

**ALABAMA COURSE OF STUDY
WORLD LANGUAGES**



**MICHAEL SENTANCE, STATE SUPERINTENDENT OF EDUCATION
ALABAMA STATE DEPARTMENT OF EDUCATION**



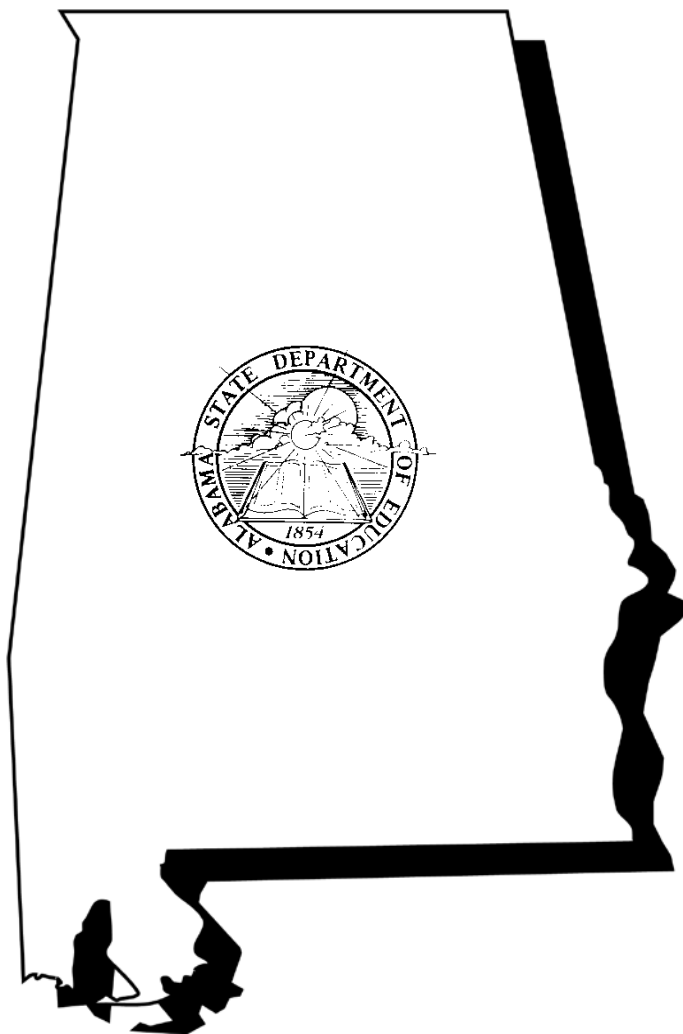
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Alabama Course of Study World Languages



Michael Sentance
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**STATE SUPERINTENDENT
OF EDUCATION'S MESSAGE**

Dear Educator:

Because the economic viability of our state depends on successful engagement with others at home and abroad, world language acquisition must become an integral part of the educational program of all Alabama students. The *Alabama Course of Study: World Languages* blends previous editions of this document with the World Readiness Standards for Learning Languages. As a result, it promotes the learner's capacity for communicating effectively and connecting with cultural competence to engage in multilingual communities. Content standards in this document transcend outdated methods to focus on language proficiency – the ability to use a language fluently and accurately. In addition, the study of American Sign Language now encompasses all grade levels with the addition of a K-8 language program.

Constructed to be applied by classroom teachers and administrators in developing and maintaining local instructional programs, the *Alabama Course of Study: World Languages* was developed by educators and business and community leaders. It provides precise academic standards and, when joined with modern instructional methods, will promote the development of the state's world language program. I believe this document lays the foundation for a quality world language acquisition program that will equip students to live as productive, informed, and globally literate residents in the worldwide community.

MICHAEL SENTANCE
State Superintendent of Education

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Alabama Course of Study: World Languages

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PREFACE

The *Alabama Course of Study: World Languages* provides the framework for the minimum required content of the two-year world languages program for students pursuing the Alabama High School Diploma with Advanced Academic Endorsement. This document also contains standards for world languages and American Sign Language (ASL) in Grades K-8, and additional years of language study at the high school level in world languages, Latin, and ASL. Content standards in this document are minimum and required (Code of Alabama, 1975, §16-35-4), fundamental and specific, but not exhaustive. When developing local curriculum, school systems may include additional content standards to address specific local economic and social needs or to focus on local resources. Implementation guidelines, resources, and activities may also be added to assist in the administration of the curriculum.

The 2016-2017 World Languages Course of Study Committee and Task Force made extensive use of the following documents in developing the minimum required content:

- *Alabama Course of Study: Languages Other Than English, Foreign Languages* (Bulletin 2006, No. 20);
- *World-Readiness Standards for Learning Languages, 4th Edition*, published by the American Council on the Teaching of Foreign Languages;
- *Standards for Classical Language Learning*, a collaborative project of the American Classical League, the American Philological Association, and regional classical languages associations; and
- *Standards for Learning American Sign Language*, a project of the American Sign Language Teachers Association.

Committee and Task Force members read articles in professional journals and reviewed numerous course of study documents from other states. Members attended state, national, and international conferences, listened to and read suggestions from interested individuals and groups throughout Alabama, and extensively discussed each issue and standard among themselves. Finally, the Committee reached consensus and developed what they believe to be the most appropriate Grades K-12 World Languages curriculum for students in Alabama's public schools.

ACKNOWLEDGMENTS

This document was developed by the 2017-18 World Languages State Course of Study Committee and Task Force composed of early childhood, intermediate, middle school, high school, and college educators appointed by the State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, § 16-35-1). The Committee and Task Force began work in March 2016 and submitted the document to the State Board of Education for adoption at the March 2017 meeting.

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ALABAMA COURSE OF STUDY: WORLD LANGUAGES

GENERAL INTRODUCTION

Alabama public schools are committed to developing within students a level of language proficiency and cultural competence which will advance the economic interests of the state. The recent expansion of global business and industry within the state requires the acquisition of this knowledge in order to create and maintain a sustainable workforce. World languages classrooms create a particular climate to prepare students with the expertise and skills they need to thrive in this emerging economy. In addition, world language classrooms provide an opportunity for students to think both critically and creatively as they solve the problem of communication. World language classes spark the natural curiosity of children about the world in which they live and provide a broader perspective of the world. The acquisition of these skills will prepare Alabama students to be successful in the 21st Century Global marketplace. For these reasons, teachers, administrators, and university faculty, with input from Alabama citizens, developed the *Alabama Course of Study: World Languages*.

The title *World Languages* is a transition from the previous edition of the document, *Languages Other Than English – Foreign Languages*. This deviation from the 2006 edition is collateral to language used in the 2015 National Standards in Foreign Languages Education Project (NSFLEP) that refers to language targets as *World-Readiness Standards for Learning Languages*. The term *world languages* furthers the 2006 version’s attempts to indicate that many of the languages taught in public schools are not considered “foreign.” *World Languages* also includes American Sign Language in accordance with Alabama Senate Bill 94 signed into law in August of 2005.

While the Alabama High School Diploma does not require credit(s) in world languages, local education agencies (LEAs) may require students to earn one or more credits in world languages to receive a diploma with an advanced academic endorsement. Furthermore, numerous universities require successful completion of world languages courses for admission. Universities in the region requiring completion of one or more language courses for admission include the University of Alabama (one year), the University of Alabama at Birmingham (one year), the University of Georgia (two sequential years), the University of Florida (two sequential years), Florida State University (two sequential years), and the University of Tennessee (two sequential years). Additionally, the overwhelming majority of universities in the region which do not require language courses for admission encourage high school students to complete such courses as advanced electives for freshman admission.

Content standards in this document address Levels I-V for Grades 7-12 in world languages and Latin, and Levels I-IV for American Sign Language (ASL). Content standards for exploratory world languages programs for Grades K-8 are also included. The overlap for grade bands is included due to differences in local school configurations. These content standards are designed to help local school districts expand language programs within their districts. Program expansion may include Dual Language Programs, Foreign Language in Elementary Schools (FLES), Foreign Language Exploratory (FLEX) options, the College Board Advanced Placement Program, and the International Baccalaureate Program.

Content standards in the *Alabama Course of Study: World Languages* reflect the five goal areas of language learning as identified by the National Standards in Foreign Language Education Project in its 2015 national standards publication, *World-Readiness Standards for Learning Languages, 4th Edition*. These goals, **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities**, serve as the organizing principles of the *World Languages* document and resonate throughout the content standards in

each grade level and content cluster. These standards are aligned to advance content across grade clusters and levels without recurrence of substance.

This course of study details the **minimum** requirements for what learners should know, what they should be able to do, and how well they should be able to do those things at the culmination of each grade cluster or level of study. School systems are encouraged to broaden the content standards when appropriate to meet the economic and cultural demands of their students and local communities.

The *Alabama Course of Study: World Languages* is designed to be incorporated into local curriculum by local educators, using the proficiency levels outlined in the document. The substance of the world languages program, combined with appropriate rigor of instruction, will allow learners to reach the goal of language proficiency. By attaining this proficiency, learners will be prepared for careers which demand the capacity to communicate effectively and skillfully with others. The attainment of such linguistic and cultural capital for a future certain to demand such skills will be crucial to creating an educated, economically viable, and globally literate citizenry to benefit Alabama and the world community.



ALABAMA'S K-12 WORLD LANGUAGES CURRICULUM CONCEPTUAL FRAMEWORK

The graphic representation of this Course of Study contains several elements, each of which communicates an important aspect of the document as a whole.



A map of Alabama serves as the focus of the conceptual framework design for Alabama's K-12 World Languages course of study, with a globe as an inset. This reflects the contemporary nature of business and industry in Alabama, which is deeply involved in the recruitment of global companies to the state. More and more, 21st century learners are connected to people all over the world, as well as to individuals from a variety of language backgrounds, through a wide range of personal and professional contacts. While Alabama students certainly will venture beyond the borders of our state, the need for a local, workforce equipped with linguistic and job-specific skills has increased exponentially. Add to that the intrinsic pleasure and personal benefits of language learning, and it is easy to see the power of studying world languages.



The five outer rings represent five broad goals of language instruction, which are connected to represent their interdependence. The goal areas, according to the American Council on the Teaching of Foreign Languages (ACTFL)'s *World Readiness Standards for Learning*, are **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities**. Each goal area has its own essential place within the conceptual framework of language proficiency. **Communication** indicates that students are able to converse, present, and interpret effectively in more than one language in order to function in different settings and with varied intents. **Cultures** means that students connect to others with cultural competence and perspective. **Connections** indicates that students associate language proficiency with other disciplines and gain knowledge in varying contexts in order to exercise the language while engaging in personal, professional, and scholarly pursuits. **Comparisons** expresses that students establish an understanding of the essence of language and culture, resulting in the ability to collaborate with cultural competence. The **Communities** goal area focuses on establishing affiliations that allow students to connect and relate with others in a culturally competent manner.



The inner ring encompassing the globe and weaving through the five linked circles portrays the three modes of communication, **interpersonal**, **interpretive**, and **presentational**. The **interpersonal** mode involves the exchange of meaning between people, including speaking, listening, reading, and writing through face-to-face, telephone, and digital communication. The **interpretive** mode is indicative of receiving and understanding messages in visual, spoken, and written form, including video clips, web pages, literary texts, movies, radios, and television broadcasts. The **presentational** mode refers to a student's ability to construct messages in both written and spoken form, including speeches, performances, and written communication.

The five goal areas and three communicative modes are interwoven throughout the World Languages curriculum and are addressed at each level of the instructional process. This framework, when combined with effective, locally derived instruction, enables students to develop an appreciation of other cultures, as well as their own, in a comprehensive manner.

POSITION STATEMENTS

Benefits of Language Learning:

In the 21st Century, knowing a second language is not only beneficial, but necessary for success in life. The continual globalization of the world's economy is bringing diverse cultures and communities into more frequent contact with each other. The ease of global travel and the internet have collapsed the barrier of distance that once kept the world's communities separate. From the corporate marketplace to the individual consumer, from the pre-school to the elite university, from the beach vacationer to the global jetsetter, the world community has become integrated and interdependent. Institutions of higher learning have become more selective in the admissions process, and view world language proficiency as a trait of future world leaders. Employers and businesses are seeking applicants who can navigate the modern global economy. It is through learning another language that students can develop both of these necessary skill sets. Not only does learning another language make economic sense, it also provides many other benefits including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures. Simply put, language learning is necessary for students to effectively function in the modern global marketplace.

Curriculum vs. Course of Study:

A curriculum is the specific academic content taught within a given course. It includes the materials, books, topics, assignments, and assessments used in the course. *Alabama Course of Study: World Languages* is a guide that outlines the minimal required standards for all world language courses in the state of Alabama. The *Alabama Course of Study: World Languages* is not a curriculum; rather it is a guide for local proficiency-based curriculum development. Specific content and sequencing are the responsibility of local curriculum committees as appointed by local education agencies.

Proficiency:

Proficiency, as defined by ACTFL, is what individuals can do with a language in real-world situations in spontaneous and unrehearsed contexts. Proficiency is based on the speaker's ability to communicate within a particular context. It is not based solely on grammatical accuracy and thus there is no possibility to "get all the answers right." Therefore, the goal of a proficiency-based language program is to develop learners who can communicate competently **in** the language rather than simply talk **about** the language. For modern spoken languages, proficiency is measured in all three modes of communication: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing) and Presentational (Speaking and Writing). For American Sign Language, proficiency is expressive and receptive use of the language in all three modes of communication. For classical languages, it is a learner's ability to read and interpret authentic ancient texts. The Course of Study for world languages is intended to provide a framework of uniformity for proficiency-based learning.

