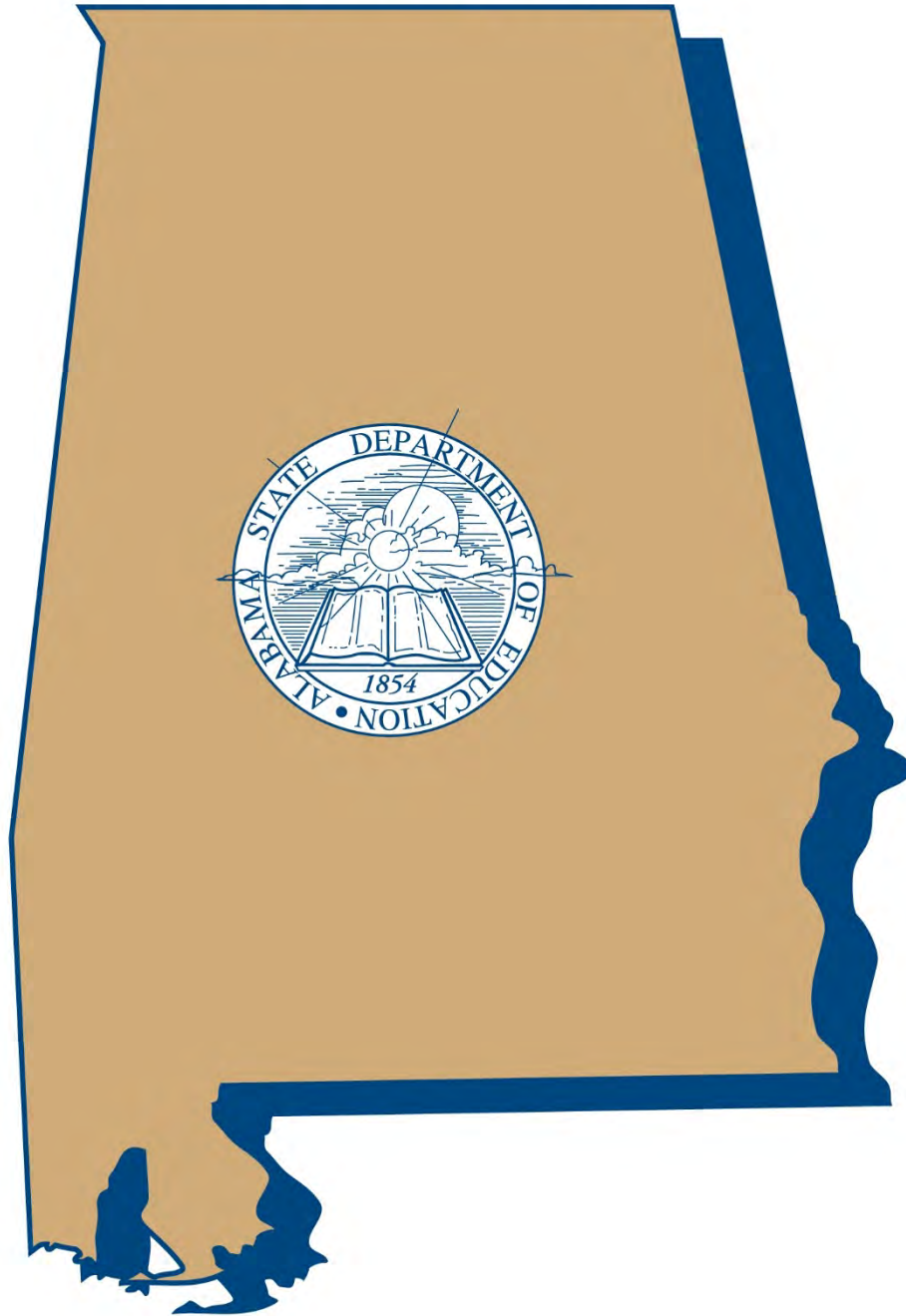


Alabama Course of Study Languages Other Than English Foreign Languages



Joseph B. Morton
State Superintendent of Education
ALABAMA DEPARTMENT OF EDUCATION

**STATE SUPERINTENDENT
OF EDUCATION'S MESSAGE**

Dear Educator:

In an increasingly mobile and multicultural society, second language acquisition is becoming a valuable and necessary component of the educational program of all Alabama students. The *Alabama Course of Study: Languages Other Than English—Foreign Languages* incorporates significant changes that address this need. New to this document are content standards for exploratory modern language programs in Grades K-8, four levels of study in American Sign Language in Grades 9-12, and two advanced courses for the study of Latin and modern languages in the high school grades.

Designed for use by classroom teachers and administrators in the development of local instructional programs, the *Alabama Course of Study: Languages Other Than English—Foreign Languages* was developed by educators and business and community leaders. It provides rigorous academic standards which, when coupled with appropriate instructional methodologies, will facilitate the expansion of Alabama's foreign languages program. I believe this document will provide direction for a strong program for second language acquisition that will prepare students to meet the challenges that make linguistic and cross-cultural competence essential skills for the future.

JOSEPH B. MORTON
State Superintendent of Education

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Alabama Course of Study Languages Other Than English Foreign Languages

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Preface

The *Alabama Course of Study: Languages Other Than English—Foreign Languages* provides the framework for the minimum required content of the two-year high school foreign languages program for students pursuing the *Alabama High School Diploma with Advanced Academic Endorsement*. This document also contains content for a Grades K-8 modern foreign languages program as well as content for two additional years of language study at the high school level in modern languages and Latin, and four years of study in American Sign Language. 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, local school systems may include additional content standards to address specific local needs or to focus on local resources. Implementation guidelines, resources, and activities may also be included.

The 2005-2006 Languages Other Than English—Foreign 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: Foreign Languages* (Bulletin 1998, No. 19); *Standards for Foreign Language Learning in the 21st Century*, published by the American Council on the Teaching of Foreign Languages; and *Standards for Classical Language Learning*, a collaborative project of the American Classical League, the American Philological Association, and regional classical languages associations.

Committee members and the Task Force read articles in professional journals and magazines and reviewed similar documents from other states. Members attended state and national conferences, listened to and read suggestions from interested individuals and groups throughout Alabama, and 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 Languages Other Than English—Foreign Languages curriculum for students in Alabama’s public schools.

Acknowledgments

This document was developed by the 2005-2006 Languages Other Than English—Foreign 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 2005 and submitted the document to the State Board of Education for adoption at the March 2006 meeting.

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Alabama’s K - 12 Languages Other Than English Foreign Languages Curriculum

General Introduction

The state of Alabama is committed to developing within students a level of language literacy necessary to function successfully in a multicultural society. The global demands of the twenty-first century require that today’s schools not only promote the learning of other languages, but also promote an understanding of the diverse cultures of the world. The language classroom creates a unique opportunity to equip students with the knowledge and skills to meet this challenge. For these reasons, teachers, administrators, and university faculty, with input from other Alabama citizens, developed the *Alabama Course of Study: Languages Other Than English—Foreign Languages*.

Unique to the development of this course of study is the change in the title of the document. The term “Languages Other Than English” has been added and given prominence over the term “Foreign Languages.” This change reflects the fact that many of the languages taught within our nation and within our state are not “foreign.” In accordance with Alabama Senate Bill 94, signed into law by Governor Bob Riley on August 2, 2005, American Sign Language is recognized as a language that meets the requirement for two years of study of a foreign language. Within this document, the term “foreign languages” is used interchangeably with “languages other than English,” “second language,” and “target language” to reflect this trend.

The *Alabama High School Diploma with Advanced Academic Endorsement* requires two years of study in the same non-English language. Content standards in this document, therefore, address Levels I and II of the study of languages other than English for students in Grades 9-12. In addition, this document contains new content standards for exploratory modern language programs for students in Grades K-8 as well as new content standards for students in Grades 9-12 for the study of Levels III and IV of modern languages and Latin and for the study of Levels I-IV of American Sign Language. These new content standards are designed to facilitate the expansion of foreign languages programs in Alabama. Optional programs such as Foreign Language in the Elementary School (FLES), Foreign Language Exploratory (FLEX), the College Board Advanced Placement Program, and the International Baccalaureate Diploma Program are examples of ways individual school systems may expand their programs.

