Pennsylvania World Languages

Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Adopted 2002

Communication in a Target Language 12.1

A. Know the basic sound system and spelling patterns of the target language. 12.1.S1.A

A. Recite target language alphabet and associated sounds and basic words with proper accentuation. 12.1.1.S1.A

B. Know common vocabulary forms and structures used in basic speaking and writing. 12.1.S1.B

B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)
Greetings, farewells and courtesy expressions
Formal and informal forms of address
Numbers and dates
Daily life skills
Basic question words
Classroom commands 12.1.1.S1.B

C. Recognize common vocabulary terms through listening and reading. 12.1.S1.C

C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.
Time expressions
Weather expressions
Colors
Likes and dislikes 12.1.1.S1.C

D. Know simple sentence and question structures in order to communicate. 12.1.S1.D

D. Use simple sentence and question structures in speaking and writing.
Memorized words
Phrases
Expressions
Facts about family 12.1.1.S1.D

E. Identify words from the target language that are commonly used in English. 12.1.S1.E

E. Find words used in magazines, commercials and advertisements influenced by the target language.
Classroom bulletin board collage
Notebook collage 12.1.1.S1.E

F. Know how the target language has influenced other school curriculum areas. 12.1.S1.F

Skip to main content

F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.
Health and Physical Education (e.g., soccer)
Science (e.g., Fahrenheit/Celsius)
Music (e.g., lento, a cappello, allegro) 12.1.1.S1.F

A. Refine knowledge of the sound system and spelling patterns of the target language. 12.1.S2.A

A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. 12.1.1.S2.A

B. Know expanded vocabulary forms and structures used in basic speaking and writing. 12.1.S2.B

B. Speak and write expanded vocabulary phrases and structures in dialogs of short essays.
Nationalities
Occupations
Age groups
Food and beverages
Sports and leisure
School
Anatomy 12.1.1.S2.B

C. Recognize expanded vocabulary through listening and reading. 12.1.S2.C

C. Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.
Question formation
Daily schedules and school schedules
Personal information exchange
Directions and commands 12.1.1.S2.C

D. Know simple sentence and question structures in order to communicate about memorable and upcoming events. 12.1.S2.D

D. Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.
New sentences using previously learned material
Original questions
Spontaneous responses to questions
Face-to-face conversations 12.1.1.S2.D

E. Identify words in English that have origins in the target language. 12.1.S2.E

E. Use an English dictionary to find the meanings and origins of target language words.
Multi-syllable words
Target language sentences using origin words. 12.1.1.S2.E

F. Explain how the target language has influenced other areas of the school curriculum. 12.1.S2.F

F. Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through the target language.
Dialogs
Cartoon drawings
Small paragraphs 12.1.1.S2.F

A. Know details of the sound system and spelling patterns of the target language. 12.1.S3.A

A. Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. 12.1.1.S3.A

Skip to main content

B. Know advanced vocabulary and idiomatic expressions used in speaking and writing. 12.1.S3.B

B. Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language.
Medical terms
Money exchange
Purchases
Use of transportation and communications
Lodging arrangements 12.1.1.S3.B

C. Recognize advanced vocabulary through listening and reading selections. 12.1.S3.C

C. Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines. Public figures
Historical figures
Major news events 12.1.1.S3.C

D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.S3.D

D. Develop and use simple, compound and complex sentence and question structures to communicate and comprehend.
Face-to-face initiated conversations
Simple survival tasks
A simple letter
Main ideas of culturally authentic materials
Compositions 12.1.1.S3.D

E. Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.S3.E

E. Discuss two paragraphs: one in English and one in the target language. Select words from different origins. Compare their use in English and in the target language.
Comparative discussion with classmates
Comparative discussion with the teacher
Follow-up written paragraph in target language using selected words from different origins. 12.1.1.S3.E

F. Analyze how the target language has influenced the school curriculum. 12.1.S3.F

F. Make a presentation or write a paragraph in the target language about another subject area explaining the connections.
History
Art
Mathematics
Environment and Ecology 12.1.1.S3.F