Target Language Use:

The use of target language refers to all that learners say, read, hear, write, and view – production and reception of language on the part of learners, educators, and materials. ACTFL recommends that learning take place through the target language for 90% or more of classroom time. The target is to provide immersion in the target language unless there is a specific reason to NOT use the target language. Second Language Acquisition research has shown that learners need as much exposure as possible to the target language for acquisition to occur. Learners need to be actively engaged with the target language. Just like learning to ride a bike or any other important skill, learning is best achieved by *doing*. For many learners, the precious minutes in our classrooms are the *only* opportunity in their day to experience the target

language. Language educators must maximize this exposure by providing a language-rich environment that prepares learners for success in the real world. Likewise, if the goal is for learners to have the proficiency to survive and thrive in the target culture, whether it be in our neighborhoods or across the ocean, then authentic target language experiences and materials must be provided.

Professional Development:

Effective world language teachers are committed to seeking out and participating in ongoing, rich, content-specific professional learning. Language and culture are constantly evolving, and in order to stay current, teachers must continually enrich and expand their professional knowledge in order to meet the needs of the 21st century learner. World language teachers should not only seek to increase their pedagogical knowledge but also to maintain or improve their own language proficiency. To that end, teachers should be active members of professional organizations. Examples are: American Association of Teachers of French (AATF), American Association of Teachers of German (AATG), American Association of Teachers of Spanish and Portuguese (AATSP), American Classical League (ACL), American Association of Teachers of Foreign Language (ACTFL), American Council of Teachers of Russian (ACTR), American Sign Language Teachers Association (ASLTA), Alabama World Language Association (AWLA), International Association for Language Learning Technology (IALLT), and Southern Conference on Language Teaching (SCOLT).

Global Competency:

The acquisition of a new language involves more than learning its linguistic features of a language. It should be language acquisition in conjunction with a rich understanding of the context origin. Globally competent students are prepared to interact with diverse groups of people in a variety of contexts, and global competence is critical if students are to become successful across local, national, and international borders. Students become more globally competent when they communicate with people from the culture of the language they are studying. They get to know the nuances of the language that differentiate it from others. Students should develop their language skills within an atmosphere of respect, such as an awareness of how gestures give expression to the language. Globally competent students are also keenly aware of the products, practices, and perspectives of their native culture and those of the cultures that they study.

Assessment:

Language assessment must be conducted both formally and informally, utilizing a variety of both formative and summative measurements. Formative assessment is assessment **for** learning while summative assessment is assessment **of** learning. Formative assessment is ongoing assessment conducted throughout the lesson through the use of projects and portfolios, allowing for immediate feedback. Since formative assessment is assessment for learning, assignments should be low-stakes and used to inform classroom teaching. On the other hand, summative assessment takes place at the end of a unit or course to determine what a student can do with the language at that point. A healthy language program should include both formative and summative assessment at all levels and for all ages. Assessment results should be used to guide teaching and modify curriculum.

Technology:

Technology influences language learning options and program models and serves as a tool for supporting classroom instruction. With the expansion of online learning opportunities, language learning takes on many forms in addition to traditional classroom instruction. Distance learning programs provide language learning opportunities to students throughout the state, often in cases where a classroom teacher may not be available. However, it is important to recognize the role of the qualified language teacher in

incorporating technology that supports the language learning experience, as well as provides opportunities for interaction through culturally-appropriate and meaningful, authentic tasks.

Schools are advised to provide qualified language teachers whenever possible, rather than relying solely on online learning programs or using online learning programs as a substitute for a qualified classroom teacher. Technology should be used as a supplement to language instruction rather than as the driving force. Language, as a complex human interaction, requires ample opportunity to use the language being learned under the necessary conditions of a dynamic, interactive environment.

Native and Heritage Speakers:

Following the national trend, the demographics of our state are changing. The population of Native and Heritage Speakers in Alabama classrooms is growing, and so is the demand to address their educational needs. A Native Speaker considers the target language to be his or her first language. These students are first or second generation immigrants who use the language extensively outside the classroom, as well as maintain their culture and heritage. A Heritage Speaker is exposed to a language other than English at home. These students can have different levels of development of the heritage language. Some are highly proficient; others may have high oral proficiency but their written proficiency is not developed. Still others -- typically third or fourth generation -- can speak to a limited degree but cannot express themselves on a wide range of topics. Heritage Speakers may also have gaps in knowledge about their cultural heritage. Teachers who have Native and/or Heritage Speakers of the target language in their class should assess which modes need to be maintained and which need to be developed further.

Class Size:

Since the goal of a proficiency-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. In order to ensure students receive the most effective instruction, it is recommended that world languages class sizes be no more than 15 to 20 students per class. This recommendation is in line with recommendations made by the American Council on the Teaching Foreign Languages (ACTFL), the National Education Association (NEA), and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, this position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Latin

Regarding the teaching of Latin, recent years have seen something of an explosion of interest in and discussion of teaching methods. Many teachers are employing the latest language acquisition methods of world language teachers to help students gain proficiency in speaking through the Interpersonal Mode of language learning. Many other teachers emphasize knowledge about the grammar and syntax of the language to help students read and interpret ancient texts in the Interpretive Mode. These standards do not seek to prescribe for teachers what methods of instruction they are to use, but rather outline the minimum standards for the content students are to learn. The content outlined in this Course of Study can be learned through a great variety of teaching methods. Teachers are encouraged to research instructional methods and strategies through reading current research and taking advantage of professional development opportunities available through professional organizations for Latin teachers such as the Alabama Classical Association (ACA), the American Classical League (ACL), the Classical Association of the Middle West and South (CAMWS), and the Society for Classical Studies (SCS).

DIRECTIONS FOR INTERPRETING THE MINIMUM REQUIRED CONTENT

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do at the conclusion of a course or grade. Content standards in this document contain minimum required content. The order in which standards are listed within a course or grade is not intended to convey a sequence for instruction. Each content standard completes the phrase “*Students can.*”

Students can:

4. Explain the significance of people, events, social structures, and political terms in Roman history.

(Latin, Level II—Content Standard 4)

2. **SUBTITLES** denote content that is related to the standards and required for instruction. Subtitled content is listed under a standard and identifies additional minimum required content and is denoted using the lowercase alphabet.

Students can:

9. Compare products, practices and perspectives of the target culture and their own in a variety of time frames.
 - a. Compare activities and events of the target culture to their own.
 - b. Compare cultural practices in the target culture to their own.

(World Languages, Level III—Content Standard 9)

3. **EXAMPLES** clarify certain components of content standards or bullets. They are illustrative but not exhaustive.

Students can:

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases and simple sentences in the present time frame.
 - a. Present basic information.
 - b. Give simple instructions.
 - c. Tell about familiar objects, experiences, and daily routines.
 - d. Recite short memorized phrases, poems, and/or anecdotes.

(ASL, Level I—Content Standard 3)

WORLD LANGUAGES

GRADES K-8

Young children, because of their natural curiosity, physiological adeptness at imitating sounds, and openness to new situations and ideas, find the study of another language an enjoyable experience. Beginning the study of a world language at the earliest age possible provides distinct advantages for the language learner, including:

- A positive attitude toward the language itself (Donato, Tucker, Wudthayagorn, & Igarashi, 2000)
- A positive attitude toward the culture
- Positive self-image
- Improved cognitive skills (Cacavale, 2007)
- Improved test scores (Cooper, Yanosky, Wisenbaker, Jahner, Webb, & Wilbur, 2008) (Taylor, Feyton, Meros, & Nutta, 2008)
- A global perspective
- Improved problem-solving skills (Bialystok, 2005 and 1999)
- Greater success in other academic areas (Curtain and Dahlberg 2010)

Early language acquisition is the foundation upon which a sequential learning experience is built. It leads young learners to a lifelong pursuit of linguistic and cultural learning experiences. Studies have shown that the above-mentioned benefits increase with a length of sequential study. In addition, a length of sequential study provides learners the opportunity to attain a higher level of proficiency in the language (Dominguez & Pessoa 2005). Therefore, school systems are encouraged to begin language instruction as early as possible. Local schools are encouraged to design a well-articulated Grades K-8 world languages program that expands the minimum required content standards.

Elementary school world language programs vary greatly across the state in terms of frequency and intensity of instruction. Frequency refers to how often students receive instruction (one, three, or five days per week) while intensity refers to both the length of time and the quality of instruction. FLEX (Foreign Language Exploratory) programs meet one or two times per week with a total of less than 60 minutes of instruction, while FLES (Foreign Language in Elementary Schools) programs meet four or five days per week with a total of at least 160 minutes of instruction per week. This document recognizes that students in FLEX programs will have less opportunity to acquire the target language and, therefore, will not reach the same proficiency level as those students in FLES programs. Local schools should modify the standards and proficiency levels to reflect the parameters of their individual programs.

The proficiency targets describe to what degree students will be able to listen with comprehension, speak understandably, and read and write in the three modes of communication: interpersonal, interpretative, and presentational. In the interpersonal mode, students negotiate meaning through oral or written interactions which exchange information and express feelings or opinions. In the interpretive mode of communication, students understand, interpret, and analyze the target language in spoken, written, or viewed form on a variety of topics. In the presentational mode, students present information, concepts, and ideas to an appropriate audience using audio, video, or written formats.

Proficiency ranges for Kindergarten through eighth grade are coordinated, beginning with the novice learner and ending with the intermediate learner. The novice learner might be a student in any grade from kindergarten through Grade 6, with typical intermediate learners falling into upper elementary or middle school. Students who enter the program at a later point will certainly gain proficiency but may not reach the same level of proficiency as peers enrolled for the entire program. It is strongly recommended that elementary schools desiring to ensure that students reach the established benchmarks for proficiency by the end of Grade 5 make every attempt to provide intensive instruction for newcomers, especially in the upper elementary grades. This will create an opportunity for newcomers to realize their full potential by reaching the highest proficiency level possible.

WORLD LANGUAGES

GRADES K-8

Novice Low Proficiency Range

Novice Low learners are entering their study of world languages. Novice Low learners begin to communicate on very familiar topics using practiced words and phrases, and they start to investigate and reflect upon the target culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
 - a. Communicate on some very familiar topics using single words or learned phrases.
Examples: likes/dislikes, sports, hobbies
 - b. Answer simple questions.
Examples: What is your name? What day is today? What is the weather?
 - c. Greet peers and introduce selves.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
 - a. Recognize key words and phrases in the target language.
Examples: colors, numbers, animals, weather, days of the week
 - b. Identify people and objects in their environment.
Examples: clothing, classroom items, family members
 - c. Understand basic instructions.
Examples: turn on lights, look at board
 - d. Interpret the meaning of gestures, intonation, and other auditory cues.

Presentational Mode

3. Present material in oral and written form.
 - a. Present information about selves with one word or simple learned phrases.
Examples: I'm tired. I have a headache. I'm thirsty, hungry, and sleepy.
 - b. Sing songs in the target language.
 - c. Label familiar people, places and objects.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.
 - a. Use appropriate gestures and oral expressions.
 - b. Identify typical activities, events, and celebrations of the target cultures.
Examples: Christmas, Carnival

- c. Identify children’s songs, poetry and rhymes from the target culture.
- d. Observe and imitate simple patterns of behavior.
Examples: Table manners, greetings.

Connections

- 5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Listen to and acquire vocabulary related to age-appropriate school content.
Examples: Modes of transportation, the planets, and time-telling.

Comparisons

- 6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.
 - a. Identify cognates.
 - b. Differentiate formal and informal forms of language.
 - c. Compare sound systems of the native and target languages.
- 7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
 - a. Compare gestures used to greet family, friends, and acquaintances.
 - b. Compare and contrast tangible products of the native and target cultures.
Examples: Food, clothing, toys, and children’s stories.
 - c. Compare simple behavior patterns in the native and target cultures.

Communities

- 8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.
Examples: Foster a student-centered learning process by creating can-do statements with the help of their teachers.
Collect evidence to demonstrate achievement of goals such as self-assessment checklists, portfolios.
Perform for school or community celebrations.
Identify places in the community where the target language is used.
Listen to music and sing songs from the target culture.

World Languages

Grades K–8

Novice Mid Proficiency Range

Upon completion of the Novice Mid proficiency level, students communicate and present information with assistance on very familiar topics using a variety of practiced words, phrases, and expressions. They write lists and use memorized words and phrases on familiar topics. Students also ask and answer simple questions on very familiar topics. Novice Mid learners expand their investigation and reflection of the target culture to include practices, products, and landmarks.

Students can:

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
 - a. Communicate on very familiar topics using a variety of words and phrases.
 - b. Make simple statements in a conversation.
 - c. Recite high-frequency learned words.
 - d. Ask simple questions.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
 - a. Recognize everyday words and phrases on topics related to personal experiences.
Examples: Places to go, careers, leisure time activities
 - b. Identify cognates.
 - c. Categorize vocabulary in predictable topic areas.
 - d. Differentiate among statements, questions, and exclamations.

