



Languages Other Than English

PART I.1

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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



Languages Other Than English: A Rationale For All Students

Communication skills and cultural understandings for all students are the standards for Languages Other Than English. Attainment of these goals serves several purposes:

- to develop the ability to communicate with native speakers
- to provide an entree into many aspects of another culture
- to develop skills that will be needed in the world of work
- to cultivate the development of a firm foundation for lifelong learning.

“

The study of another language enables students to understand a different culture on its own terms. The exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large, and the solutions they offer to the common problems of humankind. Such awareness will help combat the ethnocentrism that often dominates the thinking of our young people.

Standards for Foreign Language Learning:
Preparing for the 21st Century, 1996



Source: *Preliminary Draft Framework for Languages Other Than English*. The New York State Education Department, Albany, NY.

4 Languages Other Than English: Areas of Study

Within the discipline of Languages Other Than English, New York State recognizes four areas of study:

- Modern Languages
- Latin
- American Sign Language
- Native American Languages.

Sequences in any of these areas will satisfy the requirements for a Regents diploma. Therefore, all of these areas of study, including the less commonly taught modern languages, have a place in the classroom.

Instruction, however, may vary according to the area of study. Communication, through both spoken and written language, is the primary goal for modern languages. But in Latin, reading is the most important skill that students acquire, for reading is the vehicle through which communication with the ancient world is possible. It is also the tool, along with writing, through which students become more aware of their own and other languages.

American Sign Language is a visual-gestural language, devoid of voice, and it does not have a written form. It is governed by sign production, registers, and nonmanual grammar using facial and body signals. The emphasis on communication is applied in situations characterized as receptive, expressive, and interactive.

The primary purpose of instruction in Native Languages is to teach Native American children how to speak their own languages and to ensure that these languages do not become extinct. These languages have been historically in the oral tradition, and there is no intent to move away from that tradition. It is only in the past 20 years, with the introduction of Native American Language programs in the schools, that a writing system has been developed. Each Nation will have to decide to what extent a writing system will be used in instruction. Because of the differences in these areas of study, teachers of Latin, American Sign Languages, and Native Languages will need to make instructional and assessment modifications to reflect the competencies appropriate for each.

“

Más vale saber que haber.

Adapted from *Learning Standards Other Than English*, The New York State Education Department, Albany, NY.

Characteristics of Effective Foreign Language Instruction

The National Association of District Supervisors of Foreign Language has identified *Characteristics of Effective Foreign Language Instruction* which can serve as a good summary to a proficiency-oriented philosophy of second language instruction. These guidelines are shared in the belief that they provide a basis for common understanding and communication among evaluators, observers, and practitioners in foreign language classrooms.

A Top 10 x 2 List = 20 Effective Characteristics of Foreign Language Instruction

- The teacher uses the target language extensively, encouraging the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of the students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groupings.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities which focus on accuracy, and implicit or no error correction in activities which focus on communication.
- Assessment, both formal and informal, reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which students feel comfortable taking risks.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and culture.
- The teacher uses the textbook as a tool, not as curriculum.
- The teacher uses a variety of print and nonprint materials including authentic materials.
- Technology, as available, is used to facilitate teaching and learning.
- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.

Adapted from: Sandrock, Paul and Yoshiki, Hisako. *A Teacher's Guide: Japanese for Communication*. Wisconsin Department of Public Instruction, Madison, Wisconsin, 1995.

The Five C's of Foreign Language Study

The *Standards for Foreign Language Learning: Preparing for the 21st Century* offers a vision of foreign language instruction that links five goal areas: communication, cultures, connections, comparisons, and communities. All of these areas are woven into the two New York State Standards for Languages Other Than English.

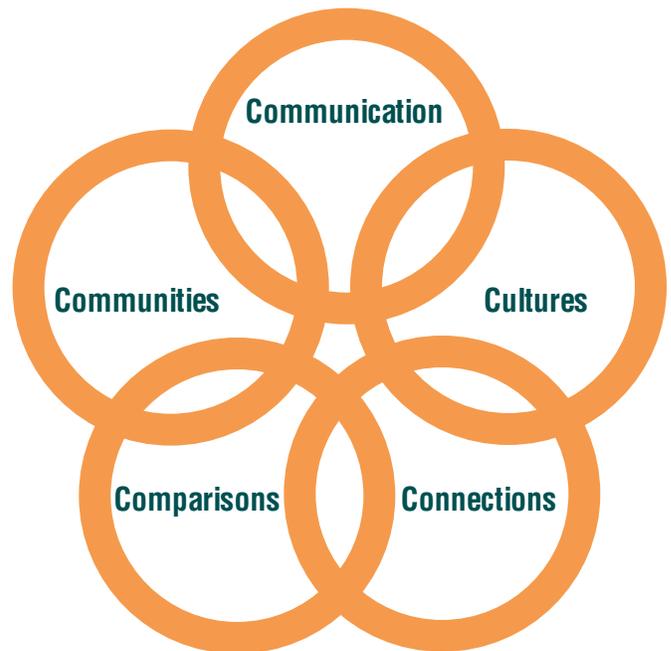
Communication is the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning language provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through **comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of 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.