A. Know and compare distinct regional accents of the sound system of the target language. 12.1.S4.A

A. Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers. 12.1.1.S4.A

B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications. 12.1.S4.B

B. Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.
Social customs in the target language
Personal relationships
Current and past events
Poems, dramas and stories 12.1.1.S4.B

Skip to main content

C. Recognize enhanced vocabulary used in complex listening and reading selections. 12.1.S4.C

C. Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.
Politics
Problem solving
Environment
Art and literature
History 12.1.1.S4.C

D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events. 12.1.S4.D

D. Discuss how speakers and writers use various sentence structures to convey meanings.
Sentences combined into paragraphs
Comparative expressions
Past and future events
Hypothetical statements
Complicated survival tasks
Main ideas and details of live and recorded discussions
Lectures and multimedia about current and past events
Spoken or written summaries 12.1.1.S4.D

E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture. 12.1.S4.E

E. Select a specific historical event that occurred in the target language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event. Dramatization
Essay or story
Poem or song
Projects (e.g., arts, crafts, videos, dioramas) 12.1.1.S4.E

F. Research, analyze and describe the target language's influence in different areas of the school curriculum. 12.1.S4.F

F. Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area. Dramatization (e.g., Flamenco Dance)
Essay or story
Poem or song (e.g., classical artists)
Projects (e.g., arts, crafts, videos, dioramas) 12.1.1.S4.F

Communication in a Classical World Language 12.2

A. Know the basic sound system and spelling patterns of classical Latin or Greek. 12.2.S1.A

A. Recite the classical Latin or Greek alphabet and associated sounds and words with proper accentuation. 12.2.1.S1.A

B. Recognize common vocabulary terms through reading and listening. 12.2.S1.B

B. Comprehend written sentences and spoken conversations using simple vocabulary and verbs of being, saying, seeing.
Description of dress and color
Talk between friends or family members
Talk between persons of different social classes 12.2.1.S1.B

C. Know common vocabulary forms and structures used in basic speaking and writing. 12.2.S1.C

Skip to main content

C. Write and speak common vocabulary phrases and structures during activities with teacher and classmates.
Greetings, farewells, and courtesy information
Classroom commands
Basic question words 12.2.1.S1.C

D. Know simple sentence and question structures in order to read and translate classical Latin or Greek. 12.2.S1.D

D. Use simple sentence and question structures to comprehend simple written sentences and conversations.
Parts of speech in Latin or Greek and English
Conjugation of simple verbs in present tense
Basic patterns of noun, adjective and article changes (i.e., masculine, feminine, neuter)
Noun-adjective agreement
Basic interrogative words
Basic case uses 12.2.1.S1.D

E. Identify words from the classical languages that are commonly used in English. 12.2.S1.E

E. Find words used in magazines, commercials and advertisements influenced by classical Latin or Greek.
Company names with Greek and Latin roots (e.g., Micron, Nike)
Mottoes (e.g., carpe diem, veni vidi vici) 12.2.1.S1.E

F. Know how the classical languages have influenced other school curriculum areas. 12.2.S1.F

F. Discuss with classmates and the teacher how classical Latin or Greek has influenced other areas of the school curriculum.
Science (e.g., names of planets and plants)
Civics and Government (e.g., democratic ideals)
Geography (e.g., migration)
Mathematics (e.g., geometrical shapes) 12.2.1.S1.F

A. Refine knowledge of the sound system and spelling patterns of classical Latin or Greek. 12.2.S2.A

A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation. 12.2.1.S2.A

B. Recognize expanded vocabulary terms through reading and listening. 12.2.S2.B

B. Comprehend simple written and spoken sentences using an expanded vocabulary and verbs of sending, remaining and moving in dialogs and short paragraphs.
Nationalities
Occupations
Emotions
Daily life 12.2.1.S2.B