Presentational Mode

3. Present material in oral and written form.
 - a. Present information about selves using a variety of words and phrases.
 - b. Write about daily activities.
 - c. Create posters on familiar topics.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.
 - a. Name practices observed in festivals, holidays, or daily life.
 - b. Identify landmarks and symbols of the target culture.
 - c. Identify similarities and differences between the target and home cultures.
 - d. Describe tangible products from the target culture.

Connections

5. Link target language and other subject areas to acquire information and begin to develop diverse cultural perspectives.
 - a. Acquire vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.
 - a. Identify cognates and hypothesize about why languages might need to borrow words.
 - b. Compare word order of native and target languages.
 - c. Compare patterns of spoken communication such as intonation and pronunciation.
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
 - a. Compare and contrast intangible products of the native and target cultures.
Examples: Songs, rhymes, folktales.
 - b. Analyze the daily routines and celebrations (holidays) of the native and target cultures.
 - c. Observe and identify cultural patterns of meal times.

Communities

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.
Examples: Interact with speakers of the target language.
Attend or use media to view cultural events in the target culture.
Consider realistic and responsible use of media to further target language learning.

World Languages

Grades K–8

Novice High Proficiency Range

Upon completion of the Novice High proficiency level, students communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced. Their study of culture extends to making observations and drawing conclusions about the target culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
 - a. Communicate and exchange information on familiar topics using simple sentences.
 - b. Engage in short social interactions with peers.
 - c. Exchange some personal information with peers.
 - d. Write simple descriptions and short messages on familiar topics.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
 - a. Report on content of a brief written or spoken message on familiar topics.
Examples: Emails, personal notes, letters, text messages
 - b. Identify the main idea in various media such as texts, posters, videos, etc.
 - c. Identify the main characters of a story.
 - d. Recall details in simple texts that contain familiar vocabulary.

Presentational Mode

3. Present material in oral and written form.
 - a. Present basic information of familiar topics using simple sentences.
 - b. Write information about daily life in a letter, blog, or email.
 - c. Write basic information about learned material.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.
 - a. Use appropriate gestures and etiquette from the target culture.
 - b. Observe and analyze patterns of behavior typical of the target culture.
 - c. Draw conclusions about target culture values based on authentic materials.

Connections

5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire and expand vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.
 - a. Compare similarities and differences in writing systems of native and target languages.
 - b. Recognize idiomatic expressions in the target and native languages.
 - c. Compare and contrast patterns of spoken communication such as intonation and register.
 - d. Compare and contrast patterns of written communication such as style, syntax, and audience.
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
 - a. Hypothesize about relationships between cultural practices and cultural perspectives.
 - b. Identify cultural patterns of behavior in a variety of settings.
 - c. Speculate as to why certain products originate in a particular culture.

Communities

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.

Examples: Conduct research and report on a cultural topic.
Identify professions that require proficiency in another language.
Determine the “what” and “how” of their future learning.

World Languages

Grades K–8

Intermediate Low Proficiency Range

Upon completion of the Intermediate Low proficiency level, students participate in conversations on a number of familiar topics using simple sentences. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students also present information on most familiar topics using a series of simple sentences, both orally and in writing. Students conduct research and participate in the target culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
 - a. Converse on familiar topics connecting basic sentences to provide information.
 - b. Ask and answer questions on factual information familiar to the student.
 - c. Retell information with details about what is read, heard, and seen.
 - d. Write a series of sentences on familiar topics.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
 - a. React to news clips, articles, or reports on current issues.
 - b. Describe main themes with significant details on topics of current interest.
 - c. Find basic information in an announcement, article, or other text.

Presentational Mode

3. Present material in oral and written form.
 - a. Present information on familiar topics using a variety of simple sentences.
 - b. Present songs, short skits, or dramatic readings.
 - c. Write about topics of interests.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.
 - a. Engage in conversation demonstrating culturally respectful behavior.
 - b. Identify and research an area of interest in the target culture.
 - c. Participate in age-appropriate cultural practices such as games, sports, and entertainment.

Connections

5. Link target language and other content areas to acquire information and diverse cultural perspectives.
 - a. Acquire, expand, and apply vocabulary related to age-appropriate school content.
 - b. Use materials intended for same-age speakers of the target language.

Comparisons

6. Investigate and analyze similarities and differences between the target and native languages.
 - a. Identify words in the target language that have no translation in English.
 - b. Hypothesize about the similarities of language based on awareness of cognates and idioms.
 - c. Analyze idiomatic expressions in the target language.
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
 - a. Compare and contrast verbal and nonverbal behaviors in a variety of activities.
 - b. Analyze the role of family in the native and target cultures.
 - c. Critique the role of social networking in the target culture.

Communities

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.

Examples: Travel (real or virtual) to museums to enhance cultural understanding.
Prepare a group performance for a school or community celebration.
Participate in world language club activities that benefit the school or community.
Draw from previously learned material to chart a path of forward progress.
Analyze reasons for success and failure and consider future actions.

World Languages

Grades K–8

Intermediate Mid Proficiency Range

Upon completion of the Intermediate Mid proficiency level, students participate in conversations on familiar topics using sentences and series of sentences. They handle short social interactions in everyday situations by asking and answering a variety of questions. Using connected sentences, students say what they want to say about themselves and their everyday lives; write on a wide variety of familiar subjects; and present on a wide variety of familiar topics. Students role-play and consider the audience when speaking. They also analyze their knowledge of culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
 - a. Use language to handle tasks related to personal needs.
 - b. Exchange information about daily activities and personal preferences.
 - c. Support personal opinions with some details.
 - d. Exchange information about a topic of special interest to the student.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
 - a. Interpret/retell stories or events in one's own words.
 - b. Identify principal characters and explain main ideas and themes in selected texts.
 - c. Determine the main idea of a text with unfamiliar vocabulary.

Presentational Mode

3. Present material in oral and written form.
 - a. Present information on familiar topics using connected sentences.
 - b. Write short reports about learned or researched topics.
 - c. Make a presentation about personal and social experiences.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.
 - a. Role-play culturally appropriate interactions in a variety of daily activities.
 - b. Use culturally appropriate verbal and nonverbal behavior among peers or mixed groups.
 - c. Explore, analyze, and present the how and why of common cultural practices and perspectives.

Connections

5. Link target language and other subject areas to acquire information and to begin to develop diverse cultural perspectives.

- a. Acquire, expand, and apply vocabulary related to age-appropriate school content in simple sentences.
- b. Use authentic materials intended for native speakers of the target language.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.
 - a. Compare how different time frames are expressed.
 - b. Describe shades of meaning expressed by different time frames.
 - c. Identify and compare language appropriate to specific social settings.
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
 - a. Compare and contrast the preparation for and choice of careers in the native and target cultures.
 - b. Compare and contrast cultural attitudes toward youth and aging.
 - c. Identify and analyze the tangible and intangible products of the target culture.

Communities

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.

Examples: Interpret materials or use media from the target culture for enjoyment.
Write and illustrate short stories to present to others.
Simulate interactions that may take place in a community setting.
Self-evaluate preferences for using target language outside the classroom
Incorporate reflection upon learning into journals and portfolios.

World Languages

Grades K–8

Intermediate High Proficiency Range

Upon completion of the Intermediate High proficiency level, students participate with ease and confidence in conversations on familiar topics. Students talk about events and experiences in various time frames. They describe people, places, and things and handle social interactions in everyday situations, sometimes even when there is an unexpected complication. Students make presentations in a generally organized way on school, work, and community topics, and on topics they have researched. They also make presentations and write simple paragraphs about events and experiences in various time frames. Students adapt language and gestures to a specific audience and use research to correlate perspectives with practices and products.

Students can:

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
 - a. Use language to share events and experiences in various time frames.
 - b. Synthesize learned material to produce unrehearsed conversations.
 - c. Use language to complete tasks requiring multiple steps.
 - d. Narrate a simple story in written or oral form.
 - e. State a viewpoint on an issue and support opinions.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
 - a. Restate information from short texts.
 - b. Relate main ideas and significant details on unfamiliar topics.
 - c. Use knowledge acquired in other settings to comprehend texts in the target language.

Presentational Mode

3. Present material in oral and written form.
 - a. Present information in an organized manner on a variety of topics in various time frames.
 - b. Write about community topics, entertainment, or social events.
 - c. Present a viewpoint and support opinions.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.
 - a. Connect perspectives to associated products and practices.
 - b. Adapt language and behavior to the culture of the audience.
 - c. Analyze connections among products, practices, and perspectives based on research on a topic of interest.

Connections

5. Link target language and other subject areas to acquire information and diverse cultural perspectives.
 - a. Acquire, expand, and apply vocabulary related to age-appropriate school content using complex sentence structures.
 - b. Use materials intended for same-age speakers of the target language.

Comparisons

6. Investigate, analyze, and synthesize similarities and differences between the target and native language.
 - a. Compare syntax functions.
 - b. Explain discrepancies between sound and writing systems in the target and native languages.
 - c. Hypothesize about the origins of idioms.
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.
 - a. Weigh the importance placed on individual needs versus community needs in native and target cultures.
 - b. Investigate products, practices, or perspectives of the target culture through research.
 - c. Critique social, economic, and political institutions of the target culture.

Communities

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.

Examples: Seek out authentic materials in the target culture related to student interest.
Play games or sports from the culture.
Complete Web Quests and report on a cultural event.
Reflect upon student's personal investment in the target language.
Consider tangible uses outside the classroom for learned material in the target language.

WORLD LANGUAGES

GRADES 7-12 Overview

The World Languages program (Grades 7-12) fosters learners' language proficiency and understanding of world languages so they can connect and relate to others in a culturally competent manner and become members of multi-lingual communities locally, nationally, and abroad. By developing language proficiency, students will be able to make career choices and assume more complex responsibilities both now and in the future.

The Grades 7-12 World Languages program is designed both for learners with no previous language learning experience and for those with language learning experience at the elementary and middle/junior high grades. This program provides appropriate learning experiences for native English speakers, second and third generation bilinguals, first generation immigrant students, and newly arrived immigrant students. These experiences include maintenance, retrieval, and acquisition of language competencies, transference of literacy skills developed in English, and development of literacy skills in the home language when appropriate.

Combined with effective classroom instruction, these standards enable students at various proficiency levels to perform appropriate language and culture-specific tasks. Students in Level I use the target language in basic oral and written form and acquire a basic understanding of target cultures. Level II students interpret spoken and written language on new and familiar topics, identify practices and traditions within the target cultures, and make comparisons between the homes and target languages and cultures. In addition, students can connect the use of the target language to other disciplines as well as local and global communities.

Completion of Levels I and II fulfills the world language requirement for the Alabama High School Diploma with Advanced Academic Endorsement. Students have the option to continue target language studies at advanced levels or begin the study of an additional target language. Students progressing through advanced language courses use language to discuss current events, history, literature, and the arts. They also communicate about more abstract topics such as government and educational systems. At all levels, the context determines the instructional approach. Language learning can occur in a traditional, formal environment as well as alternate settings. For example, technology can provide face-to-face interaction when speakers of target languages are not available. Skype, YouTube, chats and other social networks facilitate real-world contact with speakers. Additionally, communities and schools where a target language is common can be used as a language acquisition piece as well.

The Course of Study is divided into Levels I-V in the area of world languages and Levels I-IV in Latin and American Sign Language. It is comprised of content standards organized around the five goal areas of world languages education – Communication, Cultures, Connections, Comparisons, and Communities. The standards within the five goal areas indicate to stakeholders the level of proficiency at which learners can perform. These standards describe the minimum required content for the secondary levels of world languages, Latin, and ASL from grades 7 through 12 and are intended to serve as a guide for designing local curriculum. However, teachers whose students are in a program that offers Advanced Placement, International Baccalaureate, Cambridge, Dual Enrollment, or other advanced courses should increase the rigor of the content requirements for Levels I and II to prepare students for success in those advanced levels. The document *World-Readiness Standards for Learning Languages*, developed by the American Council on the Teaching of Foreign Languages (ACTFL), is the foundation for these standards.

World Languages

Grades 7 – 12

Level I

Level I world languages content standards provide students the opportunity to begin the study of another language while introducing them to the study of other cultures. Basic pronunciation, vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, connect the use of the target language with other disciplines, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student’s proficiency level may range from Novice Mid to Novice High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Greet and leave people in a polite way.
 - b. Exchange basic information about self and others.
 - c. Exchange basic information about their everyday lives.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the present tense.
 - a. Identify main characters, themes, and ideas from narrative text.
 - b. Recognize words, phrases and simple sentences in an informational text.
 - c. Interpret visual and auditory cues.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Present basic information orally and in writing.
 - b. Give simple instructions.
 - c. Tell about familiar objects, experiences, and daily routines.
 - d. Recite short memorized phrases, poems, and/or rhymes.

Culture

4. Identify practices of the target cultures.
 - a. Use basic appropriate gestures in common interactions.
 - b. Identify behaviors in a variety of environments.
 - c. Identify typical activities, events, and celebrations of the target cultures.

5. Identify products of the target cultures.
 - a. Recognize arts, crafts, or graphic representations of the target culture.
 - b. Identify the cultural elements found in music and short video clips.
 - c. Listen to, read, and identify the products from the target culture.

Connections

6. Connect with other disciplines while using the target language.
 - a. Use math skills to convert English measurements to metric system and to convert currencies.
 - b. Locate cities, states, and countries where the target language is spoken.
 - c. Describe weather in different locations around the world.
7. Interpret information related to diverse perspectives in the target culture.
 - a. Exchange ideas on various audio and visual documents to interpret content.
 - b. Explore authentic websites and materials to interpret topics.