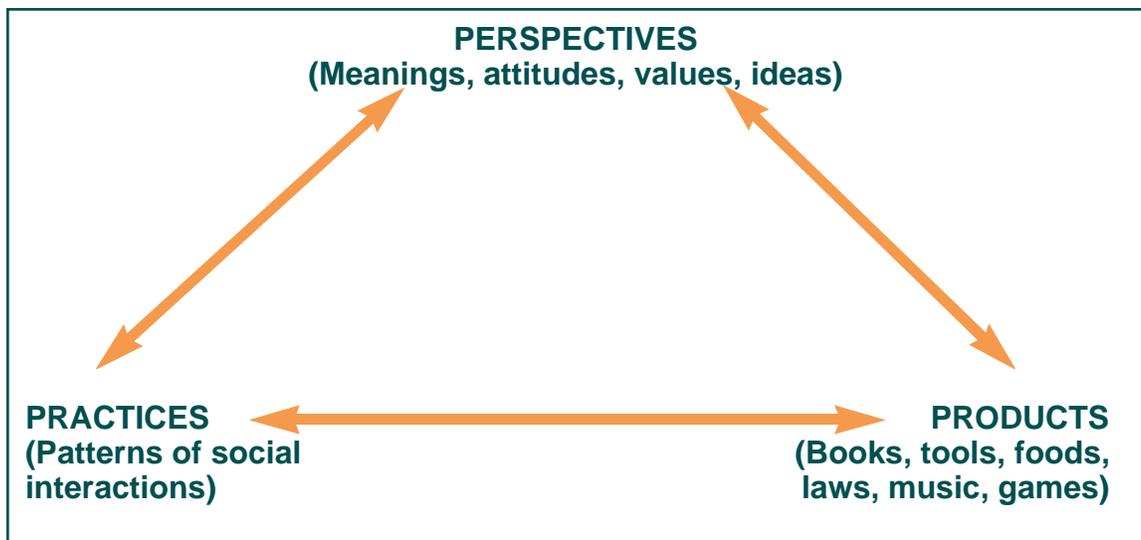


Adapted from: *The Standards for Foreign Language Learning: Preparing for the 21st Century*, National Standards in Foreign Language Education Project, 1996.

The 2nd C: Culture

What is Culture? A Discussion from the National Standards

The term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and practices are derived from the philosophical perspectives that form the world view of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights in a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

In the last few decades, members of the foreign language profession have tended to divide culture into two bins: “Big C” (formal) and “little c” (daily life) cultures. Most teachers were comfortable with the concept of “Big C” (formal) culture, which required some knowledge of the formal institutions (social, political, and economic), the great figures of history, and those products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture. The “little c” (daily life) culture bin included those aspects of daily living studied by the sociologist and the anthropologist: housing, clothing, food, tools, transportation, and all the patterns of behavior that members of the culture regard as necessary and appropriate. This “Big C” (formal), “little c” (daily life) division was valuable initially because it drew attention to

Adapted from: *The Standards for Foreign Language Learning: Preparing for the 21st Century*, National Standards in Foreign Language Education Project, 1996.

the sociological components of culture that in the past had been virtually ignored in textbooks and classrooms. However, because both aspects of culture are inextricably woven into the language of those who live in the culture, and because understanding and involvement with both is vitally important for students at all levels of language learning, they are viewed as inseparable in this document.

BOTH ASPECTS OF CULTURE (FORMAL AND DAILY LIFE) ARE INEXTRICABLY WOVEN INTO THE LANGUAGE OF THOSE WHO LIVE IN THE CULTURE.

The Specific Role of Second Language Study

The enduring dimension of cultural study is the actual participation in the exchange of information and ideas among members of various cultures using the foreign language. While a great deal of information about other cultures can be gained through the study of other disciplines, such as the social sciences and the arts, only second language study empowers learners to engage successfully in meaningful, direct interaction, both orally and in writing, with members of other cultures. The perspectives, practices, and products of culture—be they historical or contemporary—can be shared in a special way with members of the culture in which they originated. This new, “insider’s” perspective is the true catalyst for cross-cultural understanding.

“

Vek xi vi , vek
uci sh.

Standard 2 Cultural Understanding *A discussion from the New York State Learning Standards*

Students will develop cross-cultural skills and understandings.

In the context of language acquisition, culture is understood to mean the history, customs, social rituals, and behaviors that are shared by members of a particular group. Using a language other than English requires learners to adapt their communicative strategies to the cultural contexts of that language, and in addition, it provides an opportunity for them to share information, experiences, and perspectives across cultures. . . . Successful cross-cultural communication depends on people’s ability to adapt to the cultural contexts within which they communicate. Knowledge of cultural differences and similarities is an essential element of second language learning.

Teachers of second language across the State are beginning to review and revise their approaches to the teaching of cultural understandings based on discussions and dialogue similar to these.

Adapted from: *Preliminary Draft Framework for Languages Other Than English*. The New York State Education Department. Albany, NY.

Linking the LOTE Standards to the Curriculum

The Learning Standards for Languages Other Than English offer teachers the opportunity to examine the teaching and learning process in order to establish links between the standards, local curriculum, and classroom practice. The chart below suggests some specific strategies which teachers can use to establish these critical links.

Standard 1: Communication Skills

SKILL	HOW TO LINK
Listening	<ul style="list-style-type: none"> provide students with opportunities to listen to authentic speech provide students with opportunities to listen to teacher and peers provide students with instruction that will enable them to detect emotional overtones and nuances use technology to provide opportunities for students to listen to their own speech.
Speaking	<ul style="list-style-type: none"> provide opportunities to engage in discussion with native speakers on a broad range of topics provide opportunities for students to initiate conversation provide opportunities for informal conversation with teacher and peers provide students with culturally appropriate vocabulary and nonverbal cues provide opportunities to discuss songs, stories, and excerpts from literature in the target language.
Reading	<ul style="list-style-type: none"> provide information from short notes or brief messages derived from authentic material such as advertisements, newspapers, magazines, posters, etc. provide selected short stories, feature articles, editorials, pamphlets, etc. provide a broad range of literature, including prose and poetry, from the target language provide the tools, such as dictionaries and other reference material, that will enable students to pursue independent reading.
Writing	<ul style="list-style-type: none"> provide opportunity to compose short, informal notes and messages for members of the target culture provide a simple structure with a range of tenses provide opportunity to compose personal and business letters, journals, and short reports expressing personal opinions provide opportunity to write creative text, prose, and/or poetry.



