# Foreign Language Standards of Learning

## for Virginia Public Schools



**Board of Education**
**Commonwealth of Virginia**

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**Adopted in May 2014 by the Board of Education**
Christian N. Braunlich, President
Winsome E. Sears, Vice President
Diane T. Atkinson
Oktay Baysal
Billy K. Cannaday, Jr.
James H. Dillard
Darla Edwards
Andrew Ko
Joan E. Wodiska

**Superintendent of Public Instruction**
Steven R. Staples

Commonwealth of Virginia
Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

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**Superintendent of Public Instruction**
Steven R. Staples

**Office of Humanities and Early Childhood**
Christine A. Harris, Director
Lisa A. Harris, Specialist for Foreign Languages

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# Foreword

The Virginia Board of Education is committed to a major program of public education that is among the best in the nation and that meets the needs of all students in the Commonwealth. The Standards of Learning enrich the process for achieving that objective.

This 2013 review of the Foreign Language Standards of Learning represents Virginia's ongoing commitment to high quality and relevant world language education in the Commonwealth. The current standards are the result of four decades of growth, change, and evolution in world language teaching. They also incorporate Virginia's ongoing initiative to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding world. The development of technology has transformed the world, bringing all people closer than ever and making them more aware of their role in the global community. The integration of technology in today's schools, coupled with the more interdisciplinary nature of education, points to the need for more informed and communicatively competent students. The knowledge and skills that students acquire in their world language classes will reinforce and expand their learning in other subject areas, enable them to interact effectively with others, and give them increased access to information across the world. Today's language students are developing not only linguistic skills, but also cultural insight that together lead to global awareness in preparation for career and continued studies.

It is important to understand and appreciate the value of learning and communicating in another language. As stated in the Standards for Foreign Language Learning in the 21st Century the reasons for studying a world language might range from the realistic to the idealistic, but in the end, one must be able to communicate. Those who study other languages know "how, when, and why, to say what to whom".

The Foreign Language Standards of Learning, through their reviews and revisions, have been developed and refined through the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty. These professionals have assisted the Department of Education in developing and reviewing the draft documents that were presented at public hearings. Their efforts have been directed toward the creation of a useful, relevant document that responds to the current needs of students. The Standards of Learning are evolving to reflect the movement toward proficiency as developed by the American Council on the Teaching of Foreign Languages (ACTFL), with the Standards for Foreign Language Learning in the 21st Century, and the ACTFL Performance Descriptors for Language Learners (2012 Edition).

These Foreign Language Standards of Learning for Virginia Public Schools provide a blueprint for structuring curricula whose goal is effective and meaningful interaction with others, whether across time, on another continent, in another country, in another state, or in our own neighborhood. Copies of these standards have been made available to public schools throughout Virginia for school divisions and teachers. These standards state end-of-course targets of knowledge and performance for modern Roman alphabet world languages in general, with specific standards for French, German, and Spanish; modern non-Roman alphabet languages world languages, including character-based (logographic) languages like Chinese, Korean, and Japanese, and non-Roman script languages like Russian and Arabic; and Latin in levels I through

IV and above. The standards for Level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content.

The Standards of Learning set reasonable, appropriate, and measurable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. School divisions are encouraged to offer continuous and sequential world language instruction beginning in the elementary grades. Furthermore, schools are encouraged to go beyond the prescribed standards to enrich curricula to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study.

The Virginia Board of Education has approved these Foreign Language Standards of Learning as an integral component of Virginia's educational agenda, ensuring that world language programs throughout the Commonwealth are grounded in up-to-date principles of language learning theory and effective teaching practices. These Standards of Learning are one component of the overall program of public education in Virginia that addresses the needs of young people in the Commonwealth to become educated citizens of the world.

# Introduction

The *Foreign Language Standards of Learning* for modern world languages and Latin identify essential content, processes, knowledge and skills for each level of language learning in Virginia's secondary schools.  Included are:

- Generic standards for levels I through IV of Roman Alphabet World Languages;

- Generic standards for levels I through V of  Non-Roman Alphabet World Languages, including (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean; and

- Language specific standards for levels I through IV of French, German, Spanish, and Latin.