Content standards in the *Alabama Course of Study: Languages Other Than English—Foreign Languages* reflect the five goal areas of language education as identified by the American Council on the Teaching of Foreign Languages (ACTFL) in its 1999 national standards publication, *Standards for Foreign Language Learning in the 21st Century*. These goal areas are **Communication, Cultures, Connections, Comparisons, and Communities**. They serve as the organizing principles of this document and are reflected in the content standards in each cluster for Grades K-8 and in each level of the high school language courses. These content standards are aligned to build upon each other across the grade clusters and levels without repetition of content.

This course of study describes minimum requirements for what students should know and be able to do at the completion of each grade cluster or level of the study of languages other than English. Local school systems are encouraged to expand the content standards when appropriate to address the needs of their students.

The *Alabama Course of Study: Languages Other Than English—Foreign Languages* is intended to be used by local educators to design local curricula that incorporate the knowledge and skills outlined in this document. The content of the K-12 Languages Other Than English—Foreign Languages program, when combined with appropriate instruction, will enable students to achieve the goal of language literacy while improving their problem-solving and higher-order thinking skills, broadening their world views, and gaining a better understanding of their own cultures. For some students, the pleasure derived from second language study may be an end unto itself. Others may find the study of language to be a way for expanding opportunities for meaningful leisure activities such as travel or reading or as a means for enhancing occupational potential. Whatever the benefits may be, the study of other languages enhances opportunities for successful futures for Alabama students.

Alabama’s K-12 Languages Other Than English—Foreign Languages Curriculum

Conceptual Framework

A globe serves as the background for the conceptual framework of Alabama’s K-12 Languages Other Than English—Foreign Languages curriculum. This image emphasizes that the acquisition of a second language prepares students to meet the global demands of the twenty-first century. Language literacy enables students to meet this challenge. Therefore, on the base, the foundation upon which the globe rests, is the overall goal for foreign language education in Alabama—**language literacy**.

On the outer ring of the globe are the three areas of language study addressed in the Languages Other Than English—Foreign Languages course of study: modern languages, Latin, and American Sign Language. Each of these disciplines addresses content that focuses on student achievement of language literacy.

The five goal areas of foreign language learning—**Communication, Cultures, Connections, Comparisons, and Communities**—are identified in the ACTFL’s *National Standards for Foreign Language Learning in the 21st Century* and are represented by the five inner rings bordered by the outer ring of the globe. All five rings are linked and represent the interconnectedness of each of the goal areas. Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain knowledge and understanding of the cultures that use a particular language; in fact, students cannot truly master a language until they have also mastered the cultural contexts in which the language occurs. Language learning provides connections to additional bodies of knowledge that are not available to monolingual English speakers. Through comparisons with the language and culture studied, students develop greater insight into their own language and culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the others. The conceptual framework illustrates how they interconnect and suggests the richness embodied in human language.

At the center of the five rings, interwoven throughout the five linked circles, are the three modes of communication—**interpersonal, interpretive, and presentational**. The interpersonal mode involves interactive communication—listening and speaking, reading and writing. This includes face-to-face or telephone conversations and electronic mail (e-mail) messages. The interpretive mode involves receptive communication—primarily listening and reading. Examples include viewing a film or reading a novel. The presentational mode involves productive communication—primarily speaking and writing. This type of communication includes speaking to an audience or writing a story to be read by an audience.

The five goal areas and three communicative modes are interwoven throughout the Languages Other Than English—Foreign Languages curriculum and are addressed at each level of instruction. This curriculum, when combined with effective instruction, enables students to develop an appreciation for other cultures and acquire the ability to communicate effectively in a multicultural society, thereby achieving the overall goal of language literacy.

Conceptual Framework



Adapted and printed with permission from “The Five C’s of Foreign Language Study,” National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century*, 1999.

Position Statements

LEARNING

All students gain essential academic benefits from foreign language study. Among these are improved communication skills, expanded knowledge of other cultures, greater ability to connect language content to other subject areas, increased awareness of their own language and culture, and heightened ability to enrich their personal and professional lives. In addition, the study of foreign languages, both modern and classical, enhances the building of English vocabulary and the understanding of English grammatical structure and syntax. Research throughout the United States indicates that foreign language study has been found to be associated with improvement in student creativity, memory, self-concept, critical-thinking abilities, listening skills, and performance on standardized tests. Research also shows that these benefits are consistent for all students regardless of age, English language skills, or postsecondary plans.

ASSESSMENT

Assessment of languages other than English should be conducted both formally and informally through a variety of procedures including performance tasks, projects, and portfolios. Individual and group work performance should be assessed to determine students' interpersonal, interpretative, and presentational communication skills. Testing provides students with opportunities to demonstrate problem-solving and critical-thinking skills as well as skills in negotiating meaning and in using language accurately in the areas of spelling, grammar, and structure.

The use of a variety of assessment methods ensures that all students, including those with disabilities, have multiple opportunities to demonstrate knowledge of a second language. Traditional classroom tests and quizzes should be integrated into a broader framework of performance-based assessments to engage students more actively in the evaluation process. Suggested methods of assessment include:

- Oral interviews and impromptu role plays,
- Information collected from reading and listening tasks,
- Writing samples and video presentations, and
- Special research projects that demonstrate insights into a target culture.

MULTICULTURALISM

Cultural awareness is an educational necessity in today's multicultural society. The *Alabama Course of Study: Languages Other Than English—Foreign Languages* emphasizes the integration of culture with the teaching of language skills. One cannot appreciate a second language without experiencing and knowing about the culture of the language being learned. Teachers must convey to students the idea that culture is not something static and unchanging, but rather a living, dynamic environment that must be experienced to be understood. Therefore, authentic representations of the products and practices of the target culture should be at the center of the foreign language program. Moreover, teachers must provide learning activities that explore the values and underlying perspectives that have led to the creation of the products and practices observed in the target culture.

PROFESSIONAL DEVELOPMENT

The role of the teacher necessitates that school systems recruit teachers with extensive knowledge of subject matter and provide necessary professional development to assist teachers in designing curriculum, motivating students, and facilitating learning. Schools must provide leadership in planning, funding, encouraging, and publicizing professional development opportunities for language teachers. Participation in programs that allow for the upgrading and maintaining of language and culture skills, in addition to programs that focus on proven and successful teaching methods, are recommended. The educational community, with the assistance of the local business and industrial community, can help make available awards, scholarships, and other incentives to language teachers for use in pursuing professional development options. These options include:

- Professional conferences,
- Professional memberships,
- Local inservice programs,
- Summer and weekend study programs, and
- Language immersion experiences.

CURRICULUM

The *Alabama Course of Study: Languages Other Than English—Foreign Languages* is intended to serve as a guide for local curriculum development. Knowledge of a language other than English is increasingly viewed by the global community as an important skill. This knowledge has traditionally focused on the acquisition of language and culture skills. However, an integral part of this document is the inclusion of a broader sense of what constitutes learning a language—connecting with other disciplines and cultures while developing insight into one’s own language and culture as well as addressing the lifelong impact that language acquisition will have on students’ futures.

TECHNOLOGY

Technology is an important instructional component of the foreign language classroom. However, it is intended to be used to enhance, not replace, the teacher. School systems are encouraged to incorporate technology to support the Grades K-12 Languages Other Than English—Foreign Languages curriculum. Technology enhances instruction by providing students with opportunities for making connections to the global community through their ability to communicate in the target language with heritage language speakers and through their unique ability to access and comprehend information intended for heritage language speakers.

A variety of up-to-date technological equipment and resources such as digital video disk (DVD) players, computers, language laboratories, compact disks, and computer software programs should be available for both teacher and student use. Interesting and challenging possibilities are available through e-mail and the World Wide Web. Students can interact with young persons from a target culture to explore a variety of cultural issues and to investigate the perspectives that underlie their respective cultures. In addition, the Internet provides a wealth of authentic materials from the target cultures to supplement traditional classroom resources.

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 will.*”

Students will:

Use correct pronunciation to read Latin sentences and phrases.

(Latin, Level I—Content Standard 3)

2. **BULLETS** denote content that is related to the standards and required for instruction. Bulleted content is listed under a standard and identifies additional minimum required content.

Students will:

Interpret basic oral and written information in the target language on a variety of topics in the present time frame.

- Identifying main ideas with some details
- Guessing words and phrases based on context

(Modern Languages, Level I—Content Standard 2)

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

Students will:

Trace cultural developments of the target culture.