Comparisons

8. Identify characteristics of the target language and the native language.
 - a. Observe formal and informal forms of language.
 - b. Identify word order for dates and placement of descriptors.
 - c. Identify high-frequency idiomatic expressions.
 - d. Identify cognates.
9. Identify products, practices, and perspectives of the target culture and the native culture.
 - a. Identify daily routines in the target culture and the native culture.
 - b. Identify celebrations in the target culture and the native culture.
 - c. Identify games, stories, songs, and rhymes from the native culture and those from the target culture.

Communities

10. Communicate using the target language within the classroom and globally.
 - a. Communicate with speakers of the target language in person or virtually.
 - b. Identify professions that utilize the target language.
11. Identify opportunities to use the target language beyond the classroom environment.
 - a. Plan real or imaginary travel.
 - b. Attend or view cultural events in person or virtually.

World Languages

Grades 7 – 12

Level II

Level II world languages content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into other cultures as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student's proficiency level may range from Novice High to Intermediate Low.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Use the language to meet basic survival needs.
 - b. Participate in conversations on familiar topics using a variety of phrases and simple sentences.
 - c. Ask and answer questions on factual information.
 - d. Narrate incidents in the past time frame.
 - e. Describe activities and personal preferences in the past time frame.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the past tense.
 - a. Restate information from audio and visual documents in the target language.
 - b. Locate key information from announcements and messages connected to daily activities in the target culture.
 - c. Relate the main themes and significant details on topics from other subjects and products of the cultures.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Present basic information about people and activities.
 - b. Recite songs, short skits, or dramatic readings.

Culture

4. Identify perspectives through practices of the target cultures.
 - a. Use appropriate gestures in common interactions.
 - b. Describe behaviors in a variety of environments.
 - c. Describe perspectives related to celebration of traditional religious and national holidays.

5. Identify perspectives through products of the target cultures.
 - a. Describe products of the target culture.
 - b. Describe arts, crafts, or graphic representations of the target culture.
 - c. Describe the cultural elements found in music and short video clips.
 - d. Listen to, read, and describe the products in a variety of texts.

Connections

6. Connect with other disciplines while using the target language, utilizing the past time frame.
 - a. Exchange information on patterns of behavior typical of their peer group in the target culture.
 - b. Examine authentic materials containing current events, social announcements, and classified ads.
7. Describe information related to diverse perspectives in the target culture.
 - a. Exchange ideas on various audio and visual documents to interpret content.
 - b. Identify the main idea of information from authentic websites and materials to interpret topics.

Comparisons

8. Compare characteristics of the target language and the native language.
 - a. Use formal and informal forms of language.
 - b. Compare word order for dates and placement of descriptors.
 - c. Use high-frequency idiomatic expressions.
 - d. Use cognates.
9. Compare products, practices, and perspectives of the target culture and the native culture.
 - a. Compare daily routines in the target culture and the native culture.
 - b. Compare celebrations in the target culture and the native culture.
 - c. Compare games, stories, songs, and rhymes from the native culture and those from the target culture.

Communities

10. Interact using the target language within the classroom and globally.
 - a. Interact with speakers of the target language in person or virtually.
11. Describe opportunities to use the target language beyond the classroom environment.
 - a. Participate in student exchange opportunities locally, globally, or virtually.
 - b. Explore the internet to find sites of personal interest where they can use the target language.

World Languages

Grades 7 – 12

Level III

Level III world languages content standards focus on continuing the development of communicative competence in the target language and on building a deeper understanding of the cultures of those who speak the language. Students are able to use basic language structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of the language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

Students can:

Communication

Interpersonal Mode

1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.
 - a. Exchange basic information about self, others, and special interests.
 - b. Ask for and provide information on familiar topics.
 - c. Use language to handle tasks related to personal needs.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics in a variety of time frames.
 - a. Describe main ideas, identify characters, and state details found in a variety of informational and literary texts.
 - b. Use background knowledge to understand spoken and written information in the target language.

Presentational Mode

3. Present information on familiar topics in a variety of time frames using varied vocabulary and more complex sentence structure.
 - a. Express needs, wants, and preferences.
 - b. Present information based on topics of interest or personal experiences.
 - c. Give oral presentations using a variety of formats.

Culture

4. Investigate perspectives through practices of the target cultures.
 - a. Examine how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar environments.
 - c. Participate in hands-on activities related to cultural practices.
5. Investigate perspectives through products of the target cultures.
 - a. Explain the importance of products of the target culture.
 - b. Explain arts, crafts, or graphic representations of the target culture.
 - c. Explain the cultural elements of music and short video clips.
 - d. Listen to, read, and explain the purpose of products from a target culture.

Connections

6. Connect with other disciplines while using the target language in a variety of time frames.
 - a. Compare characteristics of countries where target language is spoken.
 - b. Present information on topics across disciplines.
 - c. Describe the importance of influential figures from the target culture, past and present.
7. Acquire information related to diverse perspectives in the target culture.
 - a. Compare how current events are reported in target culture and locally.
 - b. Compare advertisements from target culture and local media.

Comparisons

8. Compare characteristics of the target language and the native language in a variety of time frames.
 - a. Compare idiomatic expressions of the target language and the native language.
 - b. Compare formal and informal registers of language.
 - c. Compare the use of different time frames in the target and native cultures.
 - d. Make connections between target language and native language based on knowledge of cognates.
9. Compare products, practices and perspectives of the target culture and the native culture in a variety of time frames.
 - a. Compare activities and events of the target culture to the native culture.
 - b. Compare cultural practices in the target culture to the native culture.

Communities

10. Interact using the target language within the classroom and globally in a variety of time frames.
 - a. Exchange information with speakers of the target language in person or virtually.
 - b. Identify skills necessary to enter different professional fields.
 - c. Simulate interactions that would occur in the target culture.
11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames.
 - a. Investigate authentic materials to learn more about topics studied in class.
 - b. Explore the internet to find authentic websites on current events.
 - c. Plan a school event which promotes the target culture.

World Languages

Grades 7 – 12

Level IV

Level IV world languages content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the target cultures. Upon completion of Level IV, a student’s proficiency level may range from Intermediate Mid to Intermediate High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar and new topics in various time frames and moods.
 - a. Initiate, maintain, and conclude a conversation on various topics.
 - b. Use the target language to communicate about subjects of particular interest to students.
 - c. Use the target language to handle tasks that may contain a complication.

Interpretive Mode

2. Interpret, restate, and react to what is heard, read, or viewed on familiar and new topics.
 - a. Give main ideas, supporting details, and justify inferences in selected texts.
 - b. Identify themes, settings, characters, and plot lines found in literary texts.
 - c. Use background knowledge from other disciplines to understand spoken and written information in the target language.

Presentational Mode

3. Present information on familiar and new topics in various time frames and aspects using varied vocabulary and more complex sentence structure.
 - a. Express needs, wants and preferences with supporting reasons.
 - b. Present information on academic and work-related topics.
 - c. Present information about common age-appropriate issues.

Culture

4. Investigate perspectives through practices of the target cultures.
 - a. Explain how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar and unfamiliar environments.
 - c. Plan hands-on activities related to cultural practices.
5. Investigate perspectives through products of the target cultures.
 - a. Analyze the importance of products of the target culture, related to arts, crafts, and graphic representations.
 - b. Analyze the cultural elements of music and short video clips.

Connections

6. Connect with other disciplines while using the target language in a variety of time frames and moods.
 - a. Explain characteristics of countries where target language is spoken.
 - b. Present information on topics across disciplines in a variety of time frames and moods.
 - c. Explain the importance of influential figures from the target culture, past and present.
7. Acquire information related to diverse perspectives in the target culture in a variety of time frames and moods.
 - a. Explain how current events are reported in target culture and at home.
 - b. Compare and contrast advertisements from target culture and local media.
 - c. Explain the importance of influential figures from the perspective of the target culture.

Comparisons

8. Compare characteristics of the target language and the native language in a variety of time frames and moods.
 - a. Explain idiomatic expressions appropriately.
 - b. Compare and contrast formal and informal registers of language.
9. Compare products, practices, and perspectives of the target culture and the native culture in a variety of time frames and moods.
 - a. Compare and contrast personal experiences of the target culture to the native culture.
 - b. Explain cultural practices in the target culture.
 - c. Compare products in the target culture to the native culture.

Communities

10. Interact using the target language within the classroom and globally in a variety of time frames and moods.
 - a. Exchange information with speakers of the target language in person or virtually in a variety of time frames and moods.
 - b. Simulate interactions and personal experiences that would occur in the target culture.
11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames and moods.
 - a. Analyze authentic materials to learn more about topics studied in class.
 - b. Explore the internet to find authentic websites of current events and cultural interests.
 - c. Plan a community event which promotes the target culture.

World Languages

Grades 7 – 12

Level V

Level V world languages content standards require students to study increasingly complex features of the language and to comprehend more abstract concepts and topics related to the target language and culture. Students are introduced to various documents that employ a greater variety of language and expanded cultural references. They are able to understand materials presented on diverse topics related to their everyday life as well as contemporary life in the target culture. Upon completion of Level V, a student's proficiency level may reach Intermediate High.

Students can:

Communication

Interpersonal

1. Communicate and share on familiar and new topics in various time frames and moods using varied vocabulary and more complex sentence structure.
 - a. Talk about daily activities and personal preferences in various time frames and moods using varied vocabulary and more complex sentence structure.
 - b. Complete a task that requires multiple steps.
 - c. Exchange information about areas of mutual interest.

Interpretive

2. Understand the main idea and a few details in texts on a variety of topics related to everyday life and personal interests in various time frames and moods using varied vocabulary and more complex sentence structure.
 - a. Relate main themes and significant details in ads, reports, or announcements presented on TV, radio, video, or in live presentations.
 - b. Describe the main themes and significant details on topics found in print media.
 - c. Follow short instructions to complete a task.

Presentational

3. Present information on a wide variety of both familiar and new topics using varied vocabulary and more complex sentence structure in various time frames and moods.
 - a. Present information about personal and social events, experiences, and activities.
 - b. Present information on a topic studied or researched.
 - c. Present points of view and provide reasons to support them.

Culture

4. Analyze perspectives through practices of the target cultures.
 - a. Analyze how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through simulated real-world situations in a variety of familiar and unfamiliar environments.
 - c. Design hands-on activities related to cultural practices.

5. Analyze perspectives through products of the target cultures.
 - a. Analyze the importance of products of the target culture, related to government, education, religion, and economics.
 - b. Interact with music and short video clips.
 - c. Listen to, read, and analyze the function of products used in selected texts.

Connections

6. Connect with other disciplines in the target language using complex sentence structure in a variety of time frames and aspects.
 - a. Write a critical analysis of audio or visual media.
 - b. Report on contributions of the culture in science, government, or medicine.
 - c. Describe the importance of historical events from the target culture, past and present.
7. Acquire information related to diverse perspectives in the target culture using varied vocabulary and more complex sentence structure.
 - a. Evaluate the importance of current events in target culture.
 - b. Present a concept studied in another academic subject.
 - c. Debate global issues as represented in target language news sources.

Comparisons

8. Compare characteristics of the target language and the native language using complex sentence structure in a variety of time frames and aspects.
 - a. Compare choice and use of prepositions.
 - b. Analyze elements of the target language related to time and tense.
 - c. Compare the writing system of the target language and the native language.
9. Compare products, practices, and perspectives of the target culture and the native culture using varied vocabulary and more complex sentence structure.
 - a. Compare and contrast customs and traditions of the target culture to the native culture.
 - b. Compare and contrast behaviors related to health and wellness.
 - c. Compare and contrast the importance placed on individual needs versus community needs.

Communities

10. Interact using the target language within and beyond the classroom using complex sentence structure.
 - a. Use community resources to research a topic related to culture and/or language study.
 - b. Write and illustrate stories to present to others.
11. Explore opportunities to use the target language beyond the classroom environment in a variety of contexts.
 - a. Research target language resources for personal enrichment and entertainment.
 - b. Create or join school, community, or international groups that organize cultural events and/or social activities.
 - c. Explore the internet to find sites of personal interest where they can use the target language to maintain and increase communication skills.

Latin

Grades 7-12

Overview

There are as many different reasons to embark upon the study of Latin as there are learners. Some students may love the mythology they first encountered in a favorite book and want to learn more. Others may be drawn by the excitement of gladiators in the arena or the foundational importance of the Romans in the unfolding of history. Still others may seek to gain a deeper understanding of the vocabulary, grammar, and style of their own language or another modern language studied. No matter the motivation, all students can benefit greatly from the study of Latin as it reveals the very roots of Western civilization, including the foundations of law, architecture, medicine, science, philosophy, and religious thought. Students of Latin gain an increased understanding of the vocabulary and grammar of their own language, in turn enhancing awareness of their cultural and linguistic past, illuminating their present, and providing guidance into their future, whatever it may entail.

Good instruction is designed to help all students achieve success by including a variety of instructional strategies, by conducting formal and informal assessments for the provision of continual feedback on progress, and by using all available technology for teachers and students. Careful attention should be paid to the progress and needs of individual students as they move through the levels of language proficiency – novice, intermediate, and advanced. At each level, students’ proficiency can be described as low, middle, or high, as in “middle novice” or “low intermediate.” Effective teaching takes into account each student’s proficiency level when designing instruction and assessment.

