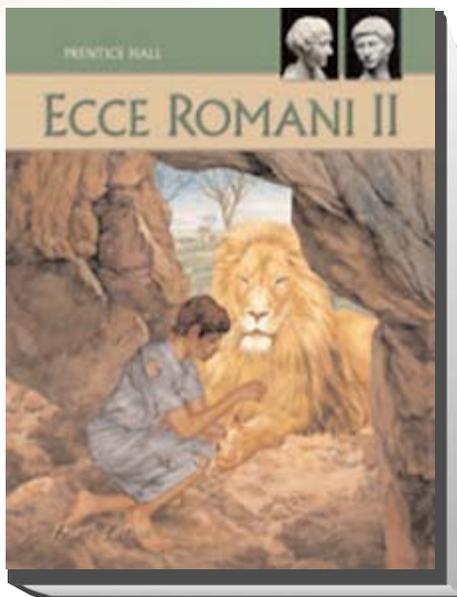


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C O R R E L A T E D T O

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

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Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
NOVICE LEVEL RANGE	
Goal 1: Communication	
<i>Communicate in Languages Other Than English Communication occurring in the Novice Level Range often includes some 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, calendar, time, food and customs, transportation, travel, professions, and work Novice Level learners are typically in Levels I-II (see descriptions in the Overview). 	SE/TE: 31 (Exercise 31a #1), 32 (Exercise 31a #10), 45 (Exercise 32e #1), 77 (Exercise 35i #1, 3), 87 (Exercise 36a #3), 88-91, 98 (Exercise 37a #7), 101 (Exercise 37f #2), 112 (Exercise 38d #1-2), 118-122, 131 (Exercise 40a #1), 143 (Exercise 41a #3, 10), 144 (Exercise 41c #3, 5), 154 (Exercise 42f #1, 3), 170 (Exercise 43e #1-4), 175 (Exercise 44a #2, 5), 183 (Exercise 45a #1-2), 213 (Exercise 47a #5), 216 (Exercise 47d #1-4), 231 (Exercise 48i #1-5), 239 (Exercise 49a #7), 242 (Exercise 49d #1-3), 255 (Exercise 50a #2), 296 (Exercise 54a #15), 298 (Exercise 54d #1-5)
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 Novice Level learners be able to do in the target language? By the end of the Novice 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 Novice Level Range will:</i>	
1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.	
2. Understand key words in written material such as advertisements, schedules, and menus.	
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.	

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

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4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.	SE/TE: 69 (Exercise 34i), 128 (Exercise 39g), 289 (Exercise 53c), 194 (Exercise Xf), 290 (Exercise 53e), 302 (Exercise 54e, 54f)
5. Respond to simple commands, familiar vocabulary, and language structures.	
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. By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
<i>When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:</i>	
1. Initiate greetings, introductions, and leave-taking.	
2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.	
3. Express personal needs, preferences, and feelings.	
4. Initiate simple commands.	
Standard 1.3: Presentational Communication - Speaking/Writing	
Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
Progress Indicators: What will Novice Level learners be able to do in the target language? By the end of the Novice 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 Novice Level Range will:</i>	
1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.	

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

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2. Give simple commands and make requests of another person or group.	
3. Retell a simple story using familiar vocabulary and language structures.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 187-188</i>
4. Write personal journals and send brief messages to friends.	
5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.	SE/TE: 37 (Exercise 31f), 68 (Exercise 34h), 69 (Exercise 34i), 128 (Exercise 39g), 236 (Exercise 48j), 243 (Exercise 49e), 290 (Exercise 53e), 302 (Exercise 54e)
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(s) studied.	
Progress Indicators: What are Novice Level learners able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.	SE/TE: 263, 285
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture.	SE/TE: 262-264, 271, 282-284, 285, 293, 299-300
3. Participate in cultural activities such as games, songs, and dances of the target culture.	
4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members.	SE/TE: 171-173, 203-205, 217-221, 232-234
5. Recognize and explore the process of stereotyping other cultures.	