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*Adeo in teneris conse
uscere multum est.*

SKILL	HOW TO LINK
Cross-Cultural	familiarize students with the cultural features (body language, gestures, perception of time, and folklore) in the target society or societies provide opportunities, either directly or through the use of technology, for interaction with members of the target culture provide opportunities for students to draw comparisons with their own society and other societies emphasize the aspects of culture most closely related to the comprehension and production of language.

Standard 2: Cultural Understanding

Proficiency Levels

Proficiencies are the descriptions of competence in all the skill areas of language learning: listening, speaking, reading, writing, and understanding of culture. They describe the **How Well** students are learning. Because learning a language other than English may begin at any time, proficiencies are keyed to checkpoints which are neither age nor grade specific. Checkpoints are measured at three distinct intervals—A, B, and C—which can occur at any point in the K-12 continuum, instead of elementary, intermediate, or commencement levels which traditionally implied specific grade levels. Achievement of learning standards at any checkpoint varies according to:

- age when students begin study
- frequency and length of lessons
- student’s previous experience with second language learning
- motivation.

CHECKPOINT A	CHECKPOINT B	CHECKPOINT C
*usually achieved after two units of study	usually achieved after three years of study	usually achieved after one year of study beyond Regents
considered way station enroute to proficiency	performance level expected to attain Regents diploma	advanced level attained on an elective basis
measured by a proficiency examination (State or local)	measured by Regents Comprehensive Examination	measured by advance placement examination (or other)

The performance indicators which support the standards at each level of proficiency are listed in Part IV of this Resource Guide.

SPECIAL NOTE ABOUT BILINGUAL STUDENTS: Programs in a language other than English provide an excellent opportunity for students who are native speakers of another language taught in the school to:

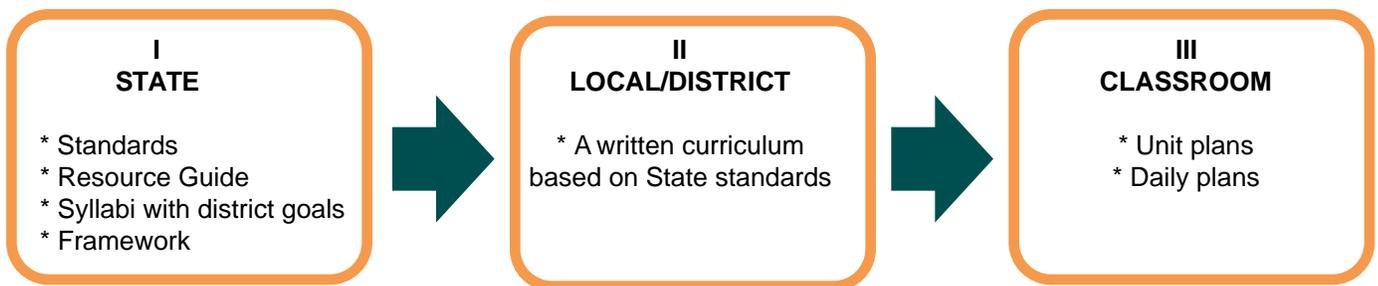
- maintain and enhance proficiency in their native language
- extend the range and control of written and spoken forms of their own language
- reach advanced levels of proficiency in their own languages.

Adapted from *Learning Standards Other Than English*. The New York State Education Department, Albany, NY.

Overview of Curriculum Development

Curriculum development takes place at three distinct levels: State, local or district, and the classroom. The task is to design a foreign language program directed toward the systematic attainment of the learning standards set by the State for all students. The process involves planned, sequential activities requiring the commitment of time, and human financial resources from the district.

The total program—articulated at the local level—should demonstrate how the curriculum becomes the link between State learning standards, the classroom teacher, and student language learners. Activities for each level are shown below:



Adapted from: *Modern Language for Communication*. The New York State Education Department, Albany, NY.

Scope and Sequence

LOTE

1 2

Checkpoints A,B,C

The scope and sequence for Languages Other Than English is based on three components which together form the **What** of communication. The **What** refers to the purpose and content of communication—the functions, situations, and topics of the language learners communicative tasks. These components apply in the study of all languages and together with a fourth component—proficiency, which is **the How Well**—are essential in constructing learning experiences. Teachers may use the following charts as an infrastructure to develop scope and sequence materials for local curriculum planning. Because of the cumulative and spiraling nature of language acquisition, and because students progress from simple to complex and from known to unknown with increasing ease, suggested functions, situations, and topics are listed in the charts at one or more Checkpoints.

FUNCTIONS (purpose)	SITUATIONS (context)	TOPICS (subject)
Socializing	Listening	Personal Information
Providing and Obtaining Information	Listening/Speaking	House and Home
Expressing Feelings	Reading	Services
Getting Others to Adopt a Course of Action	Writing	Family Life
		Community/Neighborhood
		Physical Environment
		Meal Taking/Food/Drink
		Health and Welfare
		Education
		Earning a Living
		Leisure
		Public and Private Services
		Shopping
		Travel
		Current Events

Adapted from: *Modern Language for Communication, Latin for Communication, and American Sign Language for Communication*. The New York State Education Department, Albany, NY.