The Latin course of study is organized around the five goal areas of language learning: Communication, Cultures, Connections, Comparisons, and Communities. It is impossible to effectively approach one of the goal areas with any success without also engaging the other four. Communication focuses on students’ ability to read and write increasingly complex Latin and occurs in three modes: interpersonal, interpretive, and presentational. The study of Latin primarily aims at the interpretive mode, with the presentational and interpersonal modes as part of the learning process. The grammar and syntax examples for Levels I, II, III, and IV (found in the Addendum) are designed to help the teacher define what forms and constructions these levels of proficiency might contain and guide in the selection of passages to be used in class. The Cultures goal area centers on the perspectives of the Romans as expressed in architecture or mythology (cultural products) and Roman government or daily life (cultural practices). The goal areas of Connections, Comparisons, and Communities not only reflect the contributions of the Latin language and Roman culture in the modern world, but also emphasize the importance of the continued use of primary sources to authenticate and appreciate those influences.

These standards are intended to describe the minimum required content for the four levels of Latin, grades 7 through 12. However, programs offering Advanced Placement, International Baccalaureate, dual enrollment, or other advanced courses should increase the rigor of the content requirements for Levels I, II, and III in preparation for success at higher levels. The Latin III content, focusing on Latin prose, and the Latin IV content, focusing on Latin poetry, may be taught in reverse order to accommodate the needs of local school systems and their students. The *World-Readiness Standards for Learning Languages*, *Standards for Classical Language Learning*, and *Standards for Latin Teacher Preparation* were consulted in the preparation of these standards.

LATIN

Level I

Latin Level I content standards provide students the framework to begin the study of a foundational language and the culture in which it originated. Basic pronunciation, grammar, vocabulary, and culture are included. Acquiring knowledge and skills at Level I also helps students to understand the English language and to use it more effectively. Upon completion of Level I, a student's proficiency level may range from Novice Low to Novice Mid in the Interpersonal mode, Novice High to Intermediate Low in the Interpretive mode, and Novice Mid in the Presentational mode.

Students can:

Communication

Interpersonal Mode

1. Respond appropriately to simple questions, statements, commands, or non-verbal stimuli.
 - a. Greet people and introduce self to others.
 - b. Answer simple questions in single words or short phrases.
 - c. Answer simple questions relevant to a reading or lesson.

Interpretive Mode

2. Read and understand appropriate Latin vocabulary, inflectional systems, and syntax.
 - a. Summarize and translate passages of Latin composed or adapted for acquisition of content and language skills appropriate for Level I.
 - b. Answer questions in Latin or English about short passages of Latin composed or adapted for acquisition of content and language skills appropriate to Level I.
Examples of grammar appropriate to Level I: See the Latin Grammar Addendum (Appendix A, page 67).

Presentational Mode

3. Use correct pronunciation to read Latin sentences and phrases aloud.
4. Produce Latin sentences at the Novice Mid Level.
 - a. Write short messages in Latin on familiar topics or topics studied.
Examples: Write basic sentences about self, school, or community.

Cultures

5. Investigate and describe elements of Roman daily life.
Examples: Calendar, household gods, government, family, social organization, Roman games, and holidays like Saturnalia.
6. Investigate and describe the most important Greco-Roman deities, including their characteristics, duties, and associated myths.
Examples: Olympian gods, earth gods, mythical monsters, and creation stories.
7. Investigate and describe elements of Roman material culture.
Examples: Temples, architecture, food, and clothing.

Connections

8. Locate historically important cities and major geographical features of Italy and Western Europe, and describe their ancient and modern significance.
Examples: Rome, Pompeii, Capua, Ostia, and Brundisium.
Examples: The Tiber, Arno, and Po rivers, the Appian Way, Etruria, Britannia, Gallia, Germania, Graecia, Mare Nostrum, Aegean Sea, Adriatic Sea, and the Alps.
9. Identify Latin influences on other disciplines.
Examples: Roman numerals, metric prefixes (mathematics), anatomical terminology, and names of planets (science).
10. Identify evidence of contributions of Roman civilization and language to diverse cultures.
Examples: Architectural sites in Western Asia, North Africa, and Europe; and artistic interpretations of classical themes during the Renaissance.
11. Recognize plots and themes of Greco-Roman myths and their influence in literature, art, and music.

Comparisons

12. Recognize Latin derivatives, cognates, and language patterns in English and other languages.
Examples: Mottoes, phrases, abbreviations, roots, prefixes, and suffixes.
13. Identify similarities of their own culture to that of the Greco-Roman world.
Examples: Architecture, daily life, themes and heroes of classical mythology.

Communities

14. Identify world languages and communities connected by their common origin in Latin language and Greco-Roman culture.
Examples: Spanish, French, Italian, Portuguese, and Romanian.
15. Identify professional fields that employ Latin terminology.
Examples: Medicine, law, pharmacy, engineering, and science.

LATIN

Level II

In Latin Level II, students build upon what they have learned in Level I, and begin more advanced study of Roman life, history, and mythology. Level II includes the study of advanced grammar, an expansion of students' Latin vocabulary, and the reading of authentic Roman writers. Through experiences with authentic texts, students deepen and expand their familiarity and knowledge of the ancient world, which is foundational to the modern world in which they live. Successful completion of Latin Level I is a prerequisite for the study of level II Latin. Upon completion of Level II, a student's proficiency level may reach at least Novice Mid in the Interpersonal mode, Intermediate Low in the Interpretive mode, and Novice Mid to Novice High in the presentational mode.

Students can:

Communication

Interpersonal Mode

1. Ask and answer highly predictable and formulaic questions in Latin.
 - a. Answer simple questions using short Latin sentences.
 - b. Formulate simple questions and responses relevant to a reading or lesson.

Interpretive Mode

2. Read, understand, and translate Latin at an Intermediate Low level.
 - a. Summarize and translate passages of adapted or unadapted Latin appropriate to their level.
 - b. Answer questions in Latin or English to demonstrate understanding of adapted or unadapted Latin appropriate to their level.Examples of grammar and syntax appropriate to Level II: See the Latin Grammar Addendum.

Presentational Mode

3. Produce Latin messages at a Novice Mid to Novice High Level.
 - a. Write short messages and notes in Latin on familiar topics.

Cultures

4. Explain the significance of people, events, social structures, and political terms in Roman history.
Examples: Heroes of the early Roman Republic, Scipio, Marius, Sulla, Pompey, Caesar, Antony, Octavian, Constantine, and Justinian.
Events include the founding of Rome, the secession of the Plebs, Punic Wars, and civil wars.
Patrician and plebeian classes, the role of women in Roman society, and slavery in the ancient world.
Monarchy, republic, *populares*, *optimates*, *cursus honorum*, and First and Second Triumvirates.
5. Compare the actions of Roman heroes and historical figures and explain the differences.
Examples: Compare the actions of Marius, Sulla, Caesar, or Cicero to the earlier Roman figures Cincinnatus, Camillus, or Regulus.

Connections

6. Locate historically significant cities, countries, and geographical features of the ancient Mediterranean world, and describe their relationship to their modern counterparts.
Examples: Carthage, Troy, Alexandria, Athens, Delphi, Constantinople; divisions of Gaul, Phoenicia, Magna Graecia, Crete, Sicily; Rubicon, Po, Nile, and Rhine rivers, and the Alps and Pyrenees mountains.
7. Investigate and describe Latin influences on modern academic disciplines, world languages such as English and the Romance languages, history, and philosophy.
Examples: Stoic and Epicurean philosophy on contemporary ideas and literature, similarities and differences between modern and Roman military tactics.
8. Describe Roman influences on contemporary arts and culture.
Examples: The television series *Rome*, the movies *Gladiator*, *Cleopatra*, and *Troy*, and contemporary youth literature.

Comparisons

9. Compare language patterns of Latin and their own language.
Examples: Differences in the way Latin and English express indirect statements.
10. Use Latin prefixes, suffixes, and roots to expand English vocabulary.
11. Compare the geography and social, political, legal, military, and economic systems of the Roman world to systems of the modern world.
Example: Compare a map of the provinces of the Roman Empire to a modern map of the Mediterranean region.

Communities

12. Identify ways the study of Latin is beneficial to the study of other languages.
Examples: Similarities between the vocabulary of Latin and the Romance languages, as in the Latin word *homo*, the Spanish word *hombre*, and the French word *l'homme*.
13. Connect with personal interests using knowledge of Latin and the Greco-Roman world.
Examples: Plan real or imaginary travel to places once a part of the Roman Empire, and listen to music, and sing songs in Latin.

LATIN

Level III

In Latin Level III, students build upon what they have learned in Levels I and II, and focus on employing their language skills and knowledge to read, understand, and analyze prose in primary sources. These texts illuminate the history and culture of Rome during the period of the golden age of Latin literature, the death of the Republic, and the formation of the Roman Empire. Successful completion of Level II Latin is a prerequisite for the Level III Latin course. Upon completion of Level III, a student's proficiency level may reach at least Novice High in the Interpersonal mode, Intermediate Mid to Intermediate High in the Interpretive mode, and Novice High to Intermediate Low in the Presentational mode.

Students can:

Communication

Interpersonal Mode

1. Communicate and exchange information about familiar topics using Latin phrases and simple sentences.
 - a. Answer simple questions using short, properly formulated Latin sentences.
 - b. Formulate questions and responses relevant to a reading or lesson using properly formulated Latin sentences.
 - c. Interact with others in formulaic social situations.
Example: Carrying out more involved conversations in simple Latin sentences about a passage being read in class or conversing with others to learn more about them.

Interpretive Mode

2. Read, understand, and translate Latin prose at an Intermediate Mid to Intermediate High level.
 - a. Demonstrate understanding of the main idea of paragraph-length Latin prose texts about familiar ideas.
 - b. Find information in Latin texts for practical purposes, including literary analysis.
 - c. Read, translate, and demonstrate understanding of Latin texts that offer differing perspectives.
 - d. Analyze the style of Latin prose authors to comprehend content.
Examples: Describe the tone of a passage from Cicero.
Explain the use of rhetorical devices in speeches by Cicero
 - e. Answer questions in Latin or English to demonstrate understanding of adapted or unadapted Latin prose authors appropriate to Level III.
Examples of grammar appropriate to Level III: See the Latin Grammar Addendum (Appendix A, page 67).
Examples of Latin prose authors: Caesar, Cicero, Pliny, Sallust, and Livy.

Presentational Mode

3. Produce Latin sentences and phrases at a Novice High to Intermediate Low level.
 - a. Write short messages and notes in Latin on familiar topics using vocabulary, grammar, and syntax appropriate to Level III.
 - b. Write briefly and present information using a series of properly phrased simple sentences.
Examples: Write sentences about topics of Roman and Greek culture and history.
Prepare written materials for presentation, translating English sentences into Latin.
Recite memorized authentic Latin prose such as Cicero's first Catilinarian oration.

Cultures

4. Relate Roman cultural products to perspectives.
 - a. Investigate and describe values and perspectives in Roman prose authors.
Example: Values of *pietas* and *gravitas* found in the writings of Pliny.
 - b. Analyze important people in Roman history and literature to determine their cultural significance.
Examples: Gracchi brothers, Plautus, Terence, Cicero, Catiline, Sallust, Livy, Pliny the Elder, Pliny the Younger, Seneca, or Tacitus.
5. Relate Roman cultural practices to perspectives.
 - a. Contrast the ideals of Roman political factions in the first Century B.C.E.
Example: The conflict between Cicero and Catiline and the proposed policies of the *optimates* and *populares*.

Connections

6. Investigate the connections between Latin and other disciplines
 - a. Describe and analyze the influence of themes in Roman prose on Western art and literature.
Example: Jacques-Louis David's *Oath of the Horatii*.
7. Access and evaluate information and diverse perspectives that originate from Latin and Roman culture.
 - a. Analyze figures from Roman history and literature to identify their influence on American history.
Example: The influence of Cincinnatus on George Washington.
 - b. Analyze the style of selections from Roman prose to investigate its influence on today's world of diverse cultures.
Example: Phrases such as "*O tempora, O mores*" in a modern context.

Comparisons

8. Investigate, explain, and reflect on the nature of language through comparisons between Latin and their own language.
 - a. Compare the style of Roman prose authors to that used in contemporary history and politics.
Example: Compare one of Pliny's letters to a current piece of writing, such as an open letter published in a newspaper.
 - b. Analyze the structure of Roman rhetoric and its influence on contemporary rhetorical styles.
Example: Compare one of Cicero's orations to Dr. Martin Luther King Jr.'s "I Have a Dream" speech.
9. Investigate, explain, and reflect on the concept of culture through comparisons of the culture of the Greco-Roman world and their own.
 - a. Compare issues that reveal cultural similarities between the ancient world and modern cultures.
Examples: Sallust's account of the 63 B.C.E. senate debate on capital punishment and the modern debate on capital punishment, Cicero's consternation regarding the appropriate punishment of insurgent citizens and the current debate on what to do about domestic terrorism.

Communities

10. Use knowledge of Latin and Greco-Roman culture in a multilingual world of diverse cultures.
 - a. Investigate important and influential works written in Latin.
Example: Isaac Newton's *Philosophiæ Naturalis Principia Mathematica*.
 - b. Identify and correctly use English derivatives of Latin words commonly used in Latin prose
Examples: Avarice, vulgar, suspicion, and perdition.