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Standard 2.2: Products of Culture	
Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.	
Progress Indicators: What are Novice Level learners able to do in the target language?	
1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.	SE/TE: 54-55, 61, 265, 283, 285, 293, 299
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.	SE/TE: 26-29, 78-81, 124-128, 207-211, 244, 245-247, 272-273
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports.	SE/TE: 321 (Roman Architecture in America)
4. Identify countries, regions, and geographic features where the target language is spoken.	SE/TE: xiv, 1, 12, 80, 126, 207, 245, 310
5. Extract samples of the culture's perspectives from popular media in the target culture.	
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 Novice Level learners be able to do in the target language?	
1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.	SE/TE: 7-9, 16-18, 22, 26-29, 39, 54-55, 61, 79-81, 84 (Latin in the Law), 93-95, 102-104, 113-115, 124-128, 137-138, 140 (Latin in Medicine), 141 (Exercises 5-6), 145-147, 155-156, 163, 171-173, 179-180, 181, 187-188, 203-205, 207-211, 217-221, 223, 232-235, 244, 245-247, 262-264, 265, 271, 272-273, 281-284, 285, 293, 299-301, 312-322

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).</p>	<p>SE/TE: 9 (According to Ovid . . .), 18 (Additional Reading), 25 (Additional Reading), 77 (Additional Reading), 115 (Additional Reading), 173 (Additional Reading), 247 (Additional Reading), 292 (Additional Reading)</p>
<p>Standard 3.2: Distinctive Viewpoints</p>	
<p>Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p>Progress Indicators: What will Novice Level learners be able to do in the target language?</p>	
<p><i>Learners in the Novice Level Range will:</i></p>	
<p>1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).</p>	<p>SE/TE: 9 (According to Ovid . . .), 18 (Additional Reading), 25 (Additional Reading), 77 (Additional Reading), 115 (Additional Reading), 173 (Additional Reading), 247 (Additional Reading), 292 (Additional Reading)</p>
<p>2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.</p>	<p>SE/TE: 18 (Additional Reading), 25 (Additional Reading), 77 (Additional Reading), 115 (Additional Reading), 173 (Additional Reading), 247 (Additional Reading), 292 (Additional Reading)</p>
<p>Goal 4: Comparisons Develop Insight into the Nature of Language and Culture</p>	
<p>Standard 4.1: Language Comparisons</p>	
<p>Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.</p>	
<p>Progress Indicators: What will Novice Level learners be able to do in the target language?</p>	
<p><i>Learners in the Novice Level Range will:</i></p>	
<p>1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.</p>	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 46-47, 85 (Exercise 4-5), 139-141, 190-191, 247-249, 274-275</p>
<p>2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.</p>	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 323-340</p>

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

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<p>3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.</p>	<p>SE/TE: 4 (Relative Clauses 1, Relative Pronouns), 5 (Relative Clauses II), 14 (Indefinite Adjectives), 15 (Interrogative Pronouns), 23 (The Vivid or Historic Present, Verbs: Active and Passive Tense), 33 (Verbs: Present Passive Infinitives), 34 (The Ablative Case), 36 (Demonstrative Adjectives and Pronouns), 42 (Verbs: Perfect, Pluperfect, and Future Perfect Passive), 50 (Perfect Passive Participles I), 64 (Adjectives: Positive, Comparative, and Superlative Degrees), 65 (Adjectives: Positive, Comparative, and Superlative), 67 (Adjectives: Case Endings of Comparatives and Superlatives), 72 (Comparisons), 74 (Adverbs: Positive), 75 (Adverbs: Comparative and Superlative), 82 (Adjective Suffixes -osus, -idus, and -bilis), 91 (Uses of qua), 98 (Deponent Verbs), 118 (Place Constructions with and without Prepositions), 121 (Time Constructions with and without Prepositions), 132 (Semi-deponent Verbs), 133 (Present Participles), 134 (Present Participles as Substantives), 135 (Present Participles), 144 (Verbs: Perfect Active Infinitive), 151 (Subordinate Clauses with the Subjunctive I, Verbs: Imperfect and Pluperfect Subjunctive Active), 153 (Subordinate Clauses with the Subjunctive II), 166 (Subordinate Clauses with the Subjunctive), 168 (Verbs: Imperfect and Pluperfect Subjunctive Passive), 176 (Verbs: Perfect Passive Participles II), 177 (Ablative Absolutes), 184 (Verbs: Future Active Participles), 185 (Verbs: Participles), 200 (Accusative and Infinitive), 214 (Accusative and Infinitive), 226 (Accusative and Infinitive), 229 (Accusative and Infinitive), 231 (Verbs: Infinitives, Deponent Verbs), 256 (Result Clauses), 257 (Verbs: Present and Perfect Subjunctive), 278 (Impersonal Verbs)</p>
<p>4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.</p>	<p>SE/TE: 22 (Ubi fumus, ibi ignis), 91 (ad Kalendas Graecas), 177 (lapsus calami, lapsus linguae), 237 (Gladiator in arena consilium capit), 242 (quid pro quo, Manus manum lavat)</p>