Examples: expressive art forms, contemporary or historical issues

(American Sign Language, Level IV—Content Standard 5)

Modern Languages

Grades K-8

The rationale for beginning the study of a language other than English at the earliest age possible has been firmly established. Research has shown that young children easily acquire the knowledge and skills needed to enjoy their language experience, which in turn promotes a positive attitude toward the acquisition of a second language. Immediate and long-range benefits such as developing a positive self-image, promoting the understanding and appreciation of other cultures, attaining greater overall academic achievement, and increasing cognitive skills are realized through early language study. Young children, because of their natural curiosity, their physiological adeptness at imitating sounds, and their openness to new situations and ideas, find the study of another language an enjoyable and virtually effortless experience. To better meet the needs of these young learners, local school systems are encouraged to design a well-articulated Grades K-8 foreign languages program that expands upon each student's level of achievement in relation to the minimum required content prescribed by the content standards contained in this document.

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. The study of a world language at an early age is not intended to limit the choice of language, the number of languages studied, nor the opportunity to begin study at various points in the student's career.

The standards for Grades K-8 language acquisition are organized within the five goal areas of language study—Communication, Cultures, Connections, Comparisons, and Communities. The Communication goal extends from students producing simple oral language that includes recitation, recognition, and appropriate responses in the Grades K-2 modern languages exploratory program to producing more advanced levels of oral and written language in Grades 6-8. The Cultures goal involves having students identify various elements of the culture being studied in Grades K-2 to identifying major historic, scientific, and artistic contributions or events in Grades 6-8. In Grades K-2, the Connections goal begins with having students recognize and categorize cultural information by relating it to other school subject areas and progresses to their being able to utilize authentic information from target language newspapers and magazines and sources available on the Internet by Grades 6-8. The Comparisons goal at the elementary level begins with students recognizing similarities and differences between the target culture and language and English to using spoken and written language to reflect knowledge of grammatical differences by Grades 6-8. At the exploratory levels, the Communities goal expands from students being able to identify and present information about the target culture to others to creating authentic cultural activities and being able to communicate with those of the target culture by Grades 6-8.

Grades K-2

Overview

Students in Grades K-2 are able to learn languages quickly because of their natural curiosity, their adeptness at imitating sounds, and their openness to new situations and ideas. They are developing self-concepts, fine and gross motor skills, and social relationships. These students need opportunities to engage in hands-on experiences that allow them to solve problems and manipulate real objects. Their vocabulary is expanding, and they are learning at an exponential rate. Language growth is facilitated by means of frequent opportunities to express themselves before a variety of audiences and for many purposes.

A classroom environment that immerses students in a risk-free and nurturing setting is best for satisfying students' natural curiosities and their need for exploration. The instructional environment for the early childhood foreign languages program is a balanced one that includes opportunities for listening to and speaking languages and for learning about cultures. To achieve this balance, teachers use a variety of strategies and methods that include developmentally appropriate activities such as role playing, storytelling, game playing, and drawing and painting.

Oral language development is a primary focus of this stage of language instruction. Students need to be engaged in conversations about topics with which they are familiar. They begin to recognize basic sound distinctions and intonation patterns and their effect on communicating meaning. Prewriting skills are learned through drawing, scribbling, and stringing of letters.

Development of competencies for non-English languages is fostered through authentic communicative activities in which students recite a variety of materials, including songs, rhymes, games, and portions of predictable pattern texts that utilize learned vocabulary. Students recognize various elements of the target culture such as music or clothing, make connections to concepts learned in other disciplines, and identify similarities between the target culture and their own. The K-2 exploratory language classroom provides a firm foundation that prepares students for future success in language study.

Modern Languages

Grades K-2

Communication

Students will:

1. Use descriptive words in the target language to express opinions about a variety of materials, including stories, foods, or videos.
Examples: fantastic, good, terrible
2. Respond appropriately to simple classroom directions given in the target language.
Examples: repeating a statement or phrase, opening or closing a book, standing up
3. Use learned target language vocabulary to express simple commands.
Examples: directing others to open the door or sit down, playing the game “Simon Says”
4. Identify rhythm or speech patterns in culturally authentic materials.
Examples: poetry, music, dance
5. Recite a variety of high-frequency learned words, phrases, and sentences in the target language, imitating correct and appropriate intonation and pronunciation.
Examples: words—days of the week, numbers, colors;
phrases—Good morning!;
sentences—My name is John.

Cultures

6. Describe cultural behaviors in a variety of social situations.
Examples: greetings, gestures
7. Identify various elements of a target culture.
Examples: music, history, food, clothing, landmarks

Connections

8. Relate concepts learned in other disciplines to concepts learned in the target language.
Examples: weather and calendar topics in science, continents in geography, differences in numerical punctuation in mathematics, differences in capitalization rules in English language arts

Comparisons

9. Identify similarities or differences between a target culture and their own.
Examples: flags, music, gestures

Communities

10. Recite learned nursery rhymes from a target culture for a school or community audience.

Grades 3-5

Overview

Students in Grades 3-5 begin to expand their horizons and exercise some independent thoughts and actions as they move into a more self-guided stage of learning. They have a natural curiosity about other cultures, tend to have few inhibitions, and are willing to share their feelings and opinions. Students begin to use languages to expand their understanding of historical concepts, societal values, and cultural traditions as they develop an appreciation for the people, places, and events that shaped the history of the target culture.

The study of another language is a positive experience that encourages students to practice their linguistic skills as they engage in age-appropriate learning situations. They are able to use learned vocabulary to describe familiar activities and events of daily living such as family relationships, songs, games, foods, and home life. These topics help engage students in the learning of the target language and help maintain their interest in both the target language and its cultures. As students begin to develop reading and writing skills, the skills of listening and speaking continue to be emphasized.

Students in Grades 3-5 engage in conversations about familiar topics, express likes and dislikes, and are able to interact with others using appropriate gestures, etiquette, and oral expressions for greetings and farewells. They recognize and describe tangible products of the target culture, categorize concepts learned in other subject areas, and compare these to their own culture.

Modern Languages

Grades 3-5

Communication

Students will:

1. Create simple sentences to communicate in the target language about familiar topics.
Examples: school—I like mathematics.,
family—My sister is tall.,
holidays and celebrations—My birthday is in October.
2. Use appropriate gestures, etiquette, and oral expressions for greetings, farewells, and common classroom interactions.
3. Identify simple target language words from diverse children’s multimedia sources.
Example: number words from various children’s television programs
4. Retell stories in the target language using learned vocabulary and proper pronunciation and intonation.
 - Identifying main ideas, characters, and settings in stories
 - Reciting poems, songs, short anecdotes, and folk tales

Cultures

5. Identify common practices and perspectives of contemporary life of a target culture.
Example: telling why various generations from some cultures live in the same household
6. Describe tangible products from a target culture.
Examples: sporting goods, traditional and contemporary dress, foods, modes of transportation, flags, types of dwellings
7. Identify children’s songs and selections from target culture literature, including traditional poetry and rhymes.
Examples: German song—“*Mein Hut der hat drei Ecken*” (“My Hat, It Has Three Corners”),
Spanish song—“*Cielito lindo*” (“My Sweetie”)

Connections

8. Categorize target language and culture information by relating it to a corresponding school subject area.
Examples: llama from Argentina—geography,
rain forest in Costa Rica—science,
word cognates—English language arts,
addition and subtraction problems—mathematics

Comparisons

9. Identify words common to both the target language and to English, including cognates and borrowed words.
Examples: cognates—*astronauta* and astronaut, *Haus* and house;
borrowed words—*le weekend* and the weekend, *los jeans* and the jeans
10. Compare authentic materials of the target culture to their own.
Examples: hats—Mexican hat to cowboy hat, French beret to baseball cap

Communities

11. Name professions that benefit from proficiency in the target language.
Examples: physicians, firefighters, policemen
12. Organize an activity using authentic target language resources.
Example: creating an itinerary for an imaginary trip to a target language country

Grades 6-8

Overview

Middle school students are experiencing a critical and transitional stage of development. They display a wide range of intellectual abilities, learning styles, talents, interests, and maturation levels. While searching for their own identity and place in society, these students have the ability to think on higher levels and to draw conclusions. They also possess a natural curiosity about their world. The language teacher can capitalize on students' talents, abilities, and curiosity by directing their attention toward ways in which the study of other languages can be incorporated into subjects such as the arts, geography, history, music, science, and English language arts. In this way, students become more aware of the practical value of language study as they compare the people and cultures of the language studied with their own.

