



Languages Other Than English

PART IV

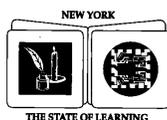
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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission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



Standard 1

Languages Other Than English



Modern Languages

Students will be able to use a language other than English for communication.

▲ **LISTENING & SPEAKING** are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students:

CHECKPOINT A

- comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words
- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

CHECKPOINT B

- comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone
- understand the main idea and some discrete information in television, radio, or live presentations
- initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals
- select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers
- exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances
- use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.

CHECKPOINT C

- understand standard speech delivered in most authentic settings
- understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.
- draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language
- comprehend subtler, nuanced details of meaning with some repetition and rephrasing
- engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.

Standard 1

Languages Other Than English



Modern Languages

Students will be able to use a language other than English for communication.

▲ **READING & WRITING** are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students:

CHECKPOINT A

- understand the main idea and some details of simple informative materials written for native speaker
- compose short, informal notes and messages to exchange information with members of the target culture.

CHECKPOINT B

- read and comprehend materials written for native speakers when the topic and language are familiar.
- use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures
- read simple materials independently, but may have to guess at meanings of longer or more complex material
- write short notes, uncomplicated personal and business letters, brief journals, and short reports
- write brief analyses of more complex content when given the opportunity for organization and advanced preparation, though errors may occur more frequently
- produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language.

CHECKPOINT C

- comprehend the content of most texts of interest to native speakers
- draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames, as well as language acquired through independent reading
- write multiparagraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion; errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences
- use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences to communicate through the full range of time frames.

Standard 1

Languages Other Than English



Latin

Students will be able to use a language other than English for communication.

▲ **READING** is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

Students:

CHECKPOINT A

- read and understand simple connected materials written in Latin
- write simple responses to oral, visual, or written stimuli
- demonstrate an awareness of the vocabulary, grammar, derivation, and word structure of English.

CHECKPOINT B

- understand composed Latin and passages adapted from Latin authors
- respond in simple written Latin and in English to questions based on composed Latin and on passages adapted from Latin authors
- demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin.

CHECKPOINT C

- read and understand selected authors of prose and poetry with some assistance
- express in English the general and specific meaning of Latin passages of prose or poetry, assisted by glosses, and can demonstrate a controlled, but increasing, ability to write Latin
- read aloud Latin prose and poetry with attention to features such as the correct metrical structure
- demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it.

▲ **LISTENING & SPEAKING** support the reading skills in Latin.

- recognize and comprehend simple spoken Latin statements and questions based on classroom situations
- articulate simple Latin phrases and convey meaning in controlled situations.
- comprehend simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud.
- read familiar Latin aloud and speak Latin with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in controlled classroom situations.
- recognize and appreciate the linguistic and artistic qualities of oral Latin prose and poetry when read aloud
- read aloud Latin prose and poetry with attention to features such as the correct metrical structure.

Standard 1

Languages Other Than English



American Sign Language

Students will be able to use a language other than English for communication.

▲ **VISUAL-GESTURAL** skills provide a means of communication with Deaf people in the context of the Deaf culture.

Students:

CHECKPOINT A	CHECKPOINT B	CHECKPOINT C
<ul style="list-style-type: none"> • use receptive skills to comprehend simple statements and questions in standard dialect • express basic needs and compose statements, questions and short messages to signers of the same age group and to familiar adults • initiate and engage in simple face-to-face conversations. 	<ul style="list-style-type: none"> • comprehend messages and short conversations when they contain frequently used grammatical features and word order patterns • understand some main ideas and some discrete information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public • express themselves with confidence on a range of topics that include issues related to everyday life, the content of programs on television and videotapes; the content of articles in newspapers or magazines for the general public; and stories and excerpts from Deaf literature • engage in extended discourse with native ASL signers on a broad range of topics that extends beyond the students' interests to those of general interest to members of the Deaf culture. 	<ul style="list-style-type: none"> • understand a wide range of registers delivered with some repetition and paraphrasing by fluent ASL signers, comprehension may be hindered when the topics are unfamiliar or when more advanced signed communication is being used • organize presentations on everyday topics • express complex ideas with confidence.
<p>▲ INTERACTIVE communication is possible with Deaf people through the use of signs.</p>		
		<ul style="list-style-type: none"> • converse with confidence • engage in extended discourse with native ASL signers on a broad range of topics including those of general interest to the Deaf culture.

Standard 1

Languages Other Than English



Native American Languages

Students will be able to use a language other than English for communication.