The  Roman Alphabet World Language standards for level IV and  Non-Roman Alphabet World Language standards for level V focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.  In addition, a curriculum framework for American Sign Language has been developed for levels I through III and is published as a separate document.

The new Standards of Learning for Non-Roman Alphabet World Languages levels I and II are similar to those of Roman Alphabet Languages; levels III and IV have been spread out over three years, culminating in level V, which has been added to these standards to address the need for a longer time frame to achieve similar proficiency levels as those in the Roman alphabet languages.  Non-Roman alphabet languages call for significantly more time to achieve a level of functional proficiency for several reasons:

- Written Arabic uses fewer vowels, making it more difficult to read the language.
- Chinese is a tonal language—meaning changes as the tone of a word changes. Chinese also has thousands of characters and a complex writing system.
- Japanese also has thousands of characters as well as three different writing systems and two syllabary systems.
- Korean has a complicated writing system, as well as different syntax and verb conjugations.

Research indicates when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking. For this reason, these Standards of Learning include explanations of the need for and use of transliterated text and romanized alphabets.

Each level of the modern world language standards is organized around seven content strands that outline the knowledge, skills, and processes essential for language use, focusing on communication.  Each level of the Latin standards is organized into six content strands and contains a total of seven or eight standards that focus on interpretation of text. Each standard is followed by two or more essential components of the standard. There are between ten and twelve

standards for each level. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities. See individual language documents for examples that clarify or expand upon individual standards. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students completing long-term, sequential world language programs in Virginia's public schools will be able, within reasonable limits, to interact with users of the language and gain insight into their culture. The level of proficiency reached depends largely on the amount of actual practice and experience with the target language. Therefore, school divisions are encouraged to offer sequential world language instruction beginning in the elementary schools.

Effective language instruction must provide significant levels of meaningful communication (communication for a classical language refers to an emphasis on reading ability) and interactive feedback in the target language in order for students to develop language and cultural proficiency.

Learning another language is much more than simply learning about the language system; language study includes the rich cultural content that makes languages and their communities unique. Specific course content should be determined in part by the ages of students, location, interests, and needs of the community, incorporating those unique age- and level-appropriate cultural elements that shape the target language communities. The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. The standards of learning do not encompass the entire curriculum for a given course or prescribe how the content should be taught. The vocabulary, concepts, and structures for each level should be presented in a spiraling fashion that reintroduces them with increasing complexity at subsequent stages of language development. The standards for any level beyond level I incorporate the standards for all levels that precede it. Local assessments designed to measure students' ability to use the target language should be aligned with local, state standards.

Several terms that have particular significance within world language education are used throughout the document. Reference is often made to culturally authentic materials, which are materials that have been created for and by native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to level-appropriate linguistic elements and skills, such as vocabulary and grammatical structures or instructional materials, such as reading selections or videos. "Level-appropriate" means that the content, context, process, ability, skill, or material described should require students to function adequately at a level at which they are studying. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by making the linguistic task assigned to the students relevant to their language proficiency level. "Cultural competence" refers to the appropriateness of an action or response within a social context.

# Goals and Strands for Modern World Languages

The *Foreign Language Standards of Learning* for modern world languages are organized into broad learning outcomes and concepts or goals, i.e., what students are to learn. The intent of each goal is specified by strands that describe categories of desired learning outcomes in world languages. For each strand, standards identify specifically what students will know and be able to do in each area by the end of a course.

**Goals**

Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring further experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in the four areas below.

### Effective Communication
Students will:

- Communicate with others in a language other than English. Improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

### Enhanced Cultural Understanding
Students will:

- Develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior which order their world, and the ideas and perspectives which guide their behaviors.

- Develop an understanding of other cultures' contributions to the world and how these contributions have shaped international perspectives.

### Expanded Access to Information
Students will:

- Connect with other disciplines through language study, which enables them to understand the interrelationships among content areas.

- Access information in more than one language making available a greater range of authentic resources and a richer base of knowledge.