Students in Grades 6-8 are becoming more independent of parents and teachers and more dependent on peers for approval. The language classroom environment should be pleasant and enthusiastic, encouraging students to interact among themselves and with others, whether on another continent or in their own neighborhoods. The use of a variety of media to study the target language enhances the skills of listening, speaking, reading, and writing, as well as enhancing students' appreciation of other cultures. The use of correct pronunciation, grammar, and vocabulary is taught in a meaningful context of oral communication and age-appropriate reading and writing exercises. Refreshing and expanding formerly learned information while adding new material keeps language study relevant for students.

Content standards for Grades 6-8 address skills students acquire in the areas of listening, speaking, reading, writing, and culture. By listening and speaking, students develop proper pronunciation and intonation and knowledge of the structure of the target language. Students speak to communicate and to interact with others through presentations created to convey ideas and information. Through reading, students build understanding and acquire new information. As they develop language knowledge and skills, students write short sentences to reflect their own thoughts and experiences and respond to what they read, hear, and view.

It should be noted that local school systems have the option of offering Level I of a high school languages other than English course to eighth-grade students. Students who successfully complete the Level I course may partially fulfill the two-credit foreign language requirement for the *Alabama High School Diploma with Advanced Academic Endorsement*.

Modern Languages

Grades 6-8

Communication

Students will:

1. Use formal and informal expressions to communicate in the target language.
 - Giving oral and written instructions in the target language
 - Expressing opinions and feelings in the target language
Example: I like soccer.
 - Describing personality traits and physical characteristics in the target language
Examples: personality traits—My sister is friendly., Christopher Columbus is famous.;
physical characteristics—Ricky Martin is handsome., My dog is brown.
 - Utilizing idiomatic expressions of the target language
Examples: *llover a cántaros*—to rain cats and dogs,
Coûter les yeux de la tête.—It costs an arm and a leg.,
Hunger haben—to be hungry
2. Interpret target language gestures, intonation, and visual clues.
Examples: hand signals, voice inflections, facial expressions
3. Identify the main idea of nonfiction texts, including target language newspaper and magazine advertisements.
4. Create presentations in the target language.
Examples: bulletin board displays, short plays, skits, video recordings

Cultures

5. Explain cultural practices of a target culture.
Examples: celebrations, games, recreational activities
6. Identify trends found in various aspects of a target language culture.
Examples: fashion, music, dance, movies
7. Identify major historic, scientific, and artistic target culture contributions or events.
Examples: historic—Napoleon Bonaparte and the Battle of Waterloo,
scientific—Louis Pasteur and pasteurization,
artistic—Ludwig von Beethoven and *Symphony No. 5*

Connections

8. Relate vocabulary of the target language to vocabulary of other subject areas.
Example: recognizing the prefix *bi*, meaning two, in the Spanish word *bicicleta* and in the English word *bicycle*

Comparisons

9. Use spoken and written language to reflect knowledge of grammatical differences between English and the target language.
Examples: formal and informal address, gender
10. Identify critical sound distinctions of the target language and of English that must be mastered to communicate meaning.
Examples: *papa*—potato, *papá*—daddy;
read—present tense, read—past tense
11. Compare verbal and nonverbal behavior of the target culture to the culture of the United States.
Examples: verbal—terms of endearment such as *mon petit chou* and sweetie, and felicitations such as *¡Bravo!* and Hurrah!;
nonverbal—bowing and shaking hands

Communities

12. Create presentations about the target culture for various audiences.
Examples: classroom presentations, simple skits and songs for school and community presentations

Grades 9-12

Overview

Students in Grades 9-12 are experiencing significant physical and emotional growth and development, assuming more complex responsibilities, and making career choices. They are seeking their own independence and individuality and are beginning to make important life decisions. These students are also developing and practicing leadership and interpersonal communication skills in their schools and communities that will facilitate their entrance into adulthood and prepare them to become lifelong learners.

The Grades 9-12 Languages Other Than English—Foreign Languages curriculum provides opportunities for students to gain knowledge and understanding of cultures other than their own and to acquire the ability to communicate in other languages. Knowledge and use of expressive and receptive language and an in-depth study of the target culture and its relationship to other cultures are essential components of language study. The learning of other languages extends beyond the classroom and empowers students to participate, communicate, and function in today’s ever-changing global community and marketplace.

Classrooms for the study of languages other than English provide an environment that encourages students to interact and participate in the learning experience. They are well-equipped to ensure tactile, visual, and auditory stimulation. The diversity of learning styles of students dictates the need for teachers to employ various instructional strategies that encourage all students to reach their full potential. Technology is used by classroom teachers to enhance learning by means of virtual tours, distance learning classrooms, electronic pen pals, and on-line language practice, and to explore both the language and culture of the target community.

The Grades 9-12 curriculum includes the minimum required content for language learning for Levels I-IV in the areas of modern foreign languages, Latin, and American Sign Language. Content standards become increasingly more complex with each level of instruction. Local school systems may expand upon these content standards to address specific needs for additional course requirements.

Modern Languages

Grades 9-12

The Grades 9-12 modern languages program is designed to build on students' previous modern languages learning experiences in the elementary and middle school levels or to introduce students for the first time to the study of another language. The Grades 9-12 modern languages curriculum provides students with a four-year continuum of study in a modern language. The content standards for this curriculum are organized within the five goal areas of language education—Communication, Cultures, Connections, Comparisons, and Communities.

These standards, when combined with effective instruction, enable Level I students to use the target language in basic oral and written form and to acquire a basic understanding of the target cultures. Level II students are able to interpret spoken and written language on new and familiar topics and to identify practices within the cultures where the target language is spoken. Although the completion of Levels I and II fulfills the foreign language requirement for the *Alabama High School Diploma with Advanced Academic Endorsement*, students also have the option of continuing their language study with Levels III and IV or beginning the study of another language. At the advanced levels, students are able to use the language to discuss current events, history, literature, and the arts. They are also able to communicate about more abstract topics such as government and educational systems. Minimum proficiency to be achieved at each level is based on the ACTFL's proficiency guidelines.

This course of study contains the minimum required content for language study and is intended to serve as a guide for designing local curriculum. However, teachers are encouraged to expand upon the standards whenever possible to better meet the needs of their students in achieving the goal of language literacy.

Modern Languages

Level I

Level I modern 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, develop insight into cultures other than their own, and participate more fully in the global community.

Communication

Students will:

1. Recognize target language words and phrases spoken in context.
Examples: basic commands, classroom objects, cognates
 - Using the target language in oral and written form in the present time frame, including salutations, farewells, expressions of courtesy, likes, dislikes, feelings, emotions, agreement, disagreement, requests, descriptions, sequenced information, and cultural references where appropriate to interact in a variety of situations
 - Responding to basic instructions and questions
2. Interpret basic oral and written information in the target language on a variety of topics in the present time frame.
 - Identifying main ideas with some details
 - Guessing words and phrases based on context
3. Present oral and written information in the target language using familiar vocabulary and correct structure in the present time frame.
 - Expressing main ideas from print and nonprint materials
 - Creating brief oral presentations and short written paragraphs
 - Telling basic information about self and others
Examples: short autobiographies, descriptions of daily and leisure activities
4. Read aloud proverbs, short poems, and songs in the target language with appropriate pronunciation and intonation.

Cultures

5. Use appropriate target language vocabulary and nonverbal behavior in a variety of social situations and familiar settings.
Examples: verbal—greetings, voice inflections;
nonverbal—personal space

6. Identify tangible and intangible products of a target culture, including symbols and expressive art forms.
Examples: tangible—food, clothing, paintings, flags;
intangible—national anthems, religion

Connections

7. Identify other subject-area topics that relate to topics discussed in the target language class.
Example: cultural influence of explorers and settlers in various regions of the world
- Locating major countries, cities, and geographical features of places where the target language is spoken
 - Identifying examples of vocabulary words and phrases, proverbs, and symbols from the target language that relate to other disciplines
Examples: currency symbols, capitalization and punctuation, dates

Comparisons

8. Identify similarities and differences between words in the target language and in English, including pronunciation, intonation, stress patterns, and simple written conventions of language.
9. Compare holidays and celebrations of a target culture with those of the United States.

Communities

10. Identify typical activities and events of a target culture.
Examples: celebrations, concerts, exhibits
11. Identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting.
Examples: situations—hospital patient and medical staff relationships, international business meetings, courtroom hearings;
resources—news media, entertainment, technology, international guests

Modern Languages

Level II

Level II modern 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. Students enrolled in Level II must have successfully completed Level I and possess a novice-low to a novice-mid level of proficiency.