11. Set goals and reflect on the progress made in using Latin for enjoyment, enrichment, and advancement.
Examples: Read Latin translations of literature at the appropriate proficiency level such as *Ubi Fera Sunt* (*Where the Wild Things Are*) or *Winnie Ille Pu* (*Winnie the Pooh*).

LATIN

Level IV

In Latin Level IV, students build upon what they have learned in Levels I through III, and focus on employing advanced language skills and knowledge to read, understand, and analyze Latin poetry. Emphasis on metrical patterns and poetic devices is an important component of this study. Successful completion of Level III Latin is a prerequisite for the Level IV Latin course. However, the Level III prose course and Level IV poetry course may be taken in reverse order, with poetry first. Upon completion of Level IV, a student's proficiency level may reach at least Novice High in the Interpersonal mode, Intermediate High in the Interpretive mode, and Intermediate Low in the Presentational mode.

Students can:

Communication

Interpersonal Mode

1. Communicate and exchange information using Latin phrases and simple sentences.
 - a. Answer questions consistently using properly formulated Latin sentences.
 - b. Formulate questions and responses relevant to a topic of conversation or academic interest using properly formulated Latin sentences.
 - c. Engage with others in simple conversational situations.

Interpretive Mode

2. Read, translate, and understand Latin poetry at an Intermediate High level.
 - a. Analyze the style of Latin poets to comprehend content.
Example: Describe how the meter of a poem affects its meaning.
 - b. Identify metrical patterns by scanning selected Latin poetry.
Example: Dactylic hexameter in Vergil's *Aeneid*—"Ārmă vĭrŭmqŭe că/nō Trō/iāe quī/prĭmŭs āb/ōrĭs" (DDSSDS).
 - c. Answer questions in Latin or English to demonstrate understanding of adapted or unadapted Latin poetry.
Examples of grammar appropriate to Level IV: See the Latin Grammar Addendum (Appendix A, page 67).
Examples: Vergil, Ovid, Horace, and Catullus.

Presentational Mode

3. Produce Latin sentences and phrases at an Intermediate Low level.
 - a. Write short messages and notes using a series of properly phrased Latin sentences.
Example: Prepare a short Latin paragraph about the characters in a story read in class.
 - b. Read or recite from memory authentic Latin poetry with proper inflection and attention to meter.
Examples: Catullus' 5 ("Vivamus, mea Lesbia, atque amemus"), Horace's *Odes* 1.11 ("Carpe Diem")

Cultures

4. Relate Roman cultural products to perspectives.
 - a. Explain the significance of Roman poets and their poetry.
Example: Vergil, Horace, Ovid, Catullus, Martial, and the patron Maecenas.

5. Investigate, explain, and reflect on the relationship between Roman cultural practices and perspectives.
 - a. Compare the actions and character traits of figures in Roman poetry to actions and character traits of figures in other periods of history and literature.
Example: Vergil’s Aeneas and George Washington, Ovid’s Daedalus and Leonardo da Vinci.
 - b. Analyze Roman values and perspectives in poetry.
Example: Critique Horace’s use of Epicurean and Stoic philosophies.

Connections

6. Analyze and critique Roman poetry to determine its influence on art and literature throughout history.
Example: Ovid’s influence on Gianlorenzo Bernini’s sculptural rendition of *Daphne and Apollo*, William Shakespeare’s *Romeo and Juliet*, and Leonard Bernstein’s *West Side Story*.
7. Describe the influence of themes in Roman poetry on Western art and literature.
Example: The theme of artistic discipline and loss in Ovid’s tale of Orpheus and Eurydice as interpreted in film and opera.

Comparisons

8. Compare phrases used in English to their origins in Latin literature.
Examples: “vanish into thin air,” “hair stands on end,” and “voice sticks in your throat” originating in Vergil’s *Aeneid*.
9. Connect universal themes found in Roman poetry to artistic renditions of other time periods and cultures.
Example: Themes of love and hate in different versions of Catullus’ 85 “*Odi at amo*” and works by English poets Abraham Cowley (1667), Ezra Pound (1972), and Garry Wills (contemporary).

Communities

10. Investigate connections between the study of Latin around the world and across time to the present.
Example: The study of Latin in European schools, and Milton’s Latin works.
11. Apply Latin vocabulary commonly used in poetry to understand English derivatives.
Examples: Urbane, amorous, incantation, and Occident.

American Sign Language

K-8 Overview

The most striking difference between American Sign Language (ASL) and spoken language is found in the difference between sight and sound. The spoken English language uses speaking and listening, while ASL uses body, face and hands. Young children enjoy and excel in learning ASL because it uses such a physical format. Bilingualism of any language (whether signed or spoken) enriches and enhances cognitive processes to include higher abstract and creative thinking, better problem-solving, greater cognitive flexibility, better expressive and attending skills, and greater academic achievement. Studying ASL also promotes cultural awareness by introducing the Deaf culture which exists alongside their own.

The number of schools offering ASL as a world language has grown exponentially over the years. Elementary school world language programs vary greatly across the state in terms of frequency and intensity of instruction. American Sign Language could be taught in either FLEX (Foreign Language Exploratory) programs or FLES (Foreign Language in Elementary Schools) programs. Details of these programs are explained on page 10, World Languages K-8.

The proficiency targets describe to what degree students can attend with comprehension, sign understandably, and view and express ASL in the three modes of communication: interpersonal, interpretative, and presentational. These modes follow world language teaching standards. Additional explanation of the modes and expectation of proficiency targets is found on page 10, World Languages.

American Sign Language

GRADES K-8

Novice Low Proficiency Range

Novice Low learners are entering their study of American Sign Language. Novice Low learners begin to communicate on very familiar topics using practiced words and phrases, and they start to investigate and reflect upon the Deaf culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Communicate on some very familiar topics using single words or learned phrases.
 - b. Answer simple questions asked in ASL.
 - c. Greet peers and introduce selves.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Recognize key words and phrases in American Sign Language.
 - b. Identify people and objects in their environment.
 - c. Understand basic instructions given using ASL.
 - d. Apply simple spatial referencing skills using pronominal awareness.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information about selves with one word or simple learned phrases.
 - b. Memorize and perform a simple handshape or ABC story.
 - c. Create recordings of a topic using American Sign Language.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Use appropriate attention getting techniques.
 - b. Participate in culturally-authentic simulations.
 - c. Identify poetry and rhymes from the Deaf culture.
 - d. Observe and imitate simple patterns of behavior of Deaf people.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Attend to and acquire vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare the alphabet and numbers in English and handshapes in ASL.
 - b. Recognize difference and similarities in syntax, verb tenses, and nouns in ASL and English.
 - c. Experiment with forming age- and developmentally-appropriate facial expressions and non-manual markers.
7. Investigate, analyze, and reflect on similarities and differences between the Deaf and hearing cultures.
 - a. Compare gestures used to greet family, friends and acquaintances.
 - b. Compare and contrast tangible products of the hearing and Deaf cultures.
 - c. Compare simple behavior patterns in the hearing and Deaf cultures.

Communities

8. Acquire the ability to interact in the Deaf community beyond the classroom and set goals for life-long learning.

Examples: Perform for school or community celebrations.
Identify places in the community where the American Sign Language is used.
Identify professions which require proficiency in American Sign Language.
Watch age appropriate recorded storytelling, poetry, VLOGs, or jokes from the target culture.

American Sign Language

Grades K–8

Novice Mid Proficiency Range

Upon completion of the Novice Mid proficiency level, students communicate and present information with assistance on very familiar topics using a variety of practiced words, phrases, and expressions. Students also ask and answer simple questions on very familiar topics. Novice Mid learners expand their investigation and reflection of the Deaf culture to include practices, products, and landmarks.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information using American Sign Language.
 - a. Communicate on very familiar topics using a variety of words and phrases.
 - b. Make simple statements in a conversation.
 - c. Ask simple questions.

Interpretive Mode

2. Demonstrate an understanding of simple American Sign Language presented through live and recorded resources on familiar topics.
 - a. Recognize everyday words and phrases on topics related to personal experiences.
 - b. Identify handshapes.
 - c. Categorize vocabulary in predictable topic areas.
 - d. Differentiate between statements and questions, including corresponding non-manual markers.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information about selves using a variety of words and phrases.
 - b. Create recordings in ASL about daily activities.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Name practices observed in festivals, holidays or daily life.
 - b. Identify landmarks and symbols of the Deaf culture.
 - c. Identify similarities and differences between the Deaf and hearing cultures.
 - d. Describe tangible products from the Deaf culture.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire and expand vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Use examples of personal and possessive pronouns in ASL.
 - b. Compare word order of English and American Sign Language.
 - c. Compare and discuss gestures used by hearing people that are also used in ASL.
7. Investigate, analyze, and reflect on similarities and differences between the Deaf and hearing cultures.
 - a. Compare and contrast intangible products (poems, rhymes, stories, jokes) of the hearing and Deaf cultures.
 - b. Analyze the daily routines and celebrations (holidays) of the hearing and Deaf cultures.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.
Examples: Interact with speakers of American Sign Language in person or virtually.

American Sign Language

Grades K–8

Novice High Proficiency Range

Upon completion of the Novice High proficiency level, students communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced. Their study of culture extends to making observations and drawing conclusions about the Deaf culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Communicate and exchange information on familiar topics using simple sentences.
 - b. Engage in short social interactions with peers.
 - c. Exchange some personal information with peers.
 - d. Express simple descriptions and short messages on familiar topics.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Report on content of a brief message on familiar topics viewed in ASL.
 - b. Identify the main idea in a viewed message.
 - c. Identify the main characters of a story viewed in ASL.
 - d. Recall details in simple ASL productions that contain familiar vocabulary.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present basic information of familiar topics using simple sentences.
 - b. Express information about daily life in a video or VLOG.
 - c. Express basic information about learned material.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Use appropriate gestures and etiquette from the Deaf culture.
 - b. Observe and analyze patterns of behavior typical of the Deaf culture.
 - c. Draw conclusions about Deaf culture values based on authentic materials.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire and expand vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare similarities and differences in writing systems of ASL and English language.
 - b. Recognize idiomatic expressions in American Sign Language and English.
 - c. Compare and contrast patterns intonation and register in ASL and English.
 - d. Compare and contrast patterns of communication such as style, syntax, and audience in ASL and English.
7. Investigate, analyze, and reflect on similarities and differences between Deaf and hearing cultures.
 - a. Hypothesize about relationships between cultural practices and cultural perspectives.
 - b. Identify Deaf culture patterns of behavior in a variety of settings.
 - c. Speculate as to why certain products originate in the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf community beyond the classroom and set goals for life-long learning.
Examples: Attend or use media to view events that highlight the Deaf community and ASL.

American Sign Language

Grades K–8

Intermediate Low Proficiency Range

Upon completion of the Intermediate Low proficiency level, students participate in conversations on a number of familiar topics using simple sentences. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students also present information on most familiar topics using a series of simple sentences demonstrating expressive and receptive competency. Students conduct research and participate in the Deaf culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Converse on familiar topics connecting basic sentences to provide information on familiar topics.
 - b. Ask and answer questions on factual information familiar to the student.
 - c. Retell information with details about what is viewed.
 - d. Create and express a series of sentences on familiar topics.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. React to signed news clips, articles, or VLOGs on current issues.
 - b. Describe main themes with significant details on topics of current interest.
 - c. Find basic information in a recorded announcement, video article, or other VLOG.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information on familiar topics using a variety of simple sentences.
 - b. Present stories, jokes, or dramatic readings.
 - c. Present about topics of interests.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Engage in conversation demonstrating culturally respectful behavior.
 - b. Identify and research an area of interest in the Deaf culture.
 - c. Participate in age-appropriate cultural practices such as voice off activities or TV viewing with closed caption only.

Connections

5. Link American Sign Language and other subject areas to acquire information and diverse cultural perspectives.
 - a. Acquire, expand and apply vocabulary related to age-appropriate school content using simple sentence structures.
 - b. Use materials intended for same-age Deaf peers.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Identify words in the target language that have no translation in English.
 - b. Hypothesize about the similarities of language based on awareness of iconicity and handshapes.
 - c. Analyze idiomatic expressions in the target language.
7. Students investigate, analyze, and reflect on similarities and differences between Deaf and hearing cultures.
 - a. Demonstrate an ability to recognize and correctly use non-manual markers that are distinctive to ASL.
 - b. Analyze the role of family in hearing and Deaf cultures.
 - c. Critique the role of social networking in the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.

Examples: Travel (real or virtual) to an event in the Deaf community.
Prepare a group performance for a school or community celebration.
Participate in club activities that benefit the Deaf community.