### Increased Global Perspective
Students will:

- Respond to and contribute to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a world language class.

- Explore additional prospects for further education, career opportunities and personal fulfillment as a result of second language study.

**Strands**
The content of the *Foreign Language Standards of Learning* for modern world languages is organized around the following seven essential strands of language development and application:

• Interpersonal Communication
• Interpretive Communication: Listening and Reading for Understanding
• Presentational Communication: Speaking and Writing
• Cultural Perspectives, Practices, and Products
• Making Connections through Language
• Linguistic and Cultural Comparisons
• Interacting in School and Global Communities

*Interpersonal Communication*
The first strand focuses on the productive communicative skills needed to exchange information with another person. In the interpersonal communication strand, students initiate, sustain, and close a conversation or produce interactive written communication, such as an e-mail exchange.

*Interpretive Communication: Listening and Reading for Understanding*
The second strand consists of the receptive communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken and written language in a variety of media, together with interpretation of other visual and auditory cues given by the speaker and writer. This strand differs from the interpersonal communication strand in that the skills involve understanding one-way communication with little or no opportunity for clarification through interaction.

*Presentational Communication: Speaking and Writing*
The third strand focuses on the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and differ from the interpersonal communication strand in that students do not interact with the audience.

*Cultural Perspectives, Practices, and Products*
Understanding the culture of the speakers of the language is an integral part of learning a language. Students demonstrate their understanding of the inseparable link between language and culture by developing an understanding of the perspectives or viewpoints — informed by such factors as history and tradition; practices or patterns of behavior; and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language, to more fully understand and appreciate literary and artistic works, and to function successfully within that cultural setting.

*Making Connections through Language*
The topics addressed in the world language classroom provide an opportunity for students to associate information about the language and culture(s) they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the target language. This reciprocal reinforcement and

enhancement of curricular concepts increases students' in-depth understanding and appreciation of the total curriculum.

### *Linguistic and Cultural Comparisons*
The process of language learning causes students to reflect on their own language and culture in a way that increases linguistic awareness and understanding of the nature of language in general and of elements of their native language and culture. As students become more knowledgeable about the target language, they also increase their skills in their native language by making frequent comparisons between the target language and their own. The insight students develop into their own language and culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

### *Interacting in School and Global Communities*
Knowledge of the target language and culture is enhanced for students when they have the opportunity to use their abilities and knowledge beyond the classroom setting. This application can take many forms, for example, corresponding with a native speaker of the language; working or volunteering in service programs and organizations; visiting local sites where the language and culture are prominent; and participating in local, state, and national competitions. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by interacting with ethnic populations within the local community, establishing contacts with foreign-owned businesses that have offices and factories in many parts of the state, and using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating meaningfully in the global community.

## Goals and Strands for Latin

Each level of Latin is organized into six content strands and contains a total of seven or eight standards that focus on the interpretation of text. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities.

The emphasis on the interpretation of texts in general ensures that students completing long-term, sequential world language programs in Virginia's public schools will be able, within reasonable limits, to gain insight into Roman and other classical cultures that interacted with and influenced the Latin-speaking world. The level of proficiency reached depends largely on the amount of actual practice and experience with Latin. Therefore, school divisions are encouraged to offer sequential world language instruction beginning in the elementary schools. Students should be encouraged to pursue opportunities beyond the normal classroom setting, including long-term contact with, or immersion in the language and culture, such as participation in the Virginia Governor's Foreign Language Academies, world travel/study, and other group or individual study/practice situations, including electronic media.

Goals
Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring further experiences beyond the classroom setting. Within the scope of the level of study, students

will be able to perform with reasonable success in the four areas below.

Effective Linguistic Interpretation
Students will:

- Understand linguistic and cultural information through reading a variety of texts in Latin.

- Improve their understanding of and ability to communicate in the English language by comparing and contrasting it with Latin.

Enhanced Cultural Understanding
Students will:

- Develop insight into other people's ways of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.

- Develop an understanding of other cultures' contributions to the world and how these contributions have shaped international perspectives.