Communication

Students will:

1. Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing directions and instructions, and stating preferences and opinions to interact in a variety of situations.
2. Interpret spoken and written authentic target language materials and information on familiar topics.
 - Recognizing main ideas and important details in expository texts
 - Identifying the sequence of events in narrative texts
3. Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.
Example: describing school, holidays, and events
4. Recite from memory skits, poems, short narratives, or songs in the target language, using appropriate pronunciation and intonation.

Cultures

5. Describe practices within the cultures where the target language is spoken.
Examples: religious and holiday celebrations, eating customs
6. Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.
Example: food—bouillabaisse and other seafood dishes prepared in coastal regions;
dwellings—climate-dictated construction such as thatch roofs, houses on stilts,
and stucco walls;
arts—wood from the Black Forest used in crafting cuckoo clocks

Connections

7. Compare information common to other school subjects and to the target language.
Examples: metric system, cognates, historical figures, artists, musicians, current events

Comparisons

8. Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.
9. Compare traditions and social conventions of a target culture to one's own.

Communities

10. Describe typical activities and events of a target culture.
Examples: sports, regional performances, holidays
11. Communicate in a variety of ways with speakers of the target language on topics of interest.
Examples: writing letters, conducting interviews

Modern Languages

Level III

Level III modern 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. Students enrolled in this course must have successfully completed the Level II course and should be at a novice-mid to novice-high level of proficiency.

Communication

Students will:

1. Use the target language in oral and written form in the future time frame to exchange ideas, paraphrase, explain, and give cause.
Examples: discussions, notes, letters, e-mail, impromptu role plays, articles on current events
2. Interpret culturally authentic oral and written texts in the target language about familiar and unfamiliar topics presented in the future time frame to determine main ideas and supporting details.
3. Use the target language to create oral and written presentations on a variety of topics using familiar vocabulary and learned structures and time frames.
Examples: editorials, advertisements, résumés, speeches, journals, short stories, poems

Cultures

4. Analyze information learned about the perspectives and practices of a target culture to describe patterns of behavior typically associated with those cultures.
Examples: teenage dating, mealtimes
5. Describe the global influence of historic events, political structures, economic factors, and artistic expressions of a target culture.
Examples: historic events—tearing down the Berlin Wall,
political structures—Communism,
economic factors—Columbian exchange of goods between the Americas and Europe,
artistic expressions—French Impressionism

Connections

6. Describe connections between other school subjects and a target culture.
Examples: social studies and the study of indigenous peoples such as Aztecs, Incas, and Mayas; English language arts and the study of translations of prose and poetry works by foreign authors; science and the study of contributions by international scientists such as Madame Curie and Albert Einstein

Comparisons

7. Identify the complex linguistic elements of the target language as they relate to English.
 - Identifying examples of ways in which language and meaning do not transfer directly from one language to another
Example: false cognates
 - Identifying examples that show how vocabulary, linguistic structures, and tense usage in the target language differ from those of English
Examples: declensions, conjugations
8. Describe similarities and differences that exist within target cultures, including language, clothing, foods, dwellings, recreation, and social conventions.
Examples: dialect versus standard language, German versus Austrian foods

Communities

9. Explain origins of typical activities and events of a target culture.
Examples: festivals such as Oktoberfest, religious celebrations such as the Day of the Virgin of Guadalupe, national holidays such as Bastille Day
10. Apply language skills and cultural knowledge for recreational, educational, and occupational purposes.
Examples: traveling abroad, participating in language competitions, reading for pleasure, listening to authentic radio and television broadcasts

Modern Languages

Level IV

Level IV modern languages content standards require students to study 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. Successful completion of Level III of a modern language is a prerequisite for the study of Level IV of a modern language. Students beginning Level IV should be at a novice-high to intermediate-low level of proficiency.

Communication

Students will:

1. Apply the target language in oral and written form in all time frames to express needs and desires, to support and defend opinions and preferences, and to propose and support solutions to issues and problems, including the use of circumlocution, body language, and other creative means to convey and comprehend messages.
2. Interpret complex oral and written materials in the target language, incorporating learned structures and time frames.
Interpreting humor, irony, simile, and metaphor in authentic prose and poetry selections
3. Create original prose and poetry in the target language using appropriate vocabulary and learned structures and time frames.
Examples: essays, stories, poems, dramatizations, letters with advice or suggestions

Cultures

4. Relate the role of geography to the history and development of a target culture.
5. Trace cultural developments of a target culture.
Examples: expressive art forms, contemporary or historical issues

Connections

6. Describe current issues pertaining to a target culture and to another school subject.
Example: social studies—democracy versus socialism, United States educational expectations versus target culture expectations, American dollar versus Euro currency

Comparisons

7. Compare the complex elements of the target language and English.
Examples: vocabulary, colloquial phrases, linguistic features used to express various time frames and moods
8. Compare social, economic, and political perspectives of a target culture to those of the United States, including stereotypical viewpoints.

Communities

9. Create authentic cultural activities for a target culture event.
Examples: dance performances, fairs, virtual tours
10. Utilize language skills and cultural knowledge to demonstrate practical life applications.
Examples: communicating with a pen pal, writing college admission essays, completing job applications

Latin

Grades 9-12

The Grades 9-12 Latin curriculum describes content for Levels I-IV of Latin. While the Latin curriculum addresses both written and oral communication, an emphasis is placed on the written language. *Standards for Foreign Language Learning in the 21st Century* and the *Standards for Classical Language Learning* were used in the preparation of the Latin content for Grades 9-12 in this course of study.

Students will find the study of Latin to be beneficial as they discover its relationship to the English language and its unique cultural and historical contributions to the modern world. The high proportion of English words derived from Latin, including many abstract terms, makes the study of Latin essential for an in-depth understanding of the spelling and meaning of these words in the English language. The subject matter of classical Latin reveals the very roots of Western civilization, including the foundations of law, architecture, medicine, science, philosophy, and religious thought. The study of Latin not only increases English vocabulary but also gives students a sense of their cultural and linguistic past.

The national standards documents listed above, and upon which this curriculum is organized, focus on the five goal areas of language education—Communication, Cultures, Connections, Comparisons, and Communities. The Communication goal area focuses on students' ability to read and write increasingly complex Latin sentences and passages. The grammar and syntax examples for Levels I, II, III, and IV are designed to help the teacher define what forms and constructions these levels of comprehension might contain. The Cultures goal area centers on Roman daily life and basic Greco-Roman mythology for Level I and a beginning familiarity with persons and events of Roman history and political life gained through reading authentic Latin authors. The goal areas of Connections, Comparisons, and Communities not only reflect the contributions of Latin language and Roman culture in today's world, but also emphasize the importance of continued use of primary sources to authenticate and appreciate that influence.

This document contains the minimum required content for the study of four levels of Latin. However, teachers whose students are in a program that offers an Advanced Placement course will want to increase the rigor of content requirements for Levels I, II, and III to prepare students for success on the Vergil or Latin literature exams. The Level III Latin content, which focuses on Latin prose, and the Level IV Latin content, which focuses on Latin poetry, may be taught in reverse order to accommodate the needs of local school systems and their students.

Latin Level I

Level I Latin provides students the opportunity to begin the study of the Latin language and introduces them to Roman culture and its influence on the cultures of the Western world. Basic pronunciation, spelling, and translation are included in the course, while an emphasis is placed on reading, grammar, and culture.

Communication

Students will:

1. Use Level I Latin grammar and syntax to read and write Latin.
Examples: first-, second-, and third-declension nouns; six cases and their uses, including 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; vocabulary learned in the dictionary format
2. Respond orally to simple Latin sentences and phrases.
3. Use correct pronunciation to read Latin sentences and phrases.