C. Know expanded vocabulary forms and structures used in basic speaking and writing. 12.2.S2.C

C. Write and speak expanded vocabulary phrases and structures in basic dialogs and short sentences.
Age groups
School
Anatomy 12.2.1.S2.C

Skip to main content

D. Know simple sentence and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text. 12.2.S2.D

D. Use simple sentence and question structures in order to comprehend dialogs and short paragraphs
Conjugation of verbs in present, past and future tenses
Main patterns of noun, adjective and article changes
Main pronouns and demonstratives Principle case uses 12.2.1.S2.D

E. Identify words in English that have origins in the classical languages. 12.2.S2.E

E. Use an English dictionary to find the meanings and origins of classical Latin or Greek words.
Common suffixes and prefixes (e.g., pro-, anti-, anthro-) Legal terms (e.g., pro bono, habeas corpus)
Common phrases (e.g., sui generis, quid pro quo) 12.2.1.S2.E

F. Explain how the classical languages have influenced other areas of the school curriculum. 12.2.S2.F

F. Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through classical Latin or Greek.
Greco Roman map of the Mediterranean world
Mythological roots of names for days of the week 12.2.1.S2.F

A. Know details of the sound system and spelling patterns of classical Latin or Greek. 12.2.S3.A

A. Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and understanding. 12.2.1.S3.A

B. Recognize advanced vocabulary through reading selections from classical authors and listening. 12.2.S3.B

B. Comprehend written sentences and paragraphs using vocabulary terms and verbs of wanting, thinking, believing, and liking from simple classical texts. Traditions and customs
Military events (e.g., gladiator, chariot) 12.2.1.S3.B

C. Know advanced vocabulary and idiomatic expressions used in speaking and writing. 12.2.S3.C

C. Write and speak vocabulary used to construct phrases and sentences in Latin or Greek.
Travel
Buildings
Geography
Government 12.2.1.S3.C

D. Know simple, compound and complex sentence structures in order to comprehend reading passages from classical authors. 12.2.S3.D

D. Use simple, compound and complex sentence structures to comprehend reading passages from classical authors.
Participles
Passive voice Reflexives
Pronouns and demonstratives
Common irregular verbs
Conjugation of verbs in all tenses 12.2.1.S3.D

E. Analyze and compare the origins and meanings of common Greek or Latin words used frequently in the English language. 12.2.S3.E

Skip to main content

E. Discuss families of words that are derived from Latin and Greek
Political terms (e.g., liberty, democracy, aristocracy)
Medical terms (e.g., stethoscope, leucocyte) 12.2.1.S3.E

F. Analyze how the classical languages have influenced the school curriculum. 12.2.S3.F

F. Make a presentation or write a paragraph (in English) about another subject area explaining the connections
Terms in Roman and modern elections
Mythological references in an English poem
Latin roots of terms for insects or flowers 12.2.1.S3.F

A. Know the basics of classical poetic meters and phrase patterns for reading aloud with appropriate voice inflections. 12.2.S4.A

A. Read prose and poetry aloud with attention to such features as metrical structure, meaningful phrase groupings, and appropriate voice inflections. 12.2.1.S4.A

B. Recognize enhanced vocabulary used in complex reading selections from classical authors and listening. 12.2.S4.B

B. Comprehend complex written sentences and paragraphs using enhanced vocabulary terms and verbs of using, enjoying, understanding from selected classical authors.
Philosophies
Historical events 12.2.1.S4.B

C. Know enhanced vocabulary and idiomatic expressions used in written and oral communication. 12.2.S4.C

C. Write and speak vocabulary used to construct connected sentences in Latin or Greek.
Abstract concepts
Politics 12.2.1.S4.C

D. Know and analyze simple, compound and complex sentence structures in order to comprehend advanced passages from classical authors. 12.2.S4.D

D. Use simple, compound and complex sentence structures to comprehend advanced passages from ancient authors.
Conjugation of verbs in all tenses and moods
Main uses of moods other than the indicative mood
Advanced irregular verbs
Advanced case uses 12.2.1.S4.D