FUNCTIONS

- Socializing:
 - greeting
 - leave-taking
 - introducing
 - thanking
 - apologizing
- Providing and obtaining information about:
 - facts
 - events
 - needs
 - opinions
 - attitudes
 - feelings
- Expressing personal feelings about:
 - facts
 - events
 - opinions
 - attitudes
- Getting others to adopt a course of action by:
 - suggesting
 - requesting
 - directing
 - advising
 - warning
 - convincing
 - praising

SITUATIONS

LISTENING	A	B	C
Information and announcements from providers of common public services in face-to-face communications	•	•	•
Information (bulletins/ announcements) provided over loudspeakers, radio, and television	•	•	•
Short presentations of interest to the general public given in person, on radio, or on television		•	•
Songs, live and recorded			•
Feature programs on television, in the movies, and on the radio			•
LISTENING/SPEAKING			
Interaction with providers of common public services* in face-to-face communications	•	•	•
Informal everyday conversations with individual peers and adults	•	•	•
Informal conversations with peers and familiar adults	•	•	•
Interaction with providers of common public services* by telephone		•	•
Group conversations among peers and familiar adults		•	•
Group discussions with peers		•	•
Informal presentations to groups of peers and familiar adults		•	•
READING			
Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.	•	•	•
Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes	•	•	•
Simple business correspondence and pamphlets		•	•
Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)		•	•

*Sales personnel, bank tellers, ticket agents, police, hotel personnel, etc.

	A	B	C
Letters to the editor and feature articles from general-interest publications		•	•
Excerpts from poetry and prose for cultural appreciation		•	•
WRITING			
Forms to be filled out for the use of common public services	•	•	•
Informal notes for communications in everyday life situations	•	•	•
Brief reports describing simple situations and sequences of events		•	•
Personal letters to acquaintances and friends (peers and adults)		•	•
Formal letters to agencies, institutions, and businesses on topics of personal needs		•	•
Short samples of expository or creative writing			•

TOPICS

1. PERSONAL IDENTIFICATION	A	B	C
Biographical Information			
age	•	•	•
nationality	•	•	•
address and telephone number	•	•	•
family	•	•	•
occupation	•	•	•
place and date of birth	•	•	•
Physical Characteristics			
height	•	•	•
weight	•	•	•
complexion	•	•	•
facial features	•	•	•
body shape	•	•	•
color of hair/eyes	•	•	•
disabilities	•	•	•
Psychological Characteristics			
character	•	•	•
personality	•	•	•
likes and dislikes	•	•	•
tastes and interests	•	•	•
2. HOUSE AND HOME			
Types of Lodging			
house	•	•	•
apartment	•	•	•
rental/ownership		•	•

	A	B	C
Rooms and Other Lodging Components			
identification	•	•	•
size/ function	•	•	•
furnishings	•	•	•
garden/ terrace/ balcony	•	•	•
appliances		•	•
3. SERVICES			
repairs		•	•
public utilities			•
deliveries			•
4. FAMILY LIFE			
family members	•	•	•
activities	•	•	•
roles and responsibilities		•	•
rapport among family members			•
5. COMMUNITY/NEIGHBORHOOD			
common activities	•	•	•
local stores/ facilities	•	•	•
recreational opportunities	•	•	•
responsibilities/ expectations			•
rapport among members of the community			•
6. PHYSICAL ENVIRONMENT			
Physical Features			
big city	•	•	•
small town	•	•	•
village	•	•	•
suburb	•	•	•
country	•	•	•
geography of area	•	•	•
Climate and Weather			
seasons	•	•	•
temperature/ precipitation/ wind	•	•	•
natural catastrophes		•	•
flora and fauna		•	•
impact on human life			•
Quality of Environment			
opportunities for recreation and entertainment	•	•	•
ecology			•

	A	B	C
economy			•
aesthetics			•
7. MEAL TAKING/FOOD/DRINK			
Types of Food and Drink			
everyday family fare	•	•	•
regional and national specialties	•	•	•
fast food	•	•	•
food and drink preparation	•	•	•
special occasion menus		•	•
Mealtime Interaction			
regular family meals	•	•	•
eating with friends/relatives	•	•	•
eating out	•	•	•
socializing in public establishments			•
8. HEALTH AND WELFARE			
Parts of the Body			
identification	•	•	•
care		•	•
Illness and Accidents			
symptoms of illness	•	•	•
medical services/treatment		•	•
insurance/social services			•
9. EDUCATION			
Secondary School Organization			
types of schools	•	•	•
subjects	•	•	•
schedule/school year	•	•	•
programs		•	•
content		•	•
examinations/grading		•	•
diploma			•
students' organizations			•
School Life			
extracurricular activities	•	•	•
relationships among students		•	•
relationships between staff and students		•	•
discipline		•	•
roles/responsibilities/ expectations			•

Educational System

structure				•
personnel				•
society's needs/expectations				•

10. EARNING A LIVING**Types of Employment**

commonly known occupations	•	•	•
summer/part-time employment		•	•
volunteer work			•

Work Conditions

preparation/training		•	•
work roles/responsibilities		•	•
remunerations/benefits		•	•
relations with colleagues and employer			•

Major Issues in Employment

job market situation				•
new trends in employment				•
labor/management relations				•

11. LEISURE**Available Leisure Time**

after school	•	•	•
weekends	•	•	•
holidays	•	•	•
vacations	•	•	•

Activities

hobbies/sports/other interests	•	•	•
use of media	•	•	•
organizations and facilities		•	•
cultural resources		•	•

Special Occasions

religious events	•	•	•
traditions and customs	•	•	•
family occasions	•	•	•

12. PUBLIC AND PRIVATE SERVICES**Communications**

telephone	•	•	•
mail	•	•	•
telegram		•	•

	A	B	C
Government Agencies			
post office	•	•	•
customs		•	•
police		•	•
embassies and consulates			•
Finances			
banks		•	•
currency exchange offices		•	•
13. SHOPPING			
Shopping Facilities and Products			
shopping centers	•	•	•
specialty shops	•	•	•
neighborhood merchants	•	•	•
department stores	•	•	•
markets	•	•	•
mail-order companies		•	•
Shopping Patterns			
time (opening hours. . .)	•	•	•
currency	•	•	•
interaction with sales staff	•	•	•
staples and everyday purchases	•	•	•
modes of payment		•	•
weights/measurements/sizes		•	•
Shoppers' Information			
prices	•	•	•
advertisements		•	•
consumer publications			•
labels/information brochures/directions			•
14. TRAVEL			
Transportation			
means of transportation	•	•	•
maps	•	•	•
timetables and fares	•	•	•
signs and instructions	•	•	•
interaction at ticket counters	•	•	•
advertisements/promotional information	•	•	•
itinerary		•	•
interaction at travel agencies		•	•
travel information agencies			•