Cultures

4. Describe elements of Roman daily life.
Examples: calendar, religion, government, social organization, food, clothing, architecture, entertainment, recreation
5. Describe the most important Greco-Roman deities, including their characteristics, duties, and associated myths.
Examples: Olympian gods, earth gods, mythical monsters, creation stories
6. Locate historically important cities and major geographical features of Italy and western Europe.
Examples: cities—Rome, Pompeii, Capua, Ostia, Brundisium;
geographical features—Tiber, Arno, Po, Appian Way, Etruria, Britannia, Gallia, Germania, Graecia, Mare Nostrum, Aegean Sea, Adriatic Sea, Alps

Connections

7. Identify Latin influences on other disciplines.
Examples: mathematics—Roman numerals, prefixes in metric system;
science—terminology used in anatomy, names of planets used in astronomy
8. Identify evidence of contributions of Roman civilization and language to diverse cultures.
Examples: Roman architectural sites in the Middle East, North Africa, and Europe; artistic interpretation of classical themes during the Renaissance

Comparisons

9. Recognize Latin derivatives, cognates, and language patterns, including mottoes, phrases, and abbreviations used in English.
10. Identify similarities of the culture of the United States to that of the Roman world, including architecture, daily life, and themes and heroes of classical mythology.

Communities

11. List professional fields that employ Latin terminology.
Examples: medical, legal, pharmacological, mathematical, scientific

Latin

Level II

Level II Latin includes a more advanced study of the knowledge and skills previously gained through the use of stories of Roman life, history, and mythology. Coursework involves a study of advanced grammar, additional vocabulary, and translation of works of authentic Roman authors. Aspects of Roman culture, including important persons, places, and events, continue to be taught during the second year of Latin study. Successful completion of Level I Latin is a prerequisite for the study of Level II Latin.

Communication

Students will:

1. Use Level II Latin grammar and syntax to read and write Latin passages.
Examples: 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; vocabulary learned in the dictionary format
2. Answer questions demonstrating comprehension and interpretation of Latin phrases and passages.
3. Recite passages in Latin using correct pronunciation and proper phrasing.
Examples: United States Pledge of Allegiance in Latin, introduction to Caesar's *De Bello Gallico*

Cultures

4. Explain the significance of people, events, and political terms in Roman history.
Examples: people—early heroes, Sulla, Marius, Pompey, Caesar, Antony, Octavian, Constantine, Justinian;
events—founding of Rome by Etruscans, plebeian struggle, Punic Wars, civil wars;
political terms—monarchy, republic, laws, political parties, *cursus honorum*, First and Second Triumvirates

5. Explain differences in the actions of legendary Roman heroes and those of historical Roman figures.
Example: actions of Marius, Sulla, Cicero, and Cincinnatus
6. Locate historically important cities, countries, and geographical features of the ancient Mediterranean world.
Examples: cities—Carthage, Troy, Alexandria, Athens, Delphi, Constantinople;
countries—division of Gaul, Phoenicia, Magna Graecia, Crete, Sicily;
geographical features—Rubicon, Po, Nile, Rhine, Alps, Pyrenees

Connections

7. Describe Latin influences on other disciplines, including English and Romance languages, history, and philosophy.
Examples: influence of Epicurean and Stoic philosophies on contemporary ideas and literature, current study of Julius Caesar’s military tactics
8. Describe the influences of Roman history on today’s world.
Examples: television series *Rome*; the movies *Gladiator*, *Cleopatra*, and *Troy*; archeological discoveries

Comparisons

9. Compare language patterns of Latin and English.
Example: describing differences in expressions of indirect statements in Latin and English
10. Utilize Latin prefixes, suffixes, and roots to expand English vocabulary.
Examples: *recall*, *advocate*, *admit*, *absent*
11. Compare the geography and social, political, legal, military, and economic systems of the Roman world to systems of the modern world.
Example: comparing a map of the Roman Empire to a contemporary map of the world

Communities

12. Identify ways the study of Latin is beneficial to the study of other languages.
Example: similarities among the Latin word *homo*, the Spanish word *hombre*, and the French word *l’homme*

Latin Level III

Level III Latin builds upon knowledge and skills acquired in Level II Latin. Students focus on employing advanced grammar and vocabulary to read primary prose sources that 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.

Communication

Students will:

1. Use Level III Latin grammar and syntax to read original works by authors of Latin prose and to write Latin prose.
Examples: grammar and syntax—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; vocabulary learned in the dictionary format;
authors of Latin prose—Caesar, Cicero, Pliny, Sallust, Livy
2. Analyze the style of Latin prose authors to comprehend content.
Examples: describing the tone of a passage from Cicero, explaining the use of rhetorical devices in speeches by Cicero
3. Recite memorized original Latin prose.

Cultures

4. Describe Roman values and perspectives recorded in prose.
Example: values of *pietas* and *gravitas* found in the writings of Pliny
5. Analyze figures in Roman history to determine their cultural significance.
Examples: Cicero, Pliny the Elder, Pliny the Younger, Sallust, Catiline, Seneca, the Gracchi, Plautus, Terence, Livy, Tacitus
6. Contrast the ideals of Roman political factions in the first century B.C.
Example: conflict between Cicero and Catiline

Connections

- Analyze early Roman heroes to identify their influence on American history.
Example: describing the influence of Cincinnatus on George Washington
- Describe the influence of themes in Roman prose on Western art and literature.
Example: Jacques-Louis David's *Oath of the Horatii*
- Analyze selected Roman prose to describe its influence in today's world of diverse cultures.
Example: use of phrases such as "*O tempora, O mores*" in modern context

Comparisons

- Analyze the structure of Roman rhetoric and its influence on contemporary rhetorical styles.
Example: comparing one of Cicero's orations to Martin Luther King's "I Have a Dream" speech
- Compare the style of Roman prose authors to that used in contemporary history and politics.
- Compare issues that reveal cultural similarities between the ancient world and modern cultures.
Examples: Sallust's account of the 63 B.C. 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 the Patriot Act

Communities

- Identify English derivatives of Latin words commonly used in Latin prose.
Examples: avarice, vulgar, suspicion, perdition

Latin

Level IV

Level IV Latin focuses on employing advanced grammar and vocabulary to read 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 Level IV Latin.

Communication

Students will:

1. Use Level IV Latin grammar and syntax to read original works by authors of Latin poetry.
Examples: grammar and syntax—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; vocabulary learned in the dictionary format;
authors of Latin poetry—Vergil, Ovid, Horace, Catullus
2. Analyze the style of Latin poets to comprehend content.
Example: describing how the meter of a poem affects its meaning
3. Identify metrical patterns by scanning selected Latin poetry.
Example: dactylic hexameter in Vergil’s *The Aeneid*—“*Ārmā vīr/ūmq̄e cā/nō Trō/iāe quī/prīmūs āb/ōrīs*”
4. Recite memorized original Latin poetry.
Examples: Catullus’ 5 (“*Vivamus, mea Lesbia, atque amemus*”), Horace’s 1.11 (“*Carpe Diem*”)

Cultures

5. Describe Roman values and perspectives in poetry.
Example: Epicurean and Stoic philosophies
6. Explain the significance of Roman poets.
Examples: Vergil, Horace, Ovid, Catullus, Martial, patron Maecenas

7. Compare actions and character traits of Roman heroes to actions and character traits of heroes of other periods in history.
Examples: Vergil's Aeneas and George Washington, Ovid's Daedalus and Leonardo da Vinci

Connections

8. Analyze Roman poets to determine their 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*
9. Describe the influence of themes in Roman poetry on Western art and literature.
Example: Ovid's tale of Orpheus and Eurydice as interpreted in the modern Brazilian film *Black Orpheus*

Comparisons

10. Identify phrases used in English and their origins in Latin literature.
Examples: "vanish into thin air," "hair stands on end," and "voice sticks in your throat" originating in Vergil's *The Aeneid*
11. Compare 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' "*Odi et amo*" and works by English poets Abraham Cowley (1667), Ezra Pound (1972), and Gary Wills (contemporary)

Communities

12. Identify English derivatives of Latin words commonly used in Latin poetry.
Examples: urbane, amorous, incantation, Occident

American Sign Language

Grades 9-12

American Sign Language is a visual-gestural language used by members of the North American Deaf community. Originating in the United States and deeply influenced and enriched by French Sign Language, American Sign Language is a fully developed, natural language independent from the English language. American Sign Language has all the features, including syntax and grammar, that make a language a unique communication system.

American Sign Language has only in recent years gained linguistic respect as a distinct and living language. American Sign Language differs from the other languages described in this course of study in that it is a purely visual language with no written form.

The American Sign Language program for Grades 9-12 parallels the modern languages program and is organized within the five goal areas of language study—Communication, Cultures, Connections, Comparisons, and Communities. Content standards contained in this course of study provide students with a four-year continuum of study in American Sign Language.