Expanded Access to Information
Students will:

- Connect with other disciplines through the study of Latin, enabling them to reinforce and expand their understanding of the interrelationships among content areas.

- Access information in Latin, making available a greater range of authentic resources and a richer, broader base of knowledge.

Increased Global Perspective
Students will:

- Respond to and contribute to their communities and the world in a more informed and effective manner as a result of the historical perspective gained in a Latin class.

- Explore additional prospects for further education, career opportunities, and personal fulfillment as a result of the study of Latin.

**Strands**
For Latin language learning, six strands have been identified. The first two strands focus on the particular skills needed by students to read and interpret Latin texts, while the remaining four are shared with the modern world language strands.

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Linguistic and Cultural Comparisons
- Interacting in School and Global Communities

***Reading for Understanding***
The focus of a Latin program is the ability of students to derive linguistic as well as cultural information from a Latin text. Students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend simple Latin sentences and stories and are introduced as early as possible to authentic texts from the ancient world such as graffiti, maxims, and short adapted texts from Latin authors.

***Using Oral and Written Language for Understanding***
The ability of students to read and perceive linguistic patterns in a Latin text is facilitated through their active use of oral and written Latin.   As part of the language learning process, students learn to ask and answer questions, comprehend spoken statements, commands, and questions; and compose phrases and simple sentences in Latin.  As students progress in their language study, attention shifts from writing the language to comprehension and interpretation of more complex authentic Latin texts.   Attention is also focused on reading Latin texts aloud with consistent Classical or Ecclesiastical pronunciation and observation of phrasing and meter where appropriate.

*Cultural Perspectives, Practices, and Products*
Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inseparable link between language and culture by developing an understanding of perspectives or viewpoints—informed by such factors as history, tradition, and religion; practices or patterns of behavior; and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to more fully understand and appreciate literary and artistic works and to function successfully within that cultural setting.

*Making Connections through Language*
Topics addressed in the world language classroom provide an opportunity for students to associate information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding and appreciation of the total curriculum.

*Linguistic and Cultural Comparisons*
The process of language learning causes students to reflect on their own language and culture in a way that increases linguistic awareness and understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about Latin, they also increase their skills in their native language by making frequent comparisons between Latin and their own. The insights students develop into their own language and culture help them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

*Interacting in School and Global Communities*
Knowledge of Latin and Roman culture is enhanced when students have the opportunity to use their knowledge beyond the classroom setting. This application can take many forms, from visiting nearby sites where the language and culture are evident to participating in local, state, and national competitions. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by visiting area museums, investigating Roman architecture and engineering influences in their area, to using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating meaningfully in the global community.

# Latin Standards of Learning

## for Virginia Public Schools

# Latin I

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. To support the development of reading skills, students learn to use Latin orally, understand oral Latin, and write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of the daily lives of Roman people. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Roman civilization in their own world. Through their understanding of the structures and vocabulary of the Latin language, students enhance their understanding of these same linguistic elements of English.

## Reading for Understanding

LI.1    The student will understand simple written Latin texts about a variety of topics.
1. Read words, phrases, simple sentences, and short passages.
2. Demonstrate reading comprehension by answering simple questions about Latin passages.
3. Demonstrate knowledge of basic Latin vocabulary, inflections, and syntax.

## Using Oral and Written Language for Understanding

LI.2    The student will use Latin orally and listen to and write Latin as part of the language-learning process.
1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs, according to a consistent standard pronunciation.
2. Respond appropriately to simple oral and written questions, statements, and commands.
3. Compose simple Latin phrases and sentences.

## Cultural Perspectives, Practices, and Products

LI.3    The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify and investigate practices in Roman life, such as those related to family, education, occupations, religion, and social structure.
2. Examine products of the Romans peoples, such as food, clothing, buildings, and art.
3. Locate major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
4. Identify some important historical and legendary figures, events, and historical timelines, such as Romulus, the founding of Rome, and the three periods of Roman history.
5. Participate in simulated cultural activities, such as family celebrations, banquets, and festivals.