Lodging

youth hostels	•	•	
camping/ caravanning	•	•	
hotels and pensions	•	•	
private guest arrangements	•	•	

Holiday Travel Patterns

destinations	•	•	
activities	•	•	

15. CURRENT EVENTS**Political, Social, and Economic Aspects**

miscellaneous news	•	•	•
political parties	•	•	
present governments	•	•	
current political issues	•	•	
current economic issues	•	•	
general description of society	•	•	
executive, legislative, and judicial			•
status of the economy			•
trends in the economy			•
social classes and their relations			•
social programs			•
current social issues			•

Cultural Aspects

arts (theater/ cinema/ music)	•	•	•
people in the arts	•	•	•
special events	•	•	•
institutions/ facilities	•	•	
historical and artistic sites	•	•	
folklore	•	•	
trends			•

Relations between United States and Target Language Countries

opportunities for exchange	•	•	
influence of one country on another			•
cultural links			•
economic relations			•
governmental relations			•
individual perceptions			•

For more detail on functions, situations, and topics teachers may refer to the New York State Syllabi.

COMPONENTS OF COMMUNICATION

Topics

LOTE

1 2

Checkpoints A,B,C

LATIN

The following listing of expected learning results by components of communication provides an overview of topics, situations, functions, and proficiencies. These lists should be the basis for the coordination and articulation of a total program. They are the basis for the selection of materials consistent with Latin for communication. They illustrate a spiraling progression of knowledge and skill built on previous knowledge and practice. The lists of the components of communication provide an outline description of student learning results, the basis of curriculum structure, and program development. Teachers will develop instructional strategies and materials using these components and the standards of communication and cross-cultural understandings.

One of the components of any act of communication is the topic on which the communication occurs. A short letter of Cicero might contain twelve topics, such as names, health, character, family members, geography, topography, weather, calendar, roads, modes of travel, political issues, and sites. Each of these topics is worthy of consideration and discussion in the study of Latin. Topics such as these may be introduced in the Latin classroom in a variety of communicative situations, at various times and levels in the Latin program, and with greater or lesser attention devoted to them at any given time or level. A progressive spiraling or accumulation of knowledge about each of the given topics occurs over the whole course of study.

The purpose of the following list is to offer common topics of reading in Latin and to suggest a point at which some accumulated knowledge about each can be expected to be demonstrated. Most of the topics will be introduced at the earliest stage of language development (prior to Checkpoint A) and will continue to be presented and expanded at subsequent levels (prior to Checkpoints B and C respectively).

While the list of topics is meant primarily as an analysis of communication in the reading situation, it also serves as a list of topics of communication in the situations of listening, speaking, and writing, and of situations in which English as well as Latin is the medium of communication.

The topics have been arranged partly to correspond with the student's world but, more fundamentally, to correspond to categories of experience in the world of ancient Rome. The topics begin with personal identity and expand into widening spheres of space, time, society, and culture.

The assignment of topics to specific checkpoints is an indication of when a minimum body of knowledge is to be accumulated; it is not an indication of the entry level for a topic.

<i>Personal identification</i>	A	B	C		A	B	C
names	•	•	•	clothing	•	•	•
sex	•	•	•	character	•	•	•
age	•	•	•				
nationality	•	•	•	<i>House and family</i>			
occupation	•	•	•	house	•	•	•
physical characteristics and parts of the body	•	•	•	apartment	•	•	•
health	•	•	•	country home	•	•	•
				rooms	•	•	•

Adapted from: *Latin for Communication*. The New York State Education Department, Albany, NY.

	A	B	C		A	B	C
furnishings	•	•	•	<i>Travel</i>			
garden	•	•	•	roads	•	•	•
family members	•	•	•	modes of travel		•	•
birth	•	•	•	inns		•	•
childhood	•	•	•	host-guest		•	•
coming of age	•	•	•	mail and letter writing		•	•
marriage		•	•				
family life		•	•	<i>Politics and government</i>			
death and funerals			•	personalities	•	•	•
				government organization		•	•
<i>Physical environment</i>				public services (sewers, aqueducts, and bridges)		•	•
geography	•	•	•	political issues		•	•
topography		•	•	the military		•	•
city and town	•	•	•	law		•	•
province and country		•	•				
weather	•	•	•	<i>Social structure and economic life</i>			
natural catastrophes		•	•	class structure	•	•	•
plants and animals	•	•	•	shops	•	•	•
calendar		•	•	commerce and trade		•	•
time		•	•	coinage			•
<i>Meal taking, food, and drink</i>				<i>Religion</i>			
everyday family fare	•	•	•	deities, functions, and attributes	•	•	•
banquets	•	•	•	traditions and customs	•	•	•
				festivals	•	•	•
<i>Educational system</i>				religious events		•	•
number system	•	•	•	augury			•
school life	•	•	•	sacrifice			•
structure and curriculum		•	•				
literature		•	•	<i>Architecture and art</i>			
oratory and rhetoric		•	•	buildings	•	•	•
philosophy			•	sites and city planning	•	•	
				sculpture			•
<i>Earning a living</i>				painting			•
occupations	•	•	•	mosaics			•
preparation and training		•	•				
				<i>Myths and legends</i>			
<i>Leisure</i>				gods and goddesses	•	•	•
recreation and baths	•	•	•	heroes	•	•	•
athletics	•	•	•	traditional oral tales	•	•	•
holidays	•	•	•	meaning and interpretation			•
circus	•	•	•				
arena	•	•	•				
theater			•				

Situations

Latin is a classical language that was but no longer is generally spoken in everyday situations and one that has exerted a great influence on the Romance languages and English. In teaching and learning Latin, communicative skills of three sorts should be developed:

1. skills in **Latin**,
2. skills involving **Latin and English** at work together,
3. skills in **English** that have been influenced by Latin.