E. Describe the influence of historical events in classical culture that have an impact on the English language and culture. 12.2.S4.E

E. Discuss a Greek or Roman event or cultural phenomenon that has influenced English.
"Achilles' heel"
Delphic Oracle, Sibyl
Socratic method 12.2.1.S4.E

Skip to main content

F. Research, analyze and describe the classical languages' influence in different areas of the school curriculum. 12.2.S4.F

F. Demonstrate mastery of classical language skills by connecting influences of classical language or culture in another subject area.
Latin terms in psychology (e.g., ego, id, unconscious)
Ancient Greek political structure and modern democracy 12.2.1.S4.F

The Role of Culture in World Language Acquisition 12.3

A. Identify fundamental products and customs of the target culture. 12.3.S1.A

A. Discuss the fundamental products and customs of the target culture in the target language.
Flags
Landmarks
Names
Culture-specific foods and crafts 12.3.1.S1.A

B. Know typical expressions and gestures for basic social interactions in the target culture. 12.3.S1.B

B. Use culturally appropriate memorized expressions and gestures for basic social interactions.
Greetings and leave-takings
Familiar and polite forms of address
Common courtesies 12.3.1.S1.B

C. Describe similarities and differences of life skills and social structures in personal interactions between cultures. 12.3.S1.C

C. Model life skills and social interactions in the target language culture and in one's own culture.
Concepts of time and punctuality
Family and peer relationships
Daily routine
Knowledge of stereotypes
Cultural sensitivity 12.3.1.S1.C

D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio). 12.3.S1.D

D. List and relate content subject words used in English that have origins in the target language.
Mathematics (e.g., metric, geometry)
Music (e.g., lento, a cappello, allegro)
Literature (e.g., Hansel and Gretel, Arabian Nights)
Physical Education (e.g., tango, ballet, Olympics, soccer)
Science (e.g., Fahrenheit, Celsius, Homo sapiens) 12.3.1.S1.D

A. Describe the products and customs of the target culture. 12.3.S2.A

A. Discuss the products and customs of the target culture in simple sentences in the target language.
Holidays
Famous people and their contributions
Menus and schedules 12.3.1.S2.A

B. Explain cultural patterns of daily social interaction. 12.3.S2.B

B. Write and perform simple role-plays reflecting daily life in a culturally competent manner.
Making purchases and placing orders
Table manners and eating customs
Telephone and letter etiquette
School classes and activities 12.3.1.S2.B

Skip to main content

Explain similarities and differences of daily activities between cultures. 12.3.S2.C

C. Write about and dramatize cultural similarities and differences in daily activities in the target language.
Youth, school and leisure culture
Concept of personal space and distance
Relationships with adults and authority figures
Work ethic 12.3.1.S2.C

D. Know information with details in other subject areas influenced by the target culture. 12.3.S2.D

D. Read and comprehend simple sentences from the target language/culture in other school content areas.
Consumer Science (e.g., recipe instructions and cooking terms)
Geography (e.g., map reading)
Mathematics (e.g., monetary systems and conversions)
Technology/Computer (e.g., instructions and frequently used terms) 12.3.1.S2.D

A. Explain a variety of services, products and customs of the target culture. 12.3.S3.A

A. Speak and write about cultural aspects of services, products and customs in the target language.
Cultural reenactments
Commerce and tourism
Popular culture 12.3.1.S3.A

B. Assess cultural patterns in a variety of social settings. 12.3.S3.B

B. Generate spontaneous oral and written role-plays and interviews in a culturally competent manner.
Expressions of emotion
Conversations with speakers of the target culture
Negotiating everyday business routines (e.g., bank, service station) 12.3.1.S3.B

C. Compare and contrast the similarities and differences in social institutions between cultures. 12.3.S3.C

C. Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures.
Educational process (e.g., schedules, extra-curricular activities)
Personal healthcare and survival (e.g., going to doctor, hygiene)
Family (e.g., customs, traditions) 12.3.1.S3.C