LI.4            The student will recognize that perspectives, practices, and products of Roman culture are interrelated.
1.   Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as justice, the toga as the symbol of Roman citizenship and aqueducts as a symbol of Roman innovation.
2.   Examine ways geography and history influenced practices and perspectives of the Romans, such as the founding of Rome near the Tiber River and conquest of the Mediterranean.

## Making Connections through Language

LI.5            The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.
1.   Give examples of the use of Latin derivatives, numerals, mottoes, phrases, and symbols in other subject areas.
2.   Relate content from other subject areas to topics discussed in Latin class, such as mythology, current events, geography, history, art, and architecture.

## Linguistic and Cultural Comparisons

LI.6            The student will compare basic elements of the Latin language to those of the English language.
1.   Recognize that the basic language patterns of Latin differ significantly from those of English.
2.   Recognize and interpret the Latin roots, prefixes, and suffixes that appear in English words.
3.   Compare and contrast the sound systems of Latin and English.

LI.7            The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States.
1.   Compare and contrast elements of the cultures of Rome and the United States, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
2.   Demonstrate an awareness of unique elements of the student's own culture.

## Interacting in School and Global Communities

LI.8            The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.
1.   Present examples of the Latin language and classical Roman culture evident in media, entertainment, and occupations.
2.   Use suggested resources, such as technology, individuals, organizations, and institutions in the community, to gain information about classical Roman culture.

# Latin II

In Latin II, students develop the ability to comprehend written Latin texts with more complex linguistic structures. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students understand adapted and authentic Latin from original sources. To support the development of reading skills, students continue to use and understand some oral Latin and write simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans. Students compare cultural and historical elements of ancient Rome and the United States by finding examples of the influences of Roman culture on the United States. They also compare the effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and art.

## Reading for Understanding

LII.1          The student will understand written Latin texts based on various topics.
1. Read for information.
2. Recognize the difference between giving literal meaning and paraphrasing.
3. Demonstrate expanded knowledge of vocabulary and recognition of more complex syntactical structures essential to comprehension.

## Using Oral and Written Language for Understanding

LII.2          The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.
1. Read Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and voice inflection.
2. Respond appropriately to oral and written questions, statements, and commands.
3. Compose Latin sentences with expanded vocabulary and structures.

## Cultural Perspectives, Practices, and Products

LII.3          The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated.
1. Describe cultural practices of the Romans, such as weddings and funerals, leisure activities, games, entertainment, and meals.
2. Examine how Roman perspectives were influenced by their legendary and historical figures and events, such as Cincinnatus, Horatius, and the expulsion of the kings.
3. Examine how the practices and perspectives of the Romans were influenced by interaction with other Mediterranean cultures.

4.  Examine architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.
5.  Examine myths of Roman origin and the influence of mythical figures, such as Mars, Hercules, and Aeneas on Roman perspectives.


## Making Connections through Language

LII.4   The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.
1.  Give examples of the influence of the Latin language and Roman culture in other subject areas.
2.  Compare and contrast information acquired in other subject areas to information acquired in Latin class.


## Linguistic and Cultural Comparisons

LII.5   The student will develop a deeper understanding of English and other languages through study of Latin.
1.  Expand knowledge of English vocabulary by noting the relationship of Latin words to their English derivatives.
2.  Compare and contrast structural patterns of Latin and English.
3.  Compare the use of idiomatic expressions in Latin and English.

LII.6   The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.
1.  Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
2.  Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
3.  Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of both cultures.


## Interacting in Global Communities

LII.7   The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1.  Identify examples of the Latin language and Roman culture evident in media, entertainment, and occupations.
2.  Locate and use resources, such as the Internet, and individuals, organizations, and institutions in the community to reinforce cultural understanding of the Roman world.

# Latin III

In Latin III, students develop the ability to comprehend Latin texts with complex linguistic structures. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Roman perspectives and practices. They examine the Roman political system, the multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to similar aspects of United States politics, culture, geography, and history.