“

*Magna
est
veritas et
praevallebit.*

Communicative skills have been defined as receptive skills (listening and reading) and productive skills (speaking and writing). With Latin, reading takes priority. The listening/speaking skills in Latin will generally be limited to reading aloud, repeating, answering questions, and oral interpretation of texts. Actual interaction on the listening/speaking level will generally be limited to questions, answers, and basic conversations in the classroom, all employed as supports to the reading skill. As study of the language progresses, emphasis will shift to reading of passages aloud and development of skills in oral interpretation of literary texts. Attention needs to be focused on the ways Latin has entered English and influenced English linguistically and culturally. Finally, communicative skills in English as they relate to the language and ideas of the Romans will be developed. Communication in the situations of reading, writing, listening, and speaking will be truly bilingual and cross-cultural.

In the following table, situations are arranged to illustrate a flow of communication from Latin to English. Each group of situations (reading, listening, speaking, writing) starts with **Latin**, proceeds to specific situations in which the interrelationship of **Latin and English** is the main focus, and ends with specific situations in which **English** has been influenced by the language and culture of the Romans. This flow is shown in the table below with appropriate shading.

CROSS-CULTURAL TRANSFER

Situations

Reading		A	B	C
	Reads with understanding Latin composed for acquisition of content and/or language skills	•	•	•
	Reads with general and specific comprehension adapted Latin authors		•	•
	Reads with general and specific comprehension Latin prose authors		•	•
	Reads with general and specific comprehension Latin authors of poetry			•
	Reads Latin phrases and abbreviations in inscriptions, monuments, and records	•	•	•
	Reads Latin phrases and abbreviations used in English	•	•	•
	Reads with understanding words of Latin origin in English	•	•	•
Listening				
	Recognizes classical or ecclesiastical pronunciation	•	•	•
	Understands spoken Latin in classroom situations	•	•	•
	Understands Latin phrases used in English	•	•	•
	Understands English words and ideas associated with classical origins	•	•	•

Speaking

Produces orally the classical or ecclesiastical sound system	•	•	•
Reads prose aloud	•	•	•
Reads poetry aloud			•
Uses Latin with peers and teacher in classroom situations	•	•	•
Uses Latin terms in English speech and conversation			•
Uses conversational and formal English that incorporates Latin elements (prefixes, bases, and suffixes)			• •

Writing

Writes Latin responses to oral or written stimuli	•	•	•
Writes in English the general or specific meaning of Latin passages	•	•	•
Writes English that incorporates Latin elements (prefixes, bases, and suffixes)			• •
Writes English using Latin influences in words, structures, and ideas			•

 LATIN

 LATIN/ENGLISH

 ENGLISH

Functions

Functions denote the purposes of communication. In the study of Latin, there are two basic functions: to communicate *in Latin* and to improve communication *in English*. The communication in Latin will be primarily through reading to obtain information about facts, events, opinions, attitudes, and feelings and to gain access to literary texts. The communication in English may involve any of the four skills (reading, listening, speaking, writing) as well as the element of cultural awareness.

For example, in order to learn facts and events, a student may read in Latin an adapted version of Livy's account of how Pyrrhus defeated the Romans. That reading will facilitate communication in English when the student later hears the expression "Pyrrhic victory" used in a history class.

The following functions are basic to Latin for communication:

	A	B	C
To gain information in <i>Latin</i> about:			
facts	•	•	•
events	•	•	•
opinions		•	•
attitudes			•
feelings			•
To gain access to literary texts in <i>Latin</i>			•
To aid communication in <i>English</i> through:			
language skills	•	•	•
content and idea	•	•	•
style			•

Ögwehöwe:ka:?

LOTE

1 2

Checkpoints A, B, C

NATIVE
LANGUAGES

Ögwehöwe:ka:? *Native Language for Communication* offers an opportunity to learn about the culture of the Ögwehö:weh people through the study of their language. The eight Native Nations in New York State—the Onondaga, Mohawk, Seneca, Oneida, Cayuga, Tuscarora, Shinnecock, and Unkechaug (Poospatuck Reservation)—recognize that Ögwehö:weh means *The Real People/The Original Beings* in Seneca. Their language—Ögwehöwe:ka:—is their connection to their community and to the world. Language is inseparable from culture and is a living part of one’s being. Ögwehöwe:ka:? languages have historically been oral traditions, however, the teaching of these Native languages—so that activities in listening, listening/speaking, reading, and writing are regularly included—allows for a natural alignment with the two learning standards focusing on communication and the development of cross-cultural skills and understandings in New York State’s *Learning Standards for Languages Other Than English*. The following sample daily lesson plan focuses on exchanging greetings and biographical information and is shared as an example of a way to address the component topic of *Personal Identification* in an Ögwehöwe:ka:? classroom.

As suggested scope and sequence that addresses the activities of listening, listening/speaking, and reading follows the sample daily lessons plans. It suggests several activities appropriate for checkpoints A, B, and C.

OVERVIEW: HOW TO PLAN A DAILY LESSON

This sample daily lesson plan was developed by staff members of School 19, Buffalo. The topic is Personal Identification. The focus is on greetings and biographical information.

