropriately to the situation and audience
2:2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	4.3	<ul style="list-style-type: none"> a) Experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the fine arts b) Explain and discuss object, images, and symbols of the target culture c) Explore target cultures through the use of technology d) Recognize that culture is not uniform and identify the principal subcultures of the target cultures

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
3:0 <u>Connections</u>: Connect with other disciplines and acquire information.		Disciplines including: history, art, music, literature, and culinary arts
3:1 Students reinforce and further their knowledge of other disciplines through the study of foreign language.		From authentic written and spoken text in the context of Level I-V topics: a) Use the language to acquire information b) Transfer and apply within a wide context, information and skills common to other disciplines and language study c) Conduct research in target language to prepare reports on a variety of topics
3:2 Students acquire information and recognize the viewpoints available through the target language.	5.19, 5.20, 5.21, 4.3	a) Listen and respond to broadcasts and films of the culture b) Locate independently and apply information from sources intended for native speakers of the target language c) Recognize characteristics of indigenous arts, crafts, music, and performing arts

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
4:0 Comparisons: Develop insight into the nature of language and culture.		Recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own language.
4:1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		<ul style="list-style-type: none"> a) Identify common structures as well as embrace unique linguistic nuances by using idiomatic expressions and grammatical structures differing from that of English b) Explore various genres of literature and oral communication c) Explore colloquial language used by people of various geographical locations
4:2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	4.3	<ul style="list-style-type: none"> a) Demonstrate familiarity with major literary, musical, and artistic contributions to the target culture b) Identify common and embrace different cultural aspects through the means of literature, arts, and travel c) Compare and contrast a variety of behavioral patterns including the use of nonverbal, between the target culture and the native culture

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
5:0 Communities: Students acquire perspective (and possibly participate) in multilingual communities.		Use language skills and cultural knowledge to connect with local, national, and international communities using guest speakers, video programs, field trips, and the internet
5:1 Students use the language both within and beyond the school setting.	4.3, 5.19, 5.20, 5.21	<ul style="list-style-type: none"> a) Use the target language to benefit the school or the community through an international exchange or travel experiences b) Maintain and expand connections with target culture communities through the use of technology, media, and other authentic resources c) Communicate orally or in writing with members of the target culture regarding topics of personal interest, community, or world concerns
5:2 Students develop skills to lifelong learners by using language for personal development.	4.1b, 4.3	<ul style="list-style-type: none"> a) Experience authentic cultural events taking place in the community: <ul style="list-style-type: none"> 1) Target culture concerts and performances 2) Participating in an international exchange or travel experience 3) International festivals 4) School partnerships with local businesses b) Establish and/or maintain interpersonal relationships with speakers of the target language c) Use critical thinking skills to evaluate cultural activities

Washington West Supervisory Union Classical Language Curriculum

Latin, which was once a subject that only college prep students took, is now a very popular course for students of all ability levels. Taking Latin helps students develop and improve literacy skills and English vocabulary. The study of ancient Roman and Greek cultures also gives students insight into ancient history and mythology. Studying Latin helps students develop skills and strategies for acquiring new vocabulary and sentence structure, which greatly increase their readiness to acquire other languages. It also cultivates mental processes such as attention to detail, memory, logic, and critical reasoning.

National Standards for the Teaching of Classical Languages

1.0 - Communication

Understand written Latin

- 1.1 Students read, understand, and interpret Latin.
- 1.2 Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

2.0 - Culture

Gain knowledge and understanding of Greco-Roman culture

- 2.1 Students demonstrate an understanding of the relationship between the practices, people, and perspectives of Greco-Roman culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

3.0 - Connections/Comparisons

Relate Latin and the Greco-Roman world to both their own language and culture and also to other disciplines

- 3.1 Students reinforce and further their understanding of their own language and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

4.0 - Communities

Participate in wider communities of language and cultures

- 4.1 Students use their knowledge of Latin and ancient civilization both within and beyond the school setting.
- 4.2 Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

WASHINGTON WEST SUPERVISORY UNION CLASSICAL LANGUAGE

LATIN I

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 <u>Communication</u>: Understand written Latin.		
1:1 Students read, understand, and interpret Latin.		a) Read and understand words, phrases, and simple sentences b) Demonstrate reading comprehension of simple passages c) Demonstrate knowledge of vocabulary, basic inflectional systems and syntax appropriate to reading level d) Draw conclusions and make inferences from readings selections e) Learn aspects of Greco-Roman mythology by reading Ovid's <u>Metamorphoses</u> .
1:2 Students use orally, listen to, and write Latin as part of the process for understanding written Latin.		a) Recognize and reproduce the sounds of Latin b) Respond orally, in writing, and through demonstration, to simple questions, statements, and commands c) Write simple phrases and sentences in Latin d) Draw conclusions and make inferences orally and in writing e) Demonstrate the ability to translate prepared passages from the textbook as well as an original poem by Catullus and a letter by Pliny the Younger to Tactius f) Acquire an extensive Latin vocabulary