D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects. 12.3.S3.D

D. Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language). 12.3.1.S3.D

A. Analyze unfamiliar products, customs and institutions of the target culture. 12.3.S4.A

A. Speak, write and read about unfamiliar products, customs and institutions of the target culture.
System of government
Economic development
Educational system
Environmental concerns 12.3.1.S4.A

B. Analyze the misconceptions that occur in cross-cultural situations. 12.3.S4.B

Skip to main content

B. Interpret, write about and dramatize cross-cultural situations occurring in the local community in order to explain varied cultural traditions and customs.
Daily personal business situations
Social situations
Home and family
Video representations (e.g., cartoons, short films, age appropriate videos) 12.3.1.S4.B

C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures. 12.3.S4.C

C. Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions.
Peer and family relationships
Gender issues in the family and workplace
Institutional infrastructures (e.g., personnel, police, fire, health, government) 12.3.1.S4.C

D. Synthesize cultural information acquired in the target language for use in other subject areas. 12.3.S4.D

D. Use the target language to synthesize topics and events from other subject areas.
Civics and Government (e.g., current political issues)
Humanities (e.g., art)
English (e.g., literature, history of language)
Environment & Ecology (e.g., national parks, global warming)
Economics (e.g., global economy) 12.3.1.S4.D

The Role of Culture in Classical World Language Acquisition 12.4

A. Identify fundamental products and customs of Greco-Roman culture. 12.4.S1.A

A. Discuss the fundamental products and customs of Greco-Roman culture.
Basic classical mythology
Famous people and cities
Roman marketplace 12.4.1.S1.A

B. Know basic information in school subject areas influenced by Greco-Roman culture. 12.4.S1.B

B. List and relate content subject words used in English that have origins in classical Latin or Greek.
Science (e.g., homo sapiens, medicine)
Literature (e.g., metaphor, simile)
Physical Education (e.g., Olympics, competition)
Civics and Government (e.g., democracy, president) 12.4.1.S1.B

C. Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. 12.4.S1.C

C. Model social interaction in the Roman or Greek culture and in one's own culture.
Family
Interaction among classes of people
Clothing 12.4.1.S1.C

A. Describe the products and customs of Greco-Roman culture. 12.4.S2.A

A. Discuss the main products and customs of Greco-Roman culture.
Classical authors
Classical city-state
Classical mythology 12.4.1.S2.A

Skip to main content

Explain information with details in other subject areas influenced by Greco-Roman culture. 12.4.S2.B

B. Read and comprehend simple sentences in classical Latin or Greek related to other school content areas.
Geography (e.g., travel)
Art (e.g., mythology) Civics and Government (e.g., laws, justice) 12.4.1.S2.B

C. Explain similarities and differences between modern and Greco-Roman culture. 12.4.S2.C

C. Write about and dramatize cultural similarities and differences in daily activities in Roman or Greek culture.
Eating customs
Schooling
Sports and public entertainment
Occupations (e.g., army life) 12.4.1.S2.C

A. Explain a variety of historical events, products and customs of Greco-Roman culture. 12.4.S3.A

A. Speak and write about a variety of historical events, products and customs of Greco-Roman culture.
Classical political systems
Historical periods and events
Classical literature 12.4.1.S3.A

B. Apply cultural information with details in other subject areas influenced by Greco-Roman culture. 12.4.S3.B

B. Research and select culturally competent information from multiple sources relevant to other subjects.
English (e.g., classical authors in translation) Art (e.g., classical sculpture) 12.4.1.S3.B

C. Compare and contrast the similarities and differences between modern and Greco-Roman culture. 12.4.S3.C

C. Read, interpret, discuss and write about cultural similarities and differences in Greco Roman culture and another culture.
Gender roles
Social status 12.4.1.S3.C

A. Analyze unfamiliar products, customs, institutions and historical events in Greco-Roman culture. 12.4.S4.A

A. Speak, write and read about unfamiliar products, customs, institutions and historical events in the Greco-Roman cultures.
Classical geography and history
Techniques of classical literature and rhetoric 12.4.1.S4.A