Level I students begin to use the target language in its basic form and develop an understanding of the target culture. Level II students are able to identify new and familiar topics and practices within the cultures where the target language is used. Levels III and IV prepare students to use the language to discuss current events, history, literature, and the arts. Students also begin to communicate about more abstract topics such as government and educational systems.

This course of study contains the minimum required content for language study and is intended to serve as a guide for designing local curriculum. However, teachers are encouraged to expand upon the standards whenever possible to better meet the needs of their students in achieving the goal of language literacy.

American Sign Language

Level I

Level I American Sign Language provides students the opportunity to begin the study of this language while introducing them to the study of another culture. Basic syntax, grammar, and culture are included in the course. These basic skills help students better understand their own language and culture, develop insights into cultures other than their own, and participate more fully in the global community.

Communication

Students will:

1. Use the target language in the present time frame, including salutations, farewells, expressions of courtesy, likes, dislikes, feelings, emotions, agreement, disagreement, requests, descriptions, sequenced information, and cultural references where appropriate to interact in a variety of situations.
2. Recognize basic physical and linguistic features of the target language used in common words and phrases.
Examples: physical features—nonmanual grammatical signals, hand dominance, parameters, body movement;
linguistic features—classifiers; nouns versus verbs; temporal aspect; basic sentences involving negation, questions, and comments
 - Responding to basic instructions and questions
3. Identify main ideas and designated facts from signed narratives about familiar topics presented in the present time frame.
4. Create brief presentations in the target language about everyday topics using familiar and newly acquired vocabulary words and phrases and correct structure in the present time frame.
Examples: short autobiographies, descriptions of daily and leisure activities
5. Read aloud proverbs, short poems, and songs in the target language using appropriate syntax and grammar, facial expression, and body movement.

Cultures

6. Use appropriate nonverbal behavior in a variety of social situations and familiar settings.
Examples: personal space, hugging, eye contact, signals for gaining attention, nonmanual grammatical signals
7. Identify tangible and intangible products of a target culture, including symbols and expressive art forms.
Examples: tangible—teletypewriter for the Deaf (TTY), videophone, signaling devices;
intangible—ABC stories, literature, relay services

Connections

8. Identify information common to other school subjects and the target language community, including history, the arts, physical education, and science.
Examples: history—settlement of Martha’s Vineyard;
arts—Douglas Tilden, National Theater for the Deaf, Henry Kisor;
physical education—creation of the huddle, umpire signals;
science—deaf and hard of hearing scientists and their scientific works

Comparisons

9. Identify similarities and differences between signed words and phrases and their parameters, including hand shape, palm orientation, movement, location, and nonmanual grammatical signals.
10. Compare customs of the target culture to those of other minority deaf cultures, including celebrations and traditions.
Examples: celebrations—Gallaudet Day and Deaf Awareness Day in the United States and “Learn to Sign Week” in England;
traditions—greater number of residential schools in the United States, differences in sporting events, greater number of Deaf Club memberships in other countries

Communities

11. Identify typical cultural activities and events of the target language community.
Examples: Deaf Awareness Day, sporting events, signed performances
12. Identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting.
Examples: situations—need for interpreters in businesses, courts, hospitals, and performances;
resources—print media, entertainment, technology

American Sign Language

Level II

Level II American Sign Language builds upon knowledge and skills acquired in Level I. Focus is placed on students gaining facility in handling more advanced elements of communication; broadening insights into another culture as well as their own; and enhancing the connections they make with other disciplines, the community, and the world. Successful completion of the Level I American Sign Language course is a prerequisite for the study of the Level II course.

Communication

Students will:

1. Use learned target language vocabulary and phrases, including giving and responding to a series of commands, asking and answering questions, providing directions and instructions, and stating preferences and opinions to interact in a variety of situations.
2. Interpret culturally authentic narratives in the target language about new and familiar topics.
 - Identifying specific linguistic aspects of American Sign Language
Examples: lexicalized signs, multiple meanings, plurals, time indicators
 - Identifying story structure
Examples: setting, plot, characters, conflict
 - Responding to prediction questions
3. Create short presentations in the target language on a variety of topics using familiar and newly acquired vocabulary words and phrases and correct syntax and grammar.
Examples: skits, ABC stories, classifier stories, original poems, commercials
4. Recite from memory skits, poems, short narratives, or songs in the target language using appropriate spacing, basic classifiers, and nonmanual grammatical signals.

Cultures

5. Describe social practices within cultures where the target language is used.
Examples: club events, sporting events, celebrations, traditions
6. Explain basic social, economic, and political institutions of the target culture.
Examples: social—Deaf Clubs;
economic—National Fraternal Society of the Deaf (NFSD);
political—World Federation of the Deaf (WFD), National Association of the Deaf (NAD)

Connections

7. Relate information learned in other school subjects, including political issues, social issues, and educational concerns, to the target culture.
Examples: political issues—Civil Rights Act, Americans with Disabilities Act (ADA), public policy;
social issues—oral-sign communication, cochlear implants;
educational concerns—residential versus inclusion, Deaf Child Bill of Rights

Comparisons

8. Compare vocabulary usage, grammatical structures, and idiomatic expressions of the target language with other signed systems and with English.
9. Compare social interactions in a variety of cultural settings with those of the target culture.
Examples: maintaining eye contact, pointing, hugging, touching

Communities

10. Describe typical activities and events of the target language community.
Examples: performances, sporting events, Deaf Club meetings, residential alumni meetings, pageants
11. Communicate in a variety of ways with speakers of the target language on topics of interest.
Examples: writing letters and e-mail correspondence, conducting interviews

American Sign Language

Level III

Level III American Sign Language focuses on continuing the development of communicative competence in the target language and on building a deeper understanding of the culture of the persons who speak the language. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They also study complex features of the language, progressing from concrete to abstract concepts. Successful completion of Level II of American Sign Language is a prerequisite for the study of the Level III course.

Communication

Students will:

1. Use the target language, including exchanging ideas, restating or paraphrasing, explaining, and giving cause to interact in a variety of settings.
Examples: dialogues, retells, impromptu role plays, articles on current events
2. Interpret culturally authentic presentations in the target language about familiar and unfamiliar topics to determine main ideas and supporting details.
 - Identifying complex sentence structures and clauses
Example: rhetorical, conditional, and relative clauses
 - Identifying characters in relation to space and location
3. Create presentations in the target language on a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure.
Examples: advertisements, speeches, poems, ABC and classifier stories

Cultures

4. Analyze information learned about the perspectives and practices of the target culture to describe patterns of behavior typically associated with other target language cultures.
5. Describe the global influences of historic events, political structures, economic factors, and artistic expressions of the target culture.
Examples: historic events—Milan Manifesto and the 1880 oral-only vote;
political structures—influence on other countries of the Deaf Child Bill of Rights;
economic factors—Deaf adults immigrating to the United States in search of career opportunities;
artistic expressions—Deaf Way Conference at Gallaudet University where Deaf artists from around the world were first brought together to share their expertise

Connections

6. Apply information learned in other school subject areas to information learned from target language materials.
Examples: information on hazards and hearing loss in health education programs, advocacy awareness information learned in social studies programs, language literacy gained from English language arts programs

Comparisons

7. Identify the complex linguistic elements of the target language as they relate to English.
Examples: relative clauses, embedded clauses, spatial relationships
 - Identifying examples of ways in which language and meaning do not transfer directly from one language to another
Examples: *to be* rarely used in American Sign Language, no written form of American Sign Language
 - Identifying examples that show how vocabulary, linguistic structures, and tense usage in the target language differ from those of English
Example: American Sign Language—TOUCH FINISH, NEW-YORK and English—I have been to New York.
8. Identify similarities and differences that exist within the American Sign Language culture and other Deaf cultures.
 - Describing influences of events and issues on the relationship between target cultures
 - Comparing social conventions of target cultures
 - Comparing aspects of target cultures, including language, values, and types of recreation
Examples: regional sign differences, degree of hearing loss and its effect on interactions, intermarriage, technology

Communities

9. Explain the origins of typical activities and events of the target culture community.
Examples: political and historic events—“Deaf President Now,” a 1988 week-long strike by Gallaudet students resulting in the appointment of a deaf president and restructuring of the Board of Regents
10. Apply language skills and cultural knowledge to access information for recreational, educational, and occupational purposes.
Examples: recreational—Deaf Olympics, sporting events;
educational—National Technical Institute for the Deaf (NTID), Gallaudet University;
occupational—Internet sites, job interviews

American Sign Language

Level IV

Level IV American Sign Language students study complex features of the language and can easily comprehend more abstract concepts. They are introduced to a formal study of authentic literary selections and can use the target language to create original prose and poetry. Students are able to understand materials presented on a variety of topics related to contemporary events and issues in the target culture. Successful completion of Level III American Sign Language is a prerequisite for the study of the Level IV course.