▲ **LISTENING & SPEAKING** In Native languages takes place primarily to share expression of ideas, thoughts, and feelings to preserve Native cultural ideology.

Students:

CHECKPOINT A

- comprehend simple statements and questions in the context of the classroom and the main ideas of more extended messages and conversations
- initiate and respond to simple face-to-face conversations.

CHECKPOINT B

- comprehend messages and short conversations when listening to Native speakers; repetition may be necessary for full understanding
- initiate and sustain conversations with some hesitation and difficulty in pronunciation in short and familiar communicative situations
- produce an extended communication through a series of short connected utterances, using repetition as needed
- comprehend the meaning of myths and legends told to them repeatedly by Native speakers.

CHECKPOINT C

- understand speech delivered with some repetitions and rewording by competent Native speakers
- understand the essential points of discussion or presentations on familiar topics in lengthy messages and presentations
- handle most communicative situations with confidence but may need help with complicated, unfamiliar topics.

▲ **WRITING**, systems and therefore **READING**, are recent introduction to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.

- comprehend the main ideas of materials containing simple structure and syntax
- compose short messages on familiar topics or to express basic personal needs.
- understand simple narrative and descriptive authentic materials and edited texts within a familiar context
- read Native texts or stories aloud with accurate pronunciation and attention to dialogue
- write short communications that are comprehensible to Native speakers used to dealing with students. Difficulties still occur when expressing more complex thoughts.
- understand most factual information in nontechnical prose as well as some informative and descriptive texts on topics related to areas of special interest
- compose unified and organized texts on everyday topics.

Standard 2

Languages Other Than English



Modern Languages

Students will develop cross-cultural skills and understandings.

- ▲ **EFFECTIVE COMMUNICATION** involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students:

CHECKPOINT A

- use some key cultural traits of the societies in which the target language is spoken.

CHECKPOINT B

- exhibit more comprehensive knowledge of cultural traits and patterns
- draw comparisons between societies
- recognize that there are important linguistic and cultural variations among groups that speak the same target language
- understand how words, body language, rituals, and social interactions influence communication.

CHECKPOINT C

- demonstrate sophisticated knowledge of cultural nuances in a target language culture
- model how spoken language, body language, and social interaction influence communication
- use appropriate registers
- write in the target language in a manner that articulates similarities and differences in cultural behaviors.

Standard 2

Languages Other Than English



Latin

Students will develop cross-cultural skills and understandings.

▲ **LATIN ACQUISITION** provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students:

CHECKPOINT A

- demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture
- recognize manifestations of antiquity in the modern world.

CHECKPOINT B

- demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, art, and architecture, and of their influence on later civilizations
- read culturally authentic passages of Latin adapted from Latin authors
- apply knowledge of Latin literature, authors, and techniques of style to world literary traditions.

CHECKPOINT C

- use adapted reading from Latin prose and poetry to broaden knowledge about Greco-Roman civilization and its influence on subsequent civilizations
- make comparisons of Latin literary style with those of world literary traditions.

Standard 2

Languages Other Than English



American Sign Language

Students will develop cross-cultural skills and understandings.

▲ **KEY CULTURAL** traits exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language.

Students:

CHECKPOINT A

- use key cultural traits that exist in settings where American Sign Language is used
- become aware of cultural patterns, learned through the use of American Sign Language, that characterize the Deaf culture.

CHECKPOINT B

- demonstrate more comprehensive knowledge of the Deaf culture
- draw comparisons about different societies both within the Deaf culture and other cultures
- recognize important linguistic and cultural variations among different groups within the culture and in the various states and Canadian provinces where American Sign Language is used.

CHECKPOINT C

- produce behaviors that are consistent with the Deaf culture
- reflect a wide variety of different contexts within the Deaf culture.

Standard 2

Languages Other Than English



Native American Languages

Students will develop cross-cultural skills and understandings.

▲ **CULTURE** is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.

Students:

CHECKPOINT A

- demonstrate an awareness of Native culture
- recognize the names of cultural items and their uses
- understand the history and cultural symbols of the people
- demonstrate knowledge about the clan system.

CHECKPOINT B

- demonstrate increased knowledge of Native culture through their myths and legends, art and architecture, and literature and government
- recognize how Native cultural ideas exist within modern America.

CHECKPOINT C

- demonstrate a through knowledge of the Native culture
- distinguish between various sub-groups
- relate their knowledge and understanding of the culture to other Native American groups.