B. Synthesize information about Greco-Roman culture for use in other subject areas. 12.4.S4.B

B. Synthesize topics and events from Greco-Roman culture relevant to other subject areas.
History (e.g., fall of the Roman Republic)
Humanities (e.g., classical mythology in modern art)
English (e.g., conventions of epic poetry) 12.4.1.S4.B

C. Analyze perspectives, beliefs and assumptions evident in Greco-Roman culture and literature. 12.4.S4.C

Skip to main content

C. Read, discuss, write and make a presentation about Greco-Roman culture's traditions, customs and lifestyles that represent their perspectives, beliefs and assumptions.
Classical philosophy and religious traditions
Architecture
Love and marriage 12.4.1.S4.C

World Languages in the Community 12.5

A. Know where in the local and regional community the target language and culture are useful. 12.5.S1.A

A. Introduce one's self and respond to simple questions in the local and regional community.
Face to face interaction
Key pals, pen pals, Internet
Audio and video tapes
Local celebrations
School club activities
Target language community visits where possible 12.5.1.S1.A

B. Know where in the national community the target language and culture are experienced. 12.5.S1.B

B. Respond to simple questions and interpret simple messages on a national level.
Newspapers and magazines
Audio and video tapes
Key pals, pen pals, Internet
Radio
Television 12.5.1.S1.B

C. Know where the target language is spoken in the global community. 12.5.S1.C

C. Introduce one's self, respond to simple questions and interpret simple messages on a global level.
Newspapers and magazines
Audio, video tapes
Radio
Key pals, pen pals, Internet
Television 12.5.1.S1.C

D. Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities. 12.5.S1.D

D. Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities.
Schools and families
Offices and airports
Hospitals and police stations
Newspapers and magazines
Libraries and bookstores
Radio and television
Telephones and Internet 12.5.1.S1.D

A. Identify local resources for gathering information for practical purposes and for personal enjoyment. 12.5.S2.A

A. Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.
Career exploration
Local celebrations
Entertainment (e.g., movies, plays, concerts, museums) 12.5.1.S2.A

Skip to main content

B. **Identify national resources for gathering information for practical purposes and personal enjoyment.** 12.5.S2.B

B. Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community.
Career exploration
Ethnic celebrations
Entertainment (e.g., movies, plays, concerts, museums) 12.5.1.S2.B

C. **Identify global resources for gathering information for practical purposes and personal enjoyment.** 12.5.S2.C

C. Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community.
Career exploration
Travel/study/work abroad
International cultural events and activities 12.5.1.S2.C

D. **Identify comparisons and connections about resources in the local, national and global communities where the target language is used and resources where English is spoken or written in those same communities.** 12.5.S2.D

D. Use speaking, writing and reading to compare and connect local, national and global resources in English speaking communities with the target language resources in those communities.
Bookstores
Libraries
Newspapers and magazines
Radio and cable television
Internet and Website searches 12.5.1.S2.D

A. **Identify employment areas in the local community where the target language is used and how and why the target language is necessary.** 12.5.S3.A

A. Name local employment areas in which language skills may be used. Use the language at the necessary language proficiency level to interact with local community members in their occupations.
Occupation and profession names
Career and personal options 12.5.1.S3.A

B. **Know national employment opportunities where the target language is used and how and why the target language is necessary.** 12.5.S3.B

B. Name national employment areas in which world language skills may be used. Use target language at the necessary language proficiency level to interact with national community members in their occupations.
Occupation and profession names
Career and personal options 12.5.1.S3.B

C. **Know global employment opportunities where the target language is used and how and why the target language is necessary.** 12.5.S3.C

C. Name global employment areas in which world language skills may be used. Use target language to interact at the necessary language proficiency level with global community members in their occupations.
Occupation and profession names
Career and personal options 12.5.1.S3.C