Communication

Students will:

1. Apply the target language to support and defend opinions and preferences, to propose and support solutions to issues and problems, and to express needs and desires, including the use of circumlocution, body language, and other creative means to convey and comprehend messages in all time frames.
2. Interpret complex materials in the target language using learned structures and tenses.
Interpreting humor, irony, simile, and metaphor in authentic prose and poetry selections
3. Create original prose and poetry presentations in the target language using appropriate vocabulary and learned structures and time frames.
Examples: stories, poems, dramatizations

Cultures

4. Relate the role of historic events to the development of the target culture.
Examples: French influence on American Sign Language, Civil Rights Act and its influence on special education, debates of Alexander Graham Bell and Thomas Gallaudet regarding oral versus manual approach
5. Trace cultural developments of the target culture.
Examples: expressive art forms, contemporary or historical issues

Connections

6. Describe linguistic features and literary styles of prose and poetry found in the target language and in English.
 - Identifying major deaf and hearing authors
Examples: Henry Kisor, Carol Padden, Leah Cohen, Cheryl Heppner
 - Identifying interpreted poetry and its English equivalent
Example: “The Raven” and “Jabberwocky”

Comparisons

7. Compare the complex elements of the target language and English.
Examples: vocabulary, linguistic features used to express various time frames and moods, figurative language, multiple meanings
8. Describe similarities and differences that exist within a target culture.
 - Explaining how members of the target culture view the majority culture
 - Describing local, regional, and national differences of the target language

Communities

9. Create authentic activities for a target culture event.
Examples: signed skits, songs, art displays
10. Use language skills and cultural knowledge for practical life applications.
Examples: participating in Deaf Clubs or American Sign Language Clubs; attending local, regional, or state events sponsored by the Deaf community

Alabama High School Graduation Requirements

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

1. COURSE REQUIREMENTS

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum. Students seeking the Alternate Adult High School Diploma shall complete the prescribed credits for the Alabama High School Diploma and pass the test of General Education Development (GED).

COURSE REQUIREMENTS	Alabama High School Diploma Credits	Alabama High School Diploma with Advanced Academic Endorsement Credits	Alternate Adult High School Diploma Credits
ENGLISH LANGUAGE ARTS	4	4	4
Four credits to include the equivalent of:			
English 9	1	1	1
English 10	1	1	1
English 11	1	1	1
English 12	1	1	1
MATHEMATICS	4	4	4
Four credits to include the equivalent of:			
Algebra I	1	1	1
Geometry	1	1	1
Algebra II with Trigonometry	1	1	1
Mathematics Elective(s)	2	1	2
SCIENCE	4	4	4
Four credits to include the equivalent of:			
Biology	1	1	1
A physical science	1	1	1
Science Electives	2	2	2
SOCIAL STUDIES*	4	4	4
Four credits to include the equivalent of:			
Grade 9 Social Studies	1	1	1
Grade 10 Social Studies	1	1	1
Grade 11 Social Studies	1	1	1
Grade 12 Social Studies	1	1	1
PHYSICAL EDUCATION	1	1	1
HEALTH EDUCATION	0.5	0.5	0.5
ARTS EDUCATION	0.5	0.5	0.5
COMPUTER APPLICATIONS**	0.5	0.5	0.5
FOREIGN LANGUAGE***		2	
ELECTIVES	5.5	3.5	5.5
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.			
TOTAL CREDITS	24	24	24

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits for the Alabama High School Diploma and the Alternate Adult High School Diploma or four electives credits for the Alabama High School Diploma with Advanced Academic Endorsement.

*** Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Appendix A

Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-.02(8)(g)1.)

Course and assessment requirements specified below must be satisfied in order to earn the Alabama Occupational Diploma.

1. COURSE REQUIREMENTS

Effective for students with disabilities as defined by the *Individuals with Disabilities Education Act*, students must earn the course credits outlined in Ala. Admin. Code r. 290-3-1-.02(8)(g)1.

COURSE REQUIREMENTS	Alabama Occupational Diploma Credits
ENGLISH LANGUAGE ARTS	4
*Four credits to include the equivalent of: English I English II English III English IV	1 1 1 1
MATHEMATICS	4
*Four credits to include the equivalent of: Math I Math II Math III Math IV	1 1 1 1
SCIENCE	4
*Four credits to include the equivalent of: Science I Science II Science III Science IV	1 1 1 1
SOCIAL STUDIES	4
*Four credits to include the equivalent of: Social Studies I Social Studies II Social Studies III Social Studies IV	1 1 1 1
CAREER/TECHNICAL EDUCATION	2
COORDINATED STUDIES	1
COOPERATIVE CAREER/TECHNICAL EDUCATION	1
HEALTH EDUCATION	0.5
PHYSICAL EDUCATION	1
ARTS EDUCATION	0.5
ELECTIVES	2
Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.	
TOTAL CREDITS	24

* All AOD courses shall comply with the current curriculum guides designated for AOD implementation. Local Education Agencies may add additional courses/credits and requirements.

2. ASSESSMENT REQUIREMENTS

Take the required statewide assessment for graduation at least once (during the spring of the eleventh-grade year).

Guidelines and Suggestions for Local Time Requirements and Homework

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama*, 1975, §16-1-1).

Suggested Time Allotments for Grades 1 - 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		

Dance
Music
Theatre
Visual Arts

Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.

*Established by the State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

**Established by the State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large group, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Appendix B

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and/or remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

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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 assessment** – A form of performance assessment structured around real-life problems or situations.
- Authentic materials** – Books, tapes, videos, games, magazines, and other materials produced for use by native speakers of a language.
- Circumlocution** – An indirect way of expressing something when one does not know a specific word and may have to use a large number of words to express an idea.
- 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.
- Context clues** – Information available to a reader for understanding an unfamiliar word. Clues may be taken from the meaning of a sentence as a whole, familiar language patterns, surrounding words and sentences, or the position and function of the word.
- Deaf Way** – The 1989 International Conference and Festival held in Washington, D.C. to celebrate Deaf culture.
- 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).
- Dialect** – The form or variety of a spoken language peculiar to a region, community, social, or occupational group.
- 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 nonsequential 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.
- 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 preuniversity course of study designed for highly motivated secondary school students.

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

Irony – The use of words to express something other than or opposite from the literal meaning.

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.

Lexicalized sign – A finger-spelled word that becomes a sign due to frequent use. They often keep the first and last letter and tend to delete middle letters. For example, the finger-spelled word “BACK” has evolved over time to include a directional movement and the deletion of “C.”

Metaphor – A figure of speech in which a word or phrase denoting one kind of object or idea is used in place of another to suggest a likeness or analogy (as in *drowning in money*).

Meter – Regular patterns of syllables as found in poetry.

Multicultural – A term referring to several cultures.

Nonmanual grammatical signals – Facial expressions, head movements, and body posture that accompany signs to provide additional grammatical information.

Nonprint text – Any medium that creates meaning through sound or images or both, such as symbols, words, songs, speeches, pictures, and illustrations not in traditional print form.

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 nonmanual grammatical signals.

Performance-based assessment – An assessment requiring the construction of a response or product. These assessments are open-ended and do not have predetermined answers.

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.

Predictable pattern texts – A story characterized by predictable story lines and repetition of phrases and rhythm or rhyme that enables young children to make predictions about content.

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.

- Scansion** – The analysis of verse to show its metrical patterns; scanning.
- Signaling devices** – Alerting devices used to signal a telephone ringing, a smoke alarm beeping, a baby crying, etc. The signal may be visual (flashing light), auditory (increase in amplification), or vibrotactile (a vibration).
- 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*).
- 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.)
- TTY** – A teletypewriter, also called a telecommunication device for the Deaf (TDD). A TTY consists of a keyboard, which holds 20 to 30 character keys, a display screen, and a modem. Letters typed into the machine are turned into electrical signals that travel over regular telephone lines. When signals reach their final destination, they are converted back to letters that appear on a display screen.
- Videophone** – A videocommunication device using Internet protocol that enables a person using sign language to make a point-to-point call or a video-relay service call.