## Reading for Understanding

LIII.1    The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.
1. Read for information.
2. Interpret increasingly complex language structures, and expand vocabulary.
3. Recognize and explain some figures of speech and stylistic features in Latin texts.
4. Identify social, political, and historical implications of the work(s) read.

## Using Oral and Written Language for Understanding

LIII.2    The student will increase skills in reading and interpreting Latin orally.
1. Read Latin aloud with consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
2. Begin to incorporate rhythm, meter, and rhetorical devices in oral presentation.

## Cultural Perspectives, Practices, and Products

LIII.3    The student will examine interrelationships among the perspectives, practices, and products of Roman civilization.
1. Understand that literary and nonliterary products reflect practices and perspectives of the Roman world.
2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Roman perspectives and practices.
3. Analyze the role of geography and the military in the history and development of the Roman world.
4. Examine the effect of Roman political and social systems on private and public life.
5. Analyze the multicultural aspects of the Roman world—for example, Cleopatra and Egypt, the Jews and Masada, Vercingetorix and Gaul—and their effects on the perspectives and practices of the Romans.

## Making Connections through Language

LIII.4    The student will reinforce and broaden knowledge of connections between Latin and other subject areas.
1. Analyze aspects of Roman cultures that are also found in modern cultures, such as art, architecture, and language.
2. Relate topics studied in other subject areas to those studied in Latin class, such as the use of Latin words in scientific, and legal terminology.

## Linguistic and Cultural Comparisons

LIII.5    The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
1. Apply principles of word building and analysis.
2. Analyze the structure of English by applying knowledge of linguistic concepts and terminology, such as subjunctive uses, indirect discourse, and verbals.

LIII.6    The student will discuss why similarities and differences exist within and among cultures.
1. Compare and contrast aspects of Roman culture, such as social, military, political, and economic systems, with those of other cultures.
2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, for example transitions from monarchic rule to representative government.

## Interacting in School and Global Communities

LIII.7    The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and occupations.
2. Locate and use resources, such as technology, individuals, organizations, and institutions to broaden cultural understanding.

# Latin IV

In Latin IV and above, students interpret and analyze authentic Latin in a variety of genres. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students analyze the effects of stylistic features, such as figures of speech, word choice, and meter, in an author's work. They expand their knowledge of the perspectives and practices of Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and literature. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content.

## Reading for Understanding

LIV.1    The student will interpret and analyze authentic Latin texts in selected genres.
1. Interpret and explain the content and intent of the texts read.
2. Analyze and evaluate the effects of stylistic features, such as figures of speech, word choice and order, and meter, in the texts read.
3. Discuss and analyze the social, political, and historical implications of the texts read.

## Using Oral and Written Language for Understanding

LIV.2    The student will refine skills in reading and interpreting Latin orally.
1. Read authentic Latin aloud with consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
2. Incorporate elements of rhythm, meter, and rhetorical devices in oral presentation.

## Cultural Perspectives, Practices, and Products

LIV.3    The student will discuss how various perspectives reflect the practices and products of the Roman world.
1. Analyze perspectives and practices of Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
2. Summarize ways in which the progression of events in Roman history affected the perspectives, practices, and products of the Roman world.

## Making Connections through Language

LIV.4    The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.
1. Identify and evaluate aspects of the Latin language and Roman culture found in other subject areas, such as legal and political systems and world literature.

2. Relate topics discussed in other subject areas to those discussed in Latin class, such as literary genres, philosophy, and governmental administration.

## Linguistic and Cultural Comparisons

LIV.5    The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.
1. Continue to increase English vocabulary by comparing Latin and English words and applying the principles of word building and analysis.
2. Analyze the structure of English by applying more complex grammatical concepts and linguistic terminology, such as conditional sentences and figures of speech acquired through the study of Latin.

LIV.6    The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of Roman culture on art, music, literature, and engineering.
2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
3. Compare Roman views of public and private life with those of the modern world.

## Interacting in School and Global Communities

LIV.7    The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify applications of Latin and Roman culture found in media, entertainment, and occupations.
2. Locate and use resources, such as technology, individuals, organizations, and institutions to enhance cultural understanding.