Skip to main content

Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language. 12.5.S3.D

D. Use speaking, writing and reading to compare and connect local, national and global employment opportunities for those who speak English and those who speak English and a target language.
Newspapers
Employment agencies
Unemployment office
College placement offices 12.5.1.S3.D

A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment. 12.5.S4.A

A. Research, select and use local authentic materials to determine career opportunities, enrichment activities and personal enjoyment.
Exploration of personal employment opportunities
Personal involvement in local ethnic celebrations and traditions 12.5.1.S4.A

B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment. 12.5.S4.B

B. Research, select and use national authentic materials for career planning, personal enrichment and enjoyment.
Exploration of personal employment opportunities
National ethnic celebrations, traditions and cultural events 12.5.1.S4.B

C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment. 12.5.S4.C

C. Research, select and use global authentic materials for career planning, personal enrichment and enjoyment.
Exploration of personal employment opportunities
Global ethnic celebrations, traditions and cultural events 12.5.1.S4.C

D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment. 12.5.S4.D

D. Use speaking, writing and reading to compare and connect available opportunities in the local, national and global English speaking communities with the target language opportunities to continue involvement for lifelong learning and personal enjoyment.
Movies and videos
Dramas and sports
Museums and archives
Social Service agencies 12.5.1.S4.D

Classical World Languages in the Community 12.6

A. Know where in the local and regional community knowledge of classical language and culture is useful. 12.6.S1.A

A. Present and exchange information about classical language experience to others in the school and the community.
Classical festivals and competitions (e.g., Latin Day)
Organizations (e.g., school classics club activities, Junior Classical Leagues)
Video productions about Roman or Greek customs 12.6.1.S1.A

Skip to main content

Know why classical learning is useful in the national and global community. 12.6.S1.B

B. Discuss the reasons for studying Latin or Greek in a national and global perspective.
Knowledge of basis of Western culture
Latin as the basis for Romance languages (e.g., Spanish, Italian, French)
Latin as the basis of two-thirds of English vocabulary
Latin and Greek as basis for modern technical vocabularies 12.6.1.S1.B

A. Identify local resources for gathering information about Greco-Roman culture for practical purposes and for personal enjoyment. 12.6.S2.A

A. Use knowledge of classical language and culture to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.
Classical art collections in museums
Roman or Greek banquet
Skits (e.g., the assassination of Caesar, the last days of Socrates) Music in Latin
Latin Forensic competitions 12.6.1.S2.A

B. Identify national or global resources for gathering information about Greco-Roman culture for practical purposes and personal enjoyment. 12.6.S2.B

B. Use resources available nationally and globally for studying classical culture.
Internet sites devoted to Latin, Greek, and classical culture
News about discoveries in classical archaeology
Classical themes in contemporary films and books 12.6.1.S2.B

A. Identify employment areas in the local community where knowledge of classical language and culture may be useful and how and why such knowledge is necessary. 12.6.S3.A

A. Identify local employment areas in which knowledge of classical language and culture may be used; interact with their employees.
Community members who are involved in a variety of careers
Discussion of legal and medical terms based in Greek and Latin. 12.6.1.S3.A

B. Know national employment opportunities where knowledge of classical language and culture may be useful and why such knowledge is necessary. 12.6.S3.B

B. Explain national or global employment areas in which knowledge of classical language and culture may be used.
Law
Medicine, pharmacology
Museum curator, historian
Educator, writer 12.6.1.S3.B

A. Assess available opportunities in the local community to continue involvement with classical language and culture for lifelong learning and personal enjoyment. 12.6.S4.A

A. Research career opportunities and enrichment activities related to classical language and culture.
Plays with classical themes
Professions dealing with classical culture in their work 12.6.1.S4.A

B. Assess available opportunities at the national or global level to continue involvement with classical language and culture for lifelong learning and personal enjoyment. 12.6.S4.B

Skip to main content

B. Research, select and use materials relating to classical language and culture to be used for career planning, personal enrichment and enjoyment. Communication via the Internet with other students of Latin or Greek around the world
National Latin Exam 12.6.1.S4.B