SAMPLE DAILY LESSON PLAN

FUNCTION

Getting students to adopt a course of action by socializing; greetings.

SITUATION

Informal everyday conversations with peers and adults. Greeting a person and telling one’s name, age, clan, and place of residence.

TOPIC

Personal Identification

Biographical Information

Greetings, age, Tribal/Nation identification, clan, local community (within reserve), native language spoken, physical characteristics.

PROFICIENCIES

Listening and Speaking at Checkpoint A.

LEARNING OUTCOME

When greeted by teacher or peers, the student is able to understand and respond appropriately.

Adapted from: ÖGWEHÖWE:KA: Native Languages for Communication. The New York State Education Department, Albany, NY.

ENABLING OBJECTIVES

Given oral questions in the target language (Mohawk) about personal identification, the student is able to respond in the target language.

INVENTORY OF USEFUL VOCABULARY

Shekon	iesaiats	natewakoseriakon
Onen	ionkiats	o'tara
hen	ronwaiats	niwakitaroten
nahoten	iontakiats	Akwesasne
skenenkowa	ioianerakie	

INVENTORY OF USEFUL GRAMMAR

Present tense of: to live:	kenakere	Interrogative expression:	Nahoten iesaiats?
	senakere		Skennenkowak, Ken?
	ranakere		K'nise?
	ienakere		Onniotonhakie?
	kanakere		Kanonwe nisenake
			To natesoseriakon?
			To nisentaroten?

SCOPE AND SEQUENCE

Learning Results: Components Functions, Situations, Topics, Proficiencies

Situations-Native American

LISTENING	Checkpoints		
	A	B	C
Information and announcements from providers of common public services* in face-to-face communications	•	•	•
Information (bulletins/ announcements) provided over loudspeakers, radio, and television	•	•	•
Short presentations of interest to the general public given in person, on radio, on television		•	•
Songs and stories, live and recorded		•	•
Feature programs on television, in the movies, and on the radio			•
LISTENING/SPEAKING			
Interaction with providers of common public services* in face-to-face communications	•	•	•
Informal everyday conversations with peers and adults	•	•	•
Interaction with providers of common public services* by telephone		•	•
Group conversations and group discussions with peers and adults		•	•
Informal presentations to groups of peers and adults		•	•

* Orators, family and extended family members, grandparents, friends, Chiefs, Clan Mothers, Faith Keepers, Wampum Keepers, teachers, coaches, community workers, councillors, bus drivers, cooks, and sales personnel within local community.

Checkpoints

A B C

READING

Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

• • •

Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes

• • •

Simple business correspondence and pamphlets

• •

Facts, opinions, feelings, and attitudes in correspondence

• •

Letters to the editor and feature articles from general interest publications

• •

Excerpts from culturally specific poetry, prose, and oral traditions for cultural appreciation