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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 Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Identify similarities and differences in verbal and nonverbal behavior between cultures.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 61, 263</i>
2. Recognize cross-cultural similarities and differences in the practices of the culture studied.	SE/TE: 235 (Compare the various kinds of entertainment), 264 (Compare the customs and ceremonies), 271 (Compare Roman coming-of-age customs and ceremonies), 284 (What are some of the most significant), 285 (Compare Roman wedding customs and ceremonies), 299 (Compare Roman funeral customs and ceremonies)
3. Identify cross-cultural similarities and differences in the products of the culture studied.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 54-55, 61, 265, 285</i>
4. Recognize cross-cultural similarities and differences in the perspectives within the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 264 (Compare the customs and ceremonies), 271 (Compare Roman coming-of-age customs and ceremonies), 284 (What are some of the most significant), 285 (Compare Roman wedding customs and ceremonies), 299 (Compare Roman funeral customs and ceremonies)</i>
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 Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Identify professions/occupations which are enhanced by proficiency in another language.	SE/TE: 84 (Latin in the Law), 140 (Latin in Medicine)

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
2. Practice oral or written use of the foreign language with people outside the classrooms.	
3. Communicate on a personal level with speakers of the language via short letters, email, audio, and videotapes.	
4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 37 (Exercise 31f), 68 (Exercise 34h), 69 (Exercise 34i), 128 (Exercise 39g), 243 (Exercise 49e), 290 (Exercise 53e), 302 (Exercise 54e)
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 Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Demonstrate a willingness to interact with native speakers.	
2. Discover and explore a variety of entertainment sources representative of the target culture.	
3. Identify current issues of interest within the target culture.	
4. Discover and explore samples of art, literature, music, representative of the target culture.	SE/TE: 6, 7, 8, 9, 32, 37 (Exercise 31f), 58, 64, 68 (Exercise 34h), 69 (Exercise 34i), 81, 93, 127, 128 (Exercise 39g), 156, 179, 181, 197, 205, 230, 232, 243 (Exercise 49e), 272, 290 (Exercise 53e), 291, 298, 302 (Exercise 54e)
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 	

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<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 	<p>SE/TE: 31 (Exercise 31a #1), 32 (Exercise 31a #10), 45 (Exercise 32e #1), 77 (Exercise 35i #1, 3), 87 (Exercise 36a #3), 88-91, 98 (Exercise 37a #7), 101 (Exercise 37f #2), 112 (Exercise 38d #1-2), 118-122, 131 (Exercise 40a #1), 143 (Exercise 41a #3, 10), 144 (Exercise 41c #3, 5), 154 (Exercise 42f #1, 3), 170 (Exercise 43e #1-4), 175 (Exercise 44a #2, 5), 183 (Exercise 45a #1-2), 213 (Exercise 47a #5), 216 (Exercise 47d #1-4), 231 (Exercise 48i #1-5), 239 (Exercise 49a #7), 242 (Exercise 49d #1-3), 255 (Exercise 50a #2), 296 (Exercise 54a #15), 298 (Exercise 54d #1-5)</p>
<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). 	
<p>Standard 1.1: Interpretive Communication - Listening/Reading/Viewing</p>	
<p>Students will understand and interpret written and spoken language on a variety of topics.</p>	
<p>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.</p>	
<p><i>When listening, reading, and viewing, learners in the Intermediate Level Range will:</i></p>	
<p>1. Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.</p>	
<p>2. Understand more detailed information in written advertisements, schedules, and menus.</p>	
<p>3. Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.</p>	
<p>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.</p>	<p>SE/TE: 69 (Exercise 34i), 128 (Exercise 39g), 289 (Exercise 53c), 194 (Exercise Xf), 290 (Exercise 53e), 302 (Exercise 54e, 54f)</p>

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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.	
<i>Classroom Examples: What types of tasks are appropriate for the Intermediate Level Range classroom?</i>	
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).	
2. Give directions to someone in order to complete a multistep task.	
3. Recount an event incorporating some description and detail.	