American Sign Language

Grades K–8

Intermediate Mid Proficiency Range

Upon completion of the Intermediate Mid proficiency level, students participate in conversations on familiar topics using sentences and series of sentences. They handle short social interactions in everyday situations by asking and answering a variety of questions. Using connected sentences, students say what they want to say about themselves and their everyday lives; receptively comprehend on a wide variety of familiar subjects; and present on a wide variety of familiar topics. Students role-play and consider the audience when speaking. They also analyze their knowledge of Deaf and hearing culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Use language to handle tasks related to personal needs.
 - b. Exchange information about daily activities and personal preferences.
 - c. Support personal opinions with some details.
 - d. Exchange information about a topic of special interest to the student.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Interpret/retell stories or events in one's own words.
 - b. Identify principal characters and explain main ideas and themes in selected recordings or videos.
 - c. Determine the main idea of a presentation or recording with unfamiliar vocabulary.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information on familiar topics using connected sentences.
 - b. Create and present short reports about learned or researched topics.
 - c. Make a presentation about personal and social experiences.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Role play culturally appropriate interactions in a variety of daily activities.
 - b. Use culturally appropriate eye-gaze and non-manual markers among peers or mixed groups.
 - c. Explore, analyze, and present the how and why of common cultural practices and perspectives.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire, expand, and apply vocabulary related to age-appropriate school content using ASL specific sentence structures.
 - b. Use materials intended for same-age speakers of American Sign Language.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare how different time frames are expressed in ASL.
 - b. Identify and compare language appropriate to specific social groups.
7. Investigate, analyze, and reflect on similarities and differences between Deaf and hearing cultures.
 - a. Compare and contrast the preparation for and choice of careers of Deaf adults.
 - b. Identify and analyze the tangible and intangible products of the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.
Examples: Interpret materials or use media from the Deaf culture for enjoyment.
Create and record short stories to present to others.
Simulate interactions that may take place in a community setting.

American Sign Language

Grades K–8

Intermediate High Proficiency Range

Upon completion of the Intermediate High proficiency level, students participate with ease and confidence in conversations on familiar topics. Students talk about events and experiences in various time frames. They describe people, places, and things and handle social interactions in everyday situations, sometimes even when there is an unexpected complication. Students make presentations in a generally organized way on school, work, and community topics, and on topics they have researched. They also make presentations and construct simple paragraphs about events and experiences in various time frames. Students adapt language and gestures to a specific audience and use research to correlate perspectives with practices and products.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Use ASL to share events and experiences in various time frames.
 - b. Synthesize learned material to produce unrehearsed conversations.
 - c. Use ASL to complete tasks requiring multiple steps.
 - d. Narrate a simple story.
 - e. State a viewpoint on an issue and support opinions.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Restate information from short recordings.
 - b. Relate main ideas and significant details on unfamiliar topics.
 - c. Use knowledge acquired in other settings to comprehend concepts in ASL.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information in an organized manner on a variety of topics in various time frames.
 - b. Express ideas about community topics, entertainment or social events.
 - c. Present a viewpoint and support opinions.

Cultures

4. Investigate, explain and reflect on the relationship among the products, practices and perspectives of the Deaf culture.
 - a. Connect perspectives to associated products and practices.
 - b. Adapt language and behavior to the culture of the audience.
 - c. Analyze connections between products, practices, and perspectives based on research on a topic of interest.

Connections

5. Link American Sign Language and other subject areas to acquire information and diverse cultural perspectives.
 - a. Acquire, expand and apply vocabulary related to age-appropriate school content.
 - b. Use materials intended for same-age Deaf peers.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare syntax functions.
 - b. Hypothesize about the origins of idioms.
7. Investigate, analyze, and reflect on similarities and differences between the Deaf and hearing cultures.
 - a. Recognize the interests and practices they have in common with Deaf peers and peers in various other cultures.
 - b. Investigate products, practices, or perspectives of the Deaf culture through research.
 - c. Critique social, economic, and political institutions of the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.

Examples: Seek out authentic materials in the Deaf culture related to student interest.
Use ASL to communicate with peers and other members of the Deaf community about daily life, experiences, and special events.
Invite community members to participate in ASL or Deaf related school events.

American Sign Language

GRADES 7-12

Overview

The differences between studying American Sign Language and spoken languages can be profound for students and can go beyond the obvious differences between a signed versus a spoken language. ASL learners must communicate spatially rather than arranging words sequentially into sentences. Language features such as the uses of space, eye gaze, classifiers, and inflected verbs will likely be foreign to most students. ASL grammar is conveyed through specific markers produced on the face and eyebrows, by tilting the head and by using mouth morphemes. Because ASL uses the hands, face, and body to express ideas, students will be challenged to change from the linear nature of spoken language to the simultaneous expression of complex units of meaning.

Combined with effective classroom instruction, these standards enable students at various proficiency levels to perform appropriate language and culture-specific tasks. Students in Level I use ASL in basic expressive form and acquire a basic understanding of Deaf culture. Level II students interpret viewed ASL on new and familiar topics, identify practices and traditions in Deaf culture, and make comparisons between their language and American Sign Language.

Completion of Levels I and II fulfills the world language requirement for the Alabama High School Diploma with Advanced Academic Endorsement. Students have the option to continue target language studies at advanced levels or begin the study of an additional language. Language learning can occur in a traditional, formal environment as well as alternate settings. For example, technology can provide face-to-face interaction when speakers of American Sign Language are available. Communities and schools where American Sign Language is common can be used as a language acquisition piece as well.

American Sign Language is divided into Levels I-IV. It is comprised of content standards organized around the five goal areas of world language education- Communication, Cultures, Connections, Comparisons, and Communities. The standards within the five goal areas indicate the level of proficiency at which learners can perform. These standards describe the minimum required content for the four levels of American Sign Language.

While this document is intended for world language students, these standards with modifications can be used to develop a beneficial curriculum for heritage American Sign Language users. The documents *Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association* along with *World-Readiness Standards for Learning Languages*, developed by the American Council on the Teaching of Foreign Languages are the foundation for these standards.

American Sign Language

Grades 7 – 12

Level I

Level I American Sign Language content standards provide students the opportunity to begin the study of ASL while introducing them to the study of Deaf culture. Basic vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student’s proficiency level may range from Novice Mid to Novice High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share using American Sign Language on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Greet and leave people in a polite way.
 - b. Exchange basic information about self and others.
 - c. Ask for and provide information.
 - d. Exchange basic information about their everyday lives.

Interpretive Mode

2. Comprehend and interpret what is viewed in live and recorded ASL on familiar topics using the present tense.
 - a. Identify main characters, themes, and ideas from narratives.
 - b. Recognize words, phrases and simple sentences in a live or recorded text.
 - c. Interpret non-manual cues.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Present basic information.
 - b. Give simple instructions.
 - c. Tell about familiar objects, experiences, and daily routines.
 - d. Recite short memorized phrases, poems, and/or anecdotes.

Culture

4. Identify practices of the Deaf culture.
 - a. Use basic appropriate gestures, such as greetings and farewells, in common interactions.
 - b. Identify Deaf culture behaviors in a variety of environments.
 - c. Identify typical activities, events, and celebrations of the Deaf culture.
5. Identify products of the Deaf.
 - a. Identify tangible products of the Deaf culture.
 - b. Recognize arts and graphic representations of the Deaf culture.

Connections

6. Connect with other disciplines while using American Sign Language.
 - a. Students talk about topics from other school subjects using ASL.
 - b. Locate cities, states and countries where ASL is used.
7. Locate information related to diverse perspectives in the Deaf culture.
 - a. Exchange ideas on various documents to interpret topics important to the Deaf culture.
 - b. Explore authentic websites and materials to interpret Deaf culture related topics.

Comparisons

8. Identify characteristics of the Deaf and hearing cultures.
 - a. Observe formal and informal forms of language.
 - b. Identify common ASL word order.
 - c. Understand the existence of noun-related classifiers in ASL.
9. Identify products, practices and perspectives of the target culture and their own.
 - a. Identify patterns of behavior in Deaf and hearing culture.
 - b. Identify celebrations in the Deaf and hearing culture.
 - c. Identify games, toys, and media produced for Deaf children.

Communities

10. Communicate using American Sign Language within the classroom and community.
Examples: Communicate with Deaf guest speakers in person or virtually.
Identify professions that utilize American Sign Language.
11. Identify opportunities to use American Sign Language beyond the classroom environment.
Examples: Plan real or imaginary travel to a Deaf community event.
Explore the internet to find sites of personal interest where ASL is utilized.
Attend or view Deaf friendly events in person or virtually.

American Sign Language

Grades 7 – 12

Level II

Level II American Sign Language content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into the American Deaf culture as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student’s proficiency level may range from Novice High to Intermediate Low.

Students can:

Communication

Interpersonal Mode

1. Communicate and share using American Sign Language on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Use ASL to meet basic survival needs.
 - b. Participate in expressive and receptive conversations on familiar topics using a variety of phrases and simple sentences.
 - c. Ask and answer questions on factual information.
 - d. Talk about their daily activities and personal preferences.
 - e. Describe in the past time frame.

Interpretive Mode

2. Comprehend and interpret live or recorded American Sign Language on familiar topics using the past tense.
 - a. Restate information from viewed ASL presentations.
 - b. Locate key information from live or recorded announcements and messages connected to daily activities in ASL.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in American Sign Language using past or present time frame.
 - a. Present basic information about people and activities.
 - b. Recite brief memorized anecdotes using target vocabulary and grammar.

Culture

4. Identify perspectives through practices of the Deaf culture.
 - a. Use appropriate gestures, such as attention getting techniques and eye gaze, in common interactions.
 - b. Demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives.
 - c. Describe perspectives related to celebrations in the Deaf community.

5. Identify perspectives through products of the Deaf culture.
 - a. Identify and observe tangible products of the Deaf culture.
 - b. Describe arts, crafts, or graphic representations of the Deaf culture.
 - c. Recognize fundamental themes of Deaf culture.

Connections

6. Use American Sign Language to connect with other disciplines.
 - a. Use ASL vocabulary to refer to concepts from other subject areas.
 - b. Identify family members, relationships, and community information.
7. Describe information related to distinct perspectives that are only in ASL and Deaf culture.
 - a. Watch age-appropriate short stories, folktales, and jokes that foster positive images of being Deaf.
 - b. View folktales and stories in ASL that reflect cultural practices and historical figures.

Comparisons

8. Compare characteristics of American Sign Language and their own language.
 - a. Demonstrate an understanding of parameters including location, movement, and non-manual markers.
 - b. Experiment with forming appropriate use of non-manual markers.
 - c. Use examples of personal and possessive pronouns in ASL.
9. Compare products, practices and perspectives of the target culture and their own.
 - a. Demonstrate awareness between mouth/ear and hand/eye communication and how different people communicate in different ways.
 - b. Observe and compare games and toys produced mainly for Deaf children.

Communities

10. Interact using American Sign Language within the classroom and globally.
Examples: Interact with speakers of American Sign Language in person or virtually.
11. Describe opportunities to use American Sign Language beyond the classroom environment.
Examples: Participate in recreational activities that reflect Deaf culture.
Participate in art activities centered on Deaf culture.

American Sign Language

Grades 9 – 12

Level III

Level III American Sign Language content standards focus on continuing the development of communicative competence in ASL and on building a deeper understanding of the Deaf culture. Students are able to use basic ASL structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of American Sign Language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

Students can:

Communication

Interpersonal Mode

1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.
 - a. Exchange basic information about self, others, and special interests.
 - b. Ask for and provide information on familiar topics.
 - c. Use ASL to handle tasks related to personal needs.

Interpretive Mode

2. Interpret what is read or viewed on familiar topics in a variety of time frames.
 - a. Describe main ideas, identify characters, and state details found in a variety of viewed informational texts.
 - b. Interpret gestures, facial expressions, non-manual markers and other visual cues.

Presentational Mode

3. Present information on familiar topics to an audience of viewers in American Sign Language.
 - a. Analyze and explain the meaning of selected classifiers.
 - b. Create simple, brief recorded messages about familiar topics.
 - c. Present selected poems, anecdotes and ASL stories.

Culture

4. Investigate perspectives through practices of the Deaf culture.
 - a. Discuss and participate in activities enjoyed by Deaf teenagers such as athletics, dance, entertainment and the social norms that accompany these activities.
 - b. Understand appropriate social behaviors when interacting with mixed groups of Deaf and hearing individuals.
 - c. Participate in hands-on activities related to cultural practices in the Deaf culture.
5. Investigate perspectives through products of the target cultures.
 - a. Examine how the major themes of eyes, hands, and signs appear in Deaf art.
 - b. Recognize the contributions of Deaf scholars in areas such as math, medicine, and science.
 - c. Study and produce simple products of Deaf culture such as poetry and art.

Connections

6. Connect with other disciplines while using American Sign Language in a variety of time frames.
 - a. Expand knowledge of common numbering systems used in science, mathematics and other fields.
 - b. Talk about topics from other school subjects using ASL.
 - c. Describe the importance of influential figures from the Deaf culture, past and present.
7. Acquire information related to diverse perspectives in the Deaf culture.
 - a. Compare how current events are reported in Deaf and hearing cultures.
 - b. Gain understanding of major events in Deaf history, both American and world-wide, that have had profound influence on Deaf culture.

Comparisons

8. Compare characteristics of the American Sign Language and their own in a variety of time frames.
 - a. Compare idiomatic expressions of ASL and their own.
 - b. Compare formal and informal registers of language.
 - c. Compare the use of different time frames in ASL and Deaf culture.
9. Compare products, practices, and perspectives of Deaf and hearing cultures.
 - a. Compare selected activities and events of the Deaf and hearing cultures.
 - b. Compare selected cultural practices in the Deaf and hearing cultures.

Communities

10. Interact using American Sign Language within the classroom and globally in a variety of time frames.

Examples: Exchange information with speakers of American Sign Language in person or virtually.
Identify skills necessary to enter possible career options utilizing ASL fluency.
Simulate interactions that would occur in the Deaf culture.
11. Explore the internet to find authentic websites on current events related to Deaf culture.