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>2:0 Culture: Students gain understanding of Greco-Roman culture.</p>		
<p>2:1 Students demonstrate an understanding of the relationship among the practices, people, and perspective of Greco-Roman culture.</p>		<ul style="list-style-type: none"> a) Identify major historical and political figures of Roman government and understand their significance in Roman history; including Pompeii, Roman Britain concentrating on 1st Century A.D. b) Identify basic figures of Roman daily life; topics include: <ul style="list-style-type: none"> 1) Baths 2) Schooling 3) Home c) Identify physical and geographical features of Rome, the Roman Empire, and it's role in culture and history
<p>2:2 Students demonstrate an understanding of the relationship among the products and perspectives of Greco-Roman culture.</p>		<p>Recognizing products as representations of their cultural perspective.</p> <ul style="list-style-type: none"> a) Recognize architectural features of a typical Roman house b) Study Roman coins using authentic coins c) Identify engineering products: hypocaust and it's working parts as it relates to Roman baths d) Identify major works of art as reflections of their historical setting e) Identify Greek and Roman Gods, mythical heroes and stories as reflections of Roman values

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>3:0 <u>Connections/Comparisons</u>: Relate Latin and the Greco-Roman world to both their own language and culture and also to other disciplines.</p>		
<p>3:1 Students reinforce and further their understanding of their own language and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.</p>		<ul style="list-style-type: none"> a) Greatly increase English vocabulary by breaking down words and identifying roots b) Learn simple and complex grammatical structures <ul style="list-style-type: none"> 1) Verb conjugations: infinitives, participles, present, perfect, and imperfect tenses 2) Declension: nominative, dative, accusative, ablative, and vocative cases 3) Adjectives: agreement of masculine, feminine, and neuter 4) Use of prepositions and prepositional phrases
<p>3:2 Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.</p>		<ul style="list-style-type: none"> a) Recognize that specific Latin vocabulary and structures are a reflection of the unique nature of Latin b) Gain awareness of ways in which ancient people thought and acted c) Gain an awareness of the influence of Latin and Greco-Roman culture on the development of western cultures
<p>3:3 Students compare and contrast their own language and culture with those of the Greco-Roman culture.</p>		<ul style="list-style-type: none"> a) Identify similarities and differences in the elements of English and Latin b) Identify similarities and differences between ancient and contemporary cultures c) Gain an awareness of the historical continuity of Latin languages

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>4:0 <u>Communities</u>: Participate in wider communities of languages and cultures.</p>		
<p>4:1 Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.</p>		<p>a) Create a project and act out a chosen theme for an audience at UVM's Latin Day</p>
<p>4:2 Students show evidence of becoming lifelong learners by applying their knowledge of Latin and ancient civilizations.</p>		<p>a) Explore topics of interest related to the Greco-Roman world to gain personal knowledge</p>

WASHINGTON WEST SUPERVISORY UNION CLASSICAL LANGUAGE
LATIN II

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 <u>Communication</u> : Understand written Latin.		
1:1 Students read, understand, and interpret Latin.		<ul style="list-style-type: none"> a) Demonstrate reading comprehension of a variety of passages b) Read poems by Catullus and selections from Caesar's De Bello Gallico; important passages will be memorized/recited c) Demonstrate knowledge of vocabulary, basic inflectional systems and syntax appropriate to reading level d) Draw conclusions and make inferences from reading selections e) Learn aspects of Greco-Roman mythology, Roman history, and culture through a variety of readings
1:2 Students use orally, listen to, and write Latin as part of the process for understanding written Latin.		<ul style="list-style-type: none"> a) Read Latin aloud with accurate pronunciation and voice inflection b) Respond orally, in writing, and through demonstration, to simple questions, statements, and commands c) Write phrases and sentences in Latin d) Draw conclusions and make inferences orally and in writing e) Demonstrate the ability to translate prepared passages from the textbook as well as eight original poems by Catullus and selections from Julius Caesar's De Bello Gallico f) Continue to greatly increase their English vocabulary by identifying the Latin root words

