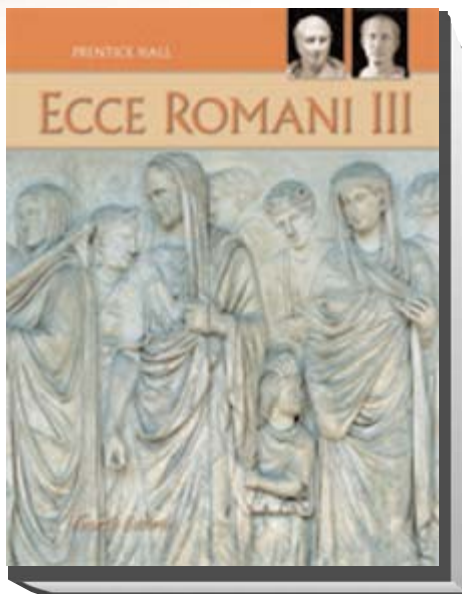


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C O R R E L A T E D T O

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Intermediate Level

PEARSON

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

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Correlated to:
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OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
INTERMEDIATE LEVEL RANGE	
Goal 1: Communication	
<i>Communicate in Languages Other Than English Communication occurring in the Intermediate Level Range expands on the combination of the following topics:</i>	
<ul style="list-style-type: none"> • the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals 	
<ul style="list-style-type: none"> • beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, time and calendar, food and customs, transportation, travel, professions, and work 	
<ul style="list-style-type: none"> • community: environment, business, government, service, religion, and social issues Intermediate Level learners are typically in Levels II-IV (see descriptions of levels in the Overview). 	
Standard 1.1: Interpretive Communication - Listening/Reading/Viewing	
Students will understand and interpret written and spoken language on a variety of topics.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language? By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.	
<i>When listening, reading, and viewing, learners in the Intermediate Level Range will:</i>	
1. Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.	
2. Understand more detailed information in written advertisements, schedules, and menus.	
3. Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.	

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4. Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.	SE/TE: 12-16, 17-19, 24-27, 28-31, 36-39, 40-43, 46-49, 54-65, 68-79, 84-95, 98-107, 110-117, 120-124, 126-133, 140-147, 150-159, 162-172, 174-181, 182-187, 192-204, 206-211, 212-217, 220-239, 242-259, 262-283, 288-295, 296-306
5. Respond to a series of commands.	
Standard 1.2: Interpersonal Communication - Speaking/Writing	
Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language? By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.	
<i>When speaking and writing in person-to-person communication, learners in the Intermediate Level Range will:</i>	
1. Sustain a conversation on selected topics about themselves and others, using details and descriptions.	
2. Ask and answer a variety of questions, giving reasons for their answers.	
3. Express personal preferences and feelings with some explanation.	
4. Initiate a series of commands.	
Standard 1.3: Presentational Communication – Speaking and Writing	
Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language? By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.	
<i>When presenting information by speaking or writing learners in the Intermediate Level Range will:</i>	
1. Describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).	

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2. Give directions to someone in order to complete a multistep task.	
3. Recount an event incorporating some description and detail.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 3-6, 66-67, 139, 189, 219, 285-287</i>
4. Write one-page compositions and letters.	
5. Present student-created and/or authentic short plays, stories, skits, poems and songs.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 120-124, 212-217, 220-239, 242-259, 262-283</i>
Goal 2: Cultures Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: Practices of Culture	
Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	
Progress Indicators: What are Intermediate Level learners able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.	
2. Explain in simple terms the reasons for different traditions and customs of the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 17 (Reading Note), 95 (Questions #2), 175</i>
3. Experience cultural and social activities common to a student of similar age in the target culture such as school life, sports, music and other entertainment.	
4. Identify and discuss perspectives typically associated with the target culture's business practices.	
5. Discuss some commonly held generalizations about the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 189-191</i>