Examples: Investigate authentic materials to learn more about topics studied in class.
Explore the internet to find authentic websites on current events.
Plan school events which promote the Deaf culture and awareness of the Deaf culture.

American Sign Language

Grades 9 – 12

Level IV

Level IV American Sign Language content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of viewed texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the Deaf culture. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar and new topics in various time frames and moods.
 - a. Initiate, maintain, and conclude a conversation on various topics.
 - b. Use ASL to communicate about subjects of particular interest to students.
 - c. Use ASL to communicate with Deaf peers from the local community/school to identify similarities and differences.

Interpretive Mode

2. Interpret, restate, and react to what is viewed on familiar and new topics.
 - a. Give details from announcements and messages that are directly related to daily activities and school related topics.
 - b. Interpret gestures, non-manual markers, selected classifiers, and other visual cues.
 - c. Demonstrate an understanding of cultural nuances of meaning in expressive products of Deaf culture, such as ASL literature, humor, De'VIA and other visual arts.

Presentational Mode

3. Present information to an audience of viewers on familiar and new topics in various time frames and moods using varied vocabulary and more complex sentence structure.
 - a. Research and present reports in ASL on current events and Deaf culture relevant topics.
 - b. Present information on academic and work-related topics.
 - c. Demonstrate understanding of how signs are modified with inflection.

Culture

4. Explain perspectives through practices of the Deaf culture.
 - a. Explain how behaviors in the Deaf culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar and unfamiliar environments.
 - c. Participate in activities enjoyed by Deaf peers and examine the social norms associated with these activities.
5. Explain perspectives through products of the Deaf culture.
 - a. Analyze the importance of tangible products of the Deaf culture including technology.
 - b. Analyze arts, crafts, or graphic representations of the Deaf culture.
 - c. Watch ASL films or vlogs that are currently relevant with Deaf peers.

Connections

6. Connect with other disciplines while using American Sign Language in a variety of time frames and moods.
 - a. Demonstrate understanding of how to apply ASL numbers in various contexts.
 - b. Share views using ASL on topics across disciplines in a variety of time frames and moods.
 - c. Explain the importance of influential figures from the Deaf culture, past and present.
7. Acquire information related to Deaf culture perspectives in a variety of time frames and moods.
 - a. Explain how current events are reported in Deaf culture.
 - b. Compare and contrast advertisements from Deaf culture and local media.
 - c. Gain understanding of major events in Deaf history and the impact on Deaf culture.

Comparisons

8. Compare characteristics of the target language and their own language in a variety of time frames and moods.
 - a. Demonstrate the ability to recognize and correctly use classifiers and non-manual markers in ASL.
 - b. Compare temporal aspects of ASL and English.
 - c. Recognize differences and similarities in syntax, verb formation, nouns and pronouns in ASL and English.
9. Compare products, practices, and perspectives of the target culture and their own in a variety of time frames and moods.
 - a. Compare and contrast personal experiences of the Deaf and hearing culture.
 - b. Demonstrate awareness of their own culture by comparing it to daily activities in the Deaf culture.
 - c. Compare selected products in the Deaf and hearing cultures.

Communities

10. Interact using American Sign Language within the classroom and globally in a variety of time frames and moods.

Examples: Exchange information with speakers of ASL in person or virtually in a variety of time frames and moods.

Simulate interactions and personal experiences that would occur in the Deaf culture.
11. Explore opportunities to use American Sign Language beyond the classroom environment in a variety of time frames and moods.

Examples: Establish interpersonal relationships with ASL users.

Explore the internet to find authentic websites of current events and Deaf culture interests.

Attend cultural events or social activities that reflect Deaf culture.

Latin Grammar Addendum

The following are examples of grammar appropriate for each level of Latin. This list is not prescriptive, but serves as a guide to help teachers in designing their curricula.

LATIN I

First-, second-, and third-declension nouns; six cases and their uses, such as nominative—subject and predicate nominative; genitive—possession; dative—indirect object, with special adjectives; accusative—direct object, object of prepositions, duration of time, extent of space; ablative—manner, means, agent, accompaniment, place where, object of preposition, time when, within which; vocative—noun of direct address; first-, second-, and third-declension adjectives; personal, reflexive, relative, demonstrative, and interrogative pronouns; six tenses of verbs, four conjugations, active and passive voice, *sum*, *possum*; imperatives; present and perfect tense infinitives.

LATIN II

Fourth- and fifth-declension nouns and case usage, including genitive—partitive, description, object of certain adjectives and verbs, with *causa* or *gratia* to show purpose; dative—object of special verbs and compound verbs, purpose, reference, possession, dative of agent; accusative—place to which, subject of the indirect statement, with *ad* to show purpose; ablative—absolute, causal, object of deponent verbs, description, comparison, separation, respect, place from which, degree of difference; locative; indefinite and intensive pronouns; comparison of adjectives and adverbs; uses of *quam* with comparison of adjectives; irregular verbs, deponent verbs, participles, three tenses active and passive infinitives, four uses of infinitives, gerunds, gerundives, active and passive periphrastic, indirect statement; present and imperfect tenses of the subjunctive, volitive subjunctive, purpose, result subjunctive clauses.

LATIN III

Supine, diminutive, correlatives, enclitics, syncopated verb forms, impersonal verbs; rhetorical figures, including anaphora, hyperbole, chiasmus, polysyndeton, asyndeton, simile, litotes; perfect and pluperfect subjunctive, independent subjunctives, conditional sentences, subordinate subjunctive clauses, including *cum* clauses, anticipatory, fearing, indirect question, indirect command, substantive result clause, characteristic, relative result, proviso, clause of comparison, doubting, hindrance, subjunctive by attraction, subordinate clause in indirect statements.

LATIN IV

Noun case usage unique to poetry, such as the genitive of respect, ethical dative, dative of direction, and dative of separation, or accusative of respect; poetic devices including enjambment, hiatus, golden line, epic epithet, or ecphrasis.

LITERACY STANDARDS FOR GRADES 6-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*See College and Career Readiness Anchor Standards for Writing, “Research to Build and Present Knowledge,” on page 71 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at Grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate visual information (e.g., in charts).	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 6-8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 9-10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 11-12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at Grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college- and career-readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

Clarified Mar. 2016

(Alabama Administrative Code 290-3-1-02(8) and (8)(a))

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

COURSE REQUIREMENTS

Four credits to include:		Credits	
English Language Arts	English 9	1	
	English 10	1	
	English 11	1	
	English 12	1	
	English Language Arts-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		
English Language Arts Total Credits		4	
Three credits to include:		Credits	
Mathematics	Algebra I or its equivalent/substitute	1	
	Geometry or its equivalent/substitute	1	
	Algebra II w/Trigonometry or Algebra II, or its equivalent/substitute	1	
	Mathematics-credit eligible options may include: <i>Career and Technical Education</i> /Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		
	One credit from:		
	<i>Alabama Course of Study: Mathematics</i> or mathematics-credit eligible courses from <i>Career and Technical Education</i> /Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	1	
Mathematics Total Credits		4	
Two credits to include:		Credits	
Science	Biology	1	
	A physical science (Chemistry, Physics, Physical Science)	1	
	Science-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		
	Two credits from:		
		<i>Alabama Course of Study: Science</i> or science-credit eligible courses from <i>Career and Technical Education</i> /Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	2
Science Total Credits		4	
Four credits to include:		Credits	
Social Studies*	World History	1	
	United States History I	1	
	United States History II	1	
	United States Government	0.5	
	Economics	0.5	
	Social Studies-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		
Social Studies Total Credits		4	
Physical Education	Lifelong Individualized Fitness Education (LIFE) or one JROTC Credit	1	
Health Education		0.5	
Career Preparedness		1	
Career and Technical Education (CTE) and/or Foreign Language and/or Arts Education		3	
Electives		2.5	
Total Credits		24	

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Glossary

- Advanced Placement (AP) Program** – A high school program that provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs; a course that follows the curriculum of the College Board and that may lead to credit at a college or university.
- American Council on the Teaching of Foreign Languages (ACTFL)** – A national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the United States.
- Authentic materials** – Books, tapes, videos, games, magazines, and other materials produced for use by native speakers of a language.
- Classifier** – Specific hand shapes used to represent nouns or features of nouns, including shape, size, depth, texture, location, number, and relationships; can also represent verbs.
- Cognates** – Words related in origin, as certain words in different languages derived from the same root.
- Communicative competence** – The ability to function in a communicative setting. Refers to production and understanding of what is appropriate to say, how it should be said, and when it should be said.
- Community** – A group sharing a similar culture and language.
- Conjugation** – A presentation of the complete set of inflected forms of a verb; a class of verbs having similar inflected forms.
- Context** – The overall social or cultural situation in which language learning occurs.
- Declension** – The inflection in certain languages of nouns, pronouns, and adjectives in categories such as case, number, and gender; a class of words of one language with the same or similar system of inflections (as the first declension of Latin).
- De’VIA- Deaf View/Image Art** – Art created by Deaf artists created with the intention of expressing innate cultural or physical Deaf experience.
- Foreign Language Exploratory (FLEX)** – A short-term exploratory program often found at the middle grades. It is not articulated with the elementary nor with the high school program. The term may also be used to describe a non-sequential elementary program with limited contact time (once a week or less).
- Foreign Language in the Elementary School (FLES)** – A well-articulated, sequenced second-language program for children.
- Formative assessment** – is designed to help form or shape learners’ ongoing understanding or skills while the teacher and learners still have opportunities to interact for the purposes of repair and improvement within the instructional setting.
- Heritage language learner** – Someone who has had exposure to a non-English language outside the formal education system; often refers to someone with a home background in the language.
- Idiom** – A speech form or expression of a language that is peculiar to itself grammatically or that cannot be understood from the meaning of its individual elements.
- Idiomatic expression** – An expression that has a different meaning from the literal. Idiomatic expressions make no sense when translated literally from one language to another (as in raining cats and dogs).
- Immersion** – An approach to foreign language instruction in which the regular curriculum is taught in the foreign language.
- Inflection** – Any change in tone or pitch of the voice; an alteration of the form of a word, indicating grammatical features such as number, person, or tense.
- Intermediate-low** – Refers to the learner’s ability to understand sentences consisting of recombinations of learned elements where context supports understanding; repetition, rewording, or rereading may be necessary. Conversation restricted to concrete exchanges and predictable topics using short, simple statements or questions in the present time frame; able to meet limited practical writing needs; can generally be understood by sympathetic interlocutors.
- International Baccalaureate (IB) Diploma Program** – A demanding pre-university course of study designed for highly motivated secondary school students.

Intonation – The rise and fall in pitch of the voice in speech.

Language acquisition – Refers to the natural way one acquires a first language through meaningful communication.

Language learning – Implies the formal study of a language, including grammatical rules.

Meter – Regular patterns of syllables as found in poetry.

Non-manual markers – Facial expressions, head movements, and body posture that accompany signs to provide additional grammatical information.

Nonverbal behavior – A source of information used by readers or listeners to construct meaning not involving language; can involve facial expressions, gestures, and eye contact.

Novice-high – Refers to the learner’s ability to understand short, learned words and phrases and some sentences where context supports understanding; may need repetition, rephrasing, or rereading. Conversation restricted to predictable topics; able to meet limited basic practical writing needs; can generally be understood by sympathetic interlocutors.

Novice-low – Refers to the learner’s ability to understand occasional words such as cognates and borrowed words. May be able to exchange greetings, provide identities, and name familiar objects; can reproduce from memory a limited number of isolated words or familiar phrases; essentially has no functional communicative ability.

Novice-mid – Refers to the learner’s ability to understand an increased number of words and phrases, including cognates and borrowed words where context highly supports understanding; may require repetition, slower rate of speech, or need rereading. Oral and written production consists of isolated words and learned phrases; can handle elementary needs and express basic courtesies; shows little evidence of functional writing skills; may be understood with great difficulty by sympathetic interlocutors.

Parameters – A part of a sign. There are five parameters in American Sign Language—movement, hand shape, location, orientation, and non-manual markers.

Perspectives – Unobservable aspects of a society. Includes the values, cultural assumptions, and beliefs that form the world view of a cultural group.

Practices – Observable behaviors of a given cultural group.

Primary sources – Results of experiments or original research, literary works, autobiographies, original theories, and other materials.

Products – Tangible and intangible creations of a society. Tangible products may include everyday items such as houses as well as aesthetic products such as literary achievements. Examples of intangible products are the institutions created by the society such as religious institutions.

Proficiency – Ability to communicate effectively in both oral and written form in the cultures where a language is spoken.

Simile – A figure of speech in which two essentially unlike things are compared with the use of like or as (as in He was as strong as a bull.).

Summative assessment – Occurs at the end of a course and is designed to determine what the learner can do with the language at that point.

Syntax – The way language is structured and ordered within sentences.

Target language – The language being learned.

Temporal aspect – Aspectual distinctions in American Sign Language that give information about the time or frequency of action represented by a verb.

Time frames – General periods in time (past, present, or future), but not necessarily specific tenses. For example, future time can be indicated by use of the future tense, but also by the present tense as in *Voy a ir al cine esta tarde.* (I am going to go to the movies this afternoon.) Likewise, past time can be indicated by use of the present tense as in *Elle vient de partir.* (She has just left.)