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>2:0 Culture: Students gain understanding of Greco-Roman culture.</p>		
<p>2:1 Students demonstrate an understanding of the relationship among the practices, people, and perspective of Greco-Roman culture.</p>		<ul style="list-style-type: none"> a) Expand knowledge of major historical figures and forms of Roman government and their historical significance in Roman history; including Alexandria, Gaul, and Roman Britain in 1st century B.C.E. b) Acquire knowledge of the legendary hero Aeneas c) Expand knowledge of physical and geographical features of Rome, the Roman Empire, and the Roman military and it's role in culture and history d) Identify 30 different species of birds, their common and scientific names and the meaning of the scientific names
<p>2:2 Students demonstrate an understanding of the relationship among the products and perspectives of Greco-Roman culture.</p>		<p>Recognizing products as representations of their cultural perspective.</p> <ul style="list-style-type: none"> a) Study military camp design, layout, and terminology b) Form generalizations about major writers and their works, based on readings of original texts c) Apply knowledge of clothing and artifacts to form generalizations and make inferences about daily Greco-Roman life and customs d) Expand upon the knowledge of the Greco-Roman mythology and legends from the Latin texts and relate this knowledge to readings of Catullus, Virgil, Ovid, and Circero

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>3:0 <u>Connections/Comparisons</u>: Relate Latin and the Greco-Roman world to both their own language and culture and also to other disciplines.</p>		
<p>3:1 Students reinforce and further their understanding of their own language and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.</p>		<ul style="list-style-type: none"> a) Continue to greatly increase English vocabulary by analysis of Latin and Greek roots, prefixes, suffixes b) Learn complex grammatical structures: genitive case, relative pronouns, relative clauses, passive periphrastic, present and future active participles, perfect active and passive participles, pluperfect, future, and future perfect tenses, the passive voice, the subjunctive mood and gerunds
<p>3:2 Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.</p>		<ul style="list-style-type: none"> a) Recognize that specific Latin vocabulary and structures are based on readings of original texts b) Gain awareness of ways in which ancient people thought and acted based on readings of adapted or original texts c) Expand the awareness of the influence of Latin and Greco-Roman culture on the development of western cultures
<p>3:3 Students compare and contrast their own language and culture with those of the Greco-Roman culture.</p>		<ul style="list-style-type: none"> a) Develop an understanding of the similarities and differences in the elements of English and Latin b) Develop an understanding of the similarities and differences between ancient and contemporary cultures c) Explore the historical continuity of the Latin language and ancient civilizations

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>4:0 <u>Communities</u>: Participate in wider communities of languages and cultures.</p>		
<p>4:1 Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.</p>		<ul style="list-style-type: none"> a) Create a project and act out a chosen theme for an audience at UVM's Latin Day b) Take part in a skit
<p>4:2 Students show evidence of becoming lifelong learners by applying their knowledge of Latin and ancient civilizations.</p>		<ul style="list-style-type: none"> a) Initiate research for personal enrichment on topics of interest related to the Greco-Roman world b) Expand own knowledge of Latin and of ancient civilizations for leisure and personal enrichment

WASHINGTON WEST SUPERVISORY UNION CLASSICAL LANGUAGE
LATIN III / IV - PROSE

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 <u>Communication</u>: Understand written Latin.		
1:1 Students read, understand, and interpret Latin.		<ul style="list-style-type: none"> a) Read and understand both adapted and original passages from selected authors including: Cicero, Plutarch, Plato, and Aristotle b) Demonstrate an increase knowledge of vocabulary, inflectional system and syntax c) Interpret, make inferences, and analyze passages read
1:2 Students use orally, listen to, and write Latin as part of the process for understanding written Latin.		<ul style="list-style-type: none"> a) Read Latin aloud with fluency and attention to voice inflection and pronunciation b) Use ore complex written Latin c) Read, translate, interpret, and discuss Somnium Scipiois and Plutarch's letters to Cicero

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>2:0 Culture: Students gain understanding of Greco-Roman culture.</p>		
<p>2:1 Students demonstrate an understanding of the relationship among the practices, people, and perspective of Greco-Roman culture.</p>		<ul style="list-style-type: none"> a) Determine the significance of major historical figures and political figures and forms of Roman government during the 1st century B.C.E. b) Analyze, interpret, and discuss the significance of the tragic story of the destruction of Jerusalem and the last out hold of the Zealots on the Plateau of Masada c) Learn aspect of Roman/Greek history, society, and philosophy
<p>2:2 Students demonstrate an understanding of the relationship among the products and perspectives of Greco-Roman culture.</p>		<p>Recognizing products as representations of their cultural perspective.</p> <ul style="list-style-type: none"> a) Compare, contrast, and discuss Greek and Roman architecture, specifically the order of columns and Greek and Roman temples b) Learn technical names in Latin and English for the parts of the temple