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Standard 2.2: Products of Culture	
Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	
Progress Indicators: What are Intermediate Level learners able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Explain the significance of objects, images, and symbols, and products of the target culture.	SE/TE: 34, 45, 191
2. Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts.	SE/TE: 3-6, 53, 66-67, 83, 109, 125, 139, 205, 241, 261, 285-287
3. Identify the influence of the target culture on the products of the U.S.	
4. Explain the impact of the target country's geography on daily life in the target culture.	
5. Identify the target culture's basic perspectives in its art, literature, music, dance.	SE/TE: 133 (Questions #2), 175 (Questions #2), 189 (A marble statue)
Goal 3: Connections Connect with Other Disciplines and Acquire Information	
Standard 3.1: Interdisciplinary Studies	
Students will reinforce and further their knowledge of other content areas through the foreign language.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Transfer and apply information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.	SE/TE: 3-6, 53, 66-67, 80-82, 83, 109, 139, 189-191, 205

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2. Apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.	SE/TE: 306 (Questions #4)
Standard 3.2: Distinctive Viewpoints	
Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Using authentic target language sources, (such as the Internet, books and magazines) acquire and apply information about the target culture.	SE/TE: 12-16, 17-19, 24-27, 28-31, 36-39, 40-43, 46-49, 54-65, 68-79, 84-95, 98-107, 110-117, 120-124, 126-133, 140-147, 150-159, 162-172, 174-181, 182-187, 192-204, 206-211, 212-217, 220-239, 242-259, 262-283, 288-295, 296-306
2. Use authentic sources to explore the distinctive perspectives of the foreign culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 12-16, 17-19, 24-27, 28-31, 36-39, 40-43, 46-49, 54-65, 68-79, 84-95, 98-107, 110-117, 120-124, 126-133, 140-147, 150-159, 162-172, 174-181, 182-187, 192-204, 206-211, 212-217, 220-239, 242-259, 262-283, 288-295, 296-306
Goal 4: Comparisons Develop Insight into the Nature of Language and Culture	
Standard 4.1: Language Comparisons	
Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Explore the historical and cultural reasons for cognates and borrowed words.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 135 (Latin Gerunds in English)

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2. Use knowledge of sound and writing systems (including stress, intonation, punctuation.) to communicate on topics of personal interest.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 312-330
3. Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 20 (Participles), 21 (Ablative Absolutes), 32 (Infinitives, Indirect Statement), 35 (Nested Clauses), 44 (The Subjunctive Mood, Sequence of Tenses), 50 (The Subjunctive in Subordinate Clauses), 96 (Conditional Sentences), 117 (The Subjunctive as Main Verb), 134 (The Gerund or Verbal Noun), 136 (the Gerundive or Verbal Adjective), 148 (The Passive Periphrastic, Dative of Agent), 160 (Indefinite Pronouns and Adjectives), 240 (Expressing Purpose), 260 (Latin Word Order)
4. Use appropriate idiomatic expressions in limited settings.	
Standard 4.2: Culture Comparisons	
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.	
2. Give basic descriptions of crosscultural similarities and differences in the practices of the target culture.	SE/TE: 17 (Reading Note), 95 (Questions #2), 107 (Questions #3)
3. Give basic descriptions of crosscultural similarities and differences in the products of the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following page:</i> 191
4. Give simple descriptions of crosscultural similarities and differences in the perspectives of the target culture.	SE/TE: 133 (Questions #2)

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Goal 5: Communities Participate in Multilingual Communities at Home and Around the World	
Standard 5.1: School and Community	
Students will use the language both within and beyond the school setting.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister-city projects.	
2. Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.	
3. Establish contact with a native speaker through Internet, e-mail, personal travel.	
4. Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.	
Standard 5.2: Personal Enrichment	
Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	
Progress Indicators: What will Intermediate Level learners be able to do in the target language?	
<i>Learners in the Intermediate Level Range will:</i>	
1. Exchange information with native speakers about topics of personal interest.	
2. Explore various target language resources to expand their knowledge of individual hobbies or interests.	

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3. Research current issues of interest using various foreign language/culture sources.	
4. Demonstrate extracurricular use of target language media as a source of entertainment.	

Reference: [http://www.sde.state.ok.us/home/home01_test.html?http://sde.state.ok.us/publ/pass.html!](http://www.sde.state.ok.us/home/home01_test.html?http://sde.state.ok.us/publ/pass.html)