• •

WRITING

Forms to be filled out for the use of common public services

• • •

Informal notes for communications in everyday life situations

• • •

Brief reports describing simple situations and sequences of events

• •

Personal letters

• •

Formal letters on topics of personal needs

• •

Short samples of creative writing

•

Outline for Planning a Unit of Instruction

LOTE

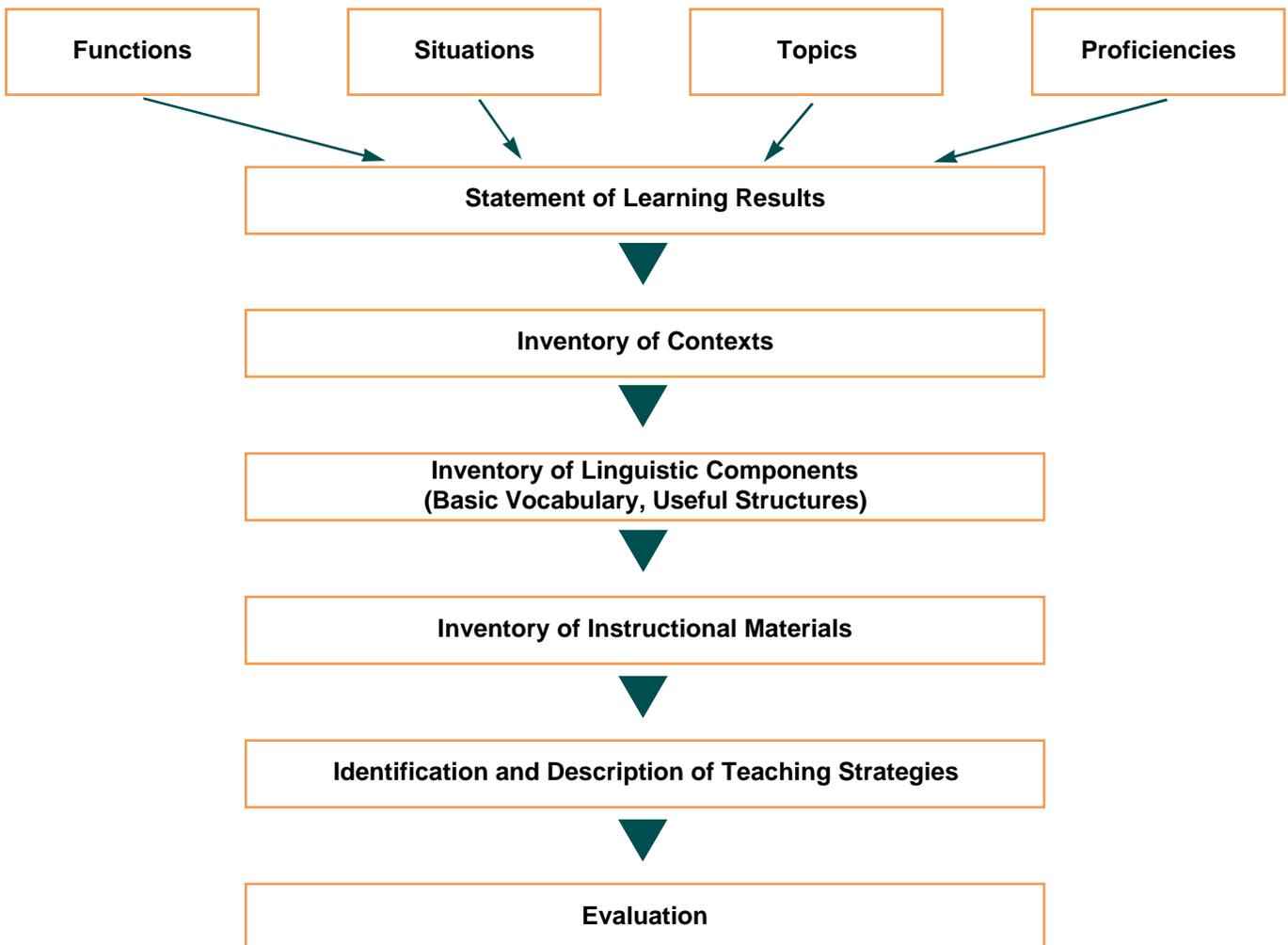
1 2

Checkpoints A,B,C

MODERN LANGUAGE

Language learning is a cumulative, spiraling process, and any communicative function can apply to a variety of situations and topics. Once the functions, situations, and topics are identified, they can be combined in innumerable ways to provide the focus of a unit of instruction. The statement of learning results for a unit should delineate the specific communicative task that students will be able to perform because of instruction. The statement should be clear, relevant, attainable, and should reflect the students' communicative needs and interests. Learning results must also be realistic for students. Teachers may wish to develop several units emphasizing one or more functions, situations, topics, or proficiencies using this suggested outline.

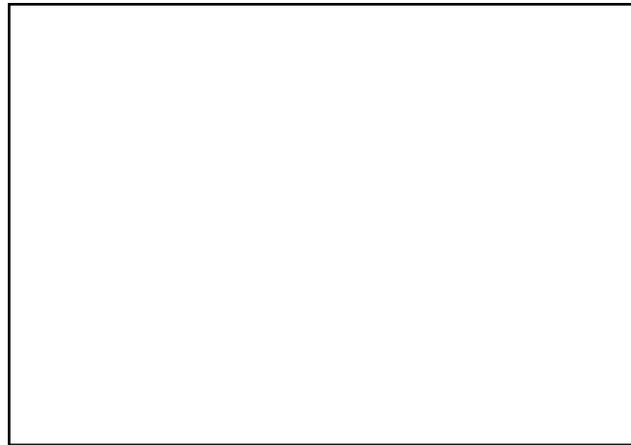
The following schematic represents **one of many possible approaches** to developing a unit of instruction.



Adapted from *American Sign Language for Communication: New York State Teacher's Guide. (Field Test)*. The New York State Education Department, Albany, NY.

Once the initial plan of the unit has been created, it is necessary to specify the instructional content of that unit. In preparing the content, the teacher may wish to do the following:

- Identify the situation in which the functional communication can take place, and provide for realistic presentation and discussion.
- Inventory the basic vocabulary and useful structures.
 - What previously used signs will be included?
 - What new sign will be introduced?
 - What structures that have been used previously will be included again?
 - What structures will be incorporated for the first time?
- Select the teaching strategies to be employed in achieving the learning outcomes.
 - What types of activities will lead to the acquisition of American Sign Language needed for communication?
 - What types of activities will give students the opportunity to practice and demonstrate what they have learned?
- Select the instructional materials to be used, either commercial, teacher-made, or derived from various sources.
- Prepare the format/schedule for assessing student learning outcomes.
- Modify instruction to meet the needs of students with disabilities specified on their Individualized Education Program (IEP).



“

*É meglio domandar che
errare.*

Best Practice

The following factors have been identified as those which are likely to foster achievement of the learning standards for Languages Other Than English:

As teachers develop scope and sequence materials and classroom strategies which align to the new learning standards, they will address these factors in their work.

Learner-Centered	Students construct knowledge based on their needs and experiences; they assume responsibility for developing a language learning process.
Performance-Based	Using language in face-to-face encounters becomes a tool for accomplishing specific language purposes.
Interactive Learning	Instructional practice provides ample opportunity for students to participate in peer learning through group activities.
Interdisciplinary Approach	Integrates knowledge and skills from other disciplines; expands horizons; maintains student interest; and promotes logical and creative thinking.
Reality-Based/Relevant	Real-life situations, topics, and issues of interest create a learning-relevant environment for students.
Appropriate Assessment	Curriculum and assessment are aligned to promote learners' growth, and are best achieved by multiple methods.
Reflections	Both teacher and students reflect, in either oral or written form, about what has been taught and learned.
Discipline	Establishes an environment conducive to learning by promoting trust and respect from teacher and students.
Knowledge of Self	Choose the teaching, learning, and student strategies that work best for you and for your students.
Flexibility	Willingness to change methods, classroom activities, or time allotments depending on need.

“

Exercitatio optimus est magister.

“

Part I.1 Quotes/Proverbs Translation

Más vale saber que haber. (Spanish)

It is better to know than to have; knowledge is better than wealth.

Vek xi vi , vek uci sh (Russian)

Live a century, learn for a century.

Adeo in teneris conse uscere multum est (Latin)

As the twig is bent, the tree is inclined. Virgil

Magna est veritas et praevalabit. (Latin)

Truth is mighty and will prevail.

É meglio domandar che errare. (Italian)

It is better to ask than to lose your way.

Exceptio probat regulam de rebus non exceptis. (Latin)

The exception proves the rule.