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>3:0 <u>Connections/Comparisons</u>: Relate Latin and the Greco-Roman world to both their own language and culture and also to other disciplines.</p>		
<p>3:1 Students reinforce and further their understanding of their own language and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.</p>		<ul style="list-style-type: none"> a) Continue to greatly increase English vocabulary by analysis of Latin and Greek roots, prefixes, suffixes b) Learn complex grammatical structures: <ul style="list-style-type: none"> 1) Pluperfect and imperfect tenses of the subjunctive mood 2) Indirect objects 3) Gerunds and gerundives 4) Passive periphrastic, ablative absolutes 5) Deponent and impersonal verbs
<p>3:2 Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.</p>		<ul style="list-style-type: none"> a) Make inferences and draw conclusions about the ways in which the ancient people thought and acted based on readings of original Latin texts
<p>3:3 Students compare and contrast their own language and culture with those of the Greco-Roman culture.</p>		<ul style="list-style-type: none"> d) Develop an understanding of the similarities and differences in the elements of English and Latin e) Develop an understanding of the similarities and differences between ancient and contemporary cultures f) Explore the historical continuity of the Latin language and ancient civilizations

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>4:0 <u>Communities</u>: Participate in wider communities of languages and cultures.</p>		
<p>4:1 Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.</p>		<p>a) Further explore Greco-Roman language and culture via the internet b) Create a project and act out a chosen theme for presentation to an audience at UVM's Latin Day</p>
<p>4:2 Students show evidence of becoming lifelong learners by applying their knowledge of Latin and ancient civilizations.</p>		<p>a) Expand exploration of topics of interest of the Greco-Roman world for personal enrichment</p>

WASHINGTON WEST SUPERVISORY UNION CLASSICAL LANGUAGE

LATIN III / IV - Poetry

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
1:0 <u>Communication</u>: Understand written Latin.		
1:1 Students read, understand, and interpret Latin.		a) Read and understand both adapted and original epistles, epigrams, and lyric poetry as well as more poems by Catullus and Ovid and Virgil's Aenid b) Interpret, analyze, and discuss reading selections
1:2 Students use orally, listen to, and write Latin as part of the process for understanding written Latin.		a) Read Latin aloud with fluency and attention to voice inflection and pronunciation b) Use ore complex written Latin c) Read, translate, interpret, and discuss epistles between Pliny and the Emperor Trajan as well as translate and metrically scan 24 epigrams of Martial

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>2:0 Culture: Students gain understanding of Greco-Roman culture.</p>		
<p>2:1 Students demonstrate an understanding of the relationship among the practices, people, and perspective of Greco-Roman culture.</p>		<ul style="list-style-type: none"> a) Understand the historical context of Latin poems studied by viewing slides representing historical moments in Roman history b) Analyze, interpret, and discuss the significance of the milestones in history of art and architecture including works by Bernini, David, Titian, Rubens, and many more c) Learn aspect of Roman/Greek history, society, and philosophy through the reading of poetry
<p>2:2 Students demonstrate an understanding of the relationship among the products and perspectives of Greco-Roman culture.</p>		<p>Recognizing products as representations of their cultural perspective.</p> <ul style="list-style-type: none"> a) Compare, contrast, and discuss Greek and Roman architecture and art forms b) Commit both knowledge of the artists and the historical contexts into their long-term memory

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>3:0 <u>Connections/Comparisons</u>: Relate Latin and the Greco-Roman world to both their own language and culture and also to other disciplines.</p>		
<p>3:1 Students reinforce and further their understanding of their own language and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.</p>		<p>a) Continue to greatly increase English vocabulary by analysis of Latin and Greek roots, prefixes, suffixes</p> <p>b) Review complex grammatical structures:</p> <ol style="list-style-type: none"> 1) Passive voice and ablative of agent 2) Deponent verbs 3) Subjunctives in indirect discourse 4) Passive periphrastic and chiasmus 5) Perfect active and passive infinitives 6) Future active infinitives 7) Present passive infinitives, perfect subjunctive
<p>3:2 Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.</p>		<p>a) Make inferences and draw conclusions about the ways in which the ancient people thought and acted based on readings of original Latin texts</p>
<p>3:3 Students compare and contrast their own language and culture with those of the Greco-Roman culture.</p>		<p>a) Develop an understanding of the similarities and differences in the elements of English and Latin</p> <p>b) Develop an understanding of the similarities and differences between ancient and contemporary cultures</p> <p>c) Explore the historical continuity of the Latin language and ancient civilizations</p>

NATIONAL STANDARD	VERMONT STANDARD	EVIDENCE: STUDENTS WILL BE ABLE TO:
<p>4:0 Communities: Participate in wider communities of languages and cultures.</p>		
<p>4:1 Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.</p>		<p>a) Further explore Greco-Roman language and culture via the internet b) Create a project and write and act out a skit on a chosen theme for an audience at UVM's Latin Day</p>
<p>4:2 Students show evidence of becoming lifelong learners by applying their knowledge of Latin and ancient civilizations.</p>		<p>a) Expand exploration of topics of interest of the Greco-Roman world for personal enrichment</p>