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
4. Write one-page compositions and letters.	
5. Present student-created and/or authentic short plays, stories, skits, poems and songs.	SE/TE: 37 (Exercise 31f), 68 (Exercise 34h), 69 (Exercise 34i), 128 (Exercise 39g), 236 (Exercise 48j), 243 (Exercise 49e), 290 (Exercise 53e), 302 (Exercise 54e)
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: 262-264, 271, 282-284, 285, 293, 299-300</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: 217-221, 232-235, 244</i>
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: <i>Opportunities to address this standard can be found on the following pages: 54-55, 61, 265, 283, 285, 293, 299</i>

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
2. Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts.	SE/TE: 26-29, 78-81, 124-128, 207-211, 244, 245-247, 272-273
3. Identify the influence of the target culture on the products of the U.S.	SE/TE: 321 (Roman Architecture in America)
4. Explain the impact of the target country's geography on daily life in the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 54-55, 155-156
5. Identify the target culture's basic perspectives in its art, literature, music, dance.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 69 (Exercise 34i), 128 (Exercise 39g), 289 (Exercise 53c), 194 (Exercise Xf), 290 (Exercise 53e), 302 (Exercise 54e, 54f)
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: 7-9, 16-18, 22, 26-29, 39, 54-55, 61, 79-81, 84 (Latin in the Law), 93-95, 102-104, 113-115, 124-128, 137-138, 140 (Latin in Medicine), 141 (Exercises 5-6), 145-147, 155-156, 163, 171-173, 179-180, 181, 187-188, 203-205, 207-211, 217-221, 223, 232-235, 244, 245-247, 262-264, 265, 271, 272-273, 281-284, 285, 293, 299-301, 312-322
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: 9 (According to Ovid . . .), 18 (Additional Reading), 25 (Additional Reading), 77 (Additional Reading), 115 (Additional Reading), 173 (Additional Reading), 247 (Additional Reading), 292 (Additional Reading)

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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: 9 (According to Ovid . . .), 18 (Additional Reading), 25 (Additional Reading), 77 (Additional Reading), 115 (Additional Reading), 173 (Additional Reading), 247 (Additional Reading), 292 (Additional Reading)
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> 9 (According to Ovid . . .), 18 (Additional Reading), 25 (Additional Reading), 77 (Additional Reading), 115 (Additional Reading), 173 (Additional Reading), 247 (Additional Reading), 292 (Additional Reading)
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> 46-47, 85 (Exercise 4-5), 139-141, 190-191, 247-249, 274-275
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> 323-340

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice and Intermediate Levels

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>3. Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.</p>	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 4 (Relative Clauses 1, Relative Pronouns), 5 (Relative Clauses II), 14 (Indefinite Adjectives), 15 (Interrogative Pronouns), 23 (The Vivid or Historic Present, Verbs: Active and Passive Tense), 33 (Verbs: Present Passive Infinitives), 34 (The Ablative Case), 36 (Demonstrative Adjectives and Pronouns), 42 (Verbs: Perfect, Pluperfect, and Future Perfect Passive), 50 (Perfect Passive Participles I), 64 (Adjectives: Positive, Comparative, and Superlative Degrees), 65 (Adjectives: Positive, Comparative, and Superlative), 67 (Adjectives: Case Endings of Comparatives and Superlatives), 72 (Comparisons), 74 (Adverbs: Positive), 75 (Adverbs: Comparative and Superlative), 82 (Adjective Suffixes -osus, -idus, and -bilis), 91 (Uses of qua), 98 (Deponent Verbs), 118 (Place Constructions with and without Prepositions), 121 (Time Constructions with and without Prepositions), 132 (Semi-deponent Verbs), 133 (Present Participles), 134 (Present Participles as Substantives), 135 (Present Participles), 144 (Verbs: Perfect Active Infinitive), 151 (Subordinate Clauses with the Subjunctive I, Verbs: Imperfect and Pluperfect Subjunctive Active), 153 (Subordinate Clauses with the Subjunctive II), 166 (Subordinate Clauses with the Subjunctive), 168 (Verbs: Imperfect and Pluperfect Subjunctive Passive), 176 (Verbs: Perfect Passive Participles II), 177 (Ablative Absolutes), 184 (Verbs: Future Active Participles), 185 (Verbs: Participles), 200 (Accusative and Infinitive), 214 (Accusative and Infinitive), 226 (Accusative and Infinitive), 229 (Accusative and Infinitive), 231 (Verbs: Infinitives, Deponent Verbs), 256 (Result Clauses), 257 (Verbs: Present and Perfect Subjunctive), 278 (Impersonal Verbs)</p>
<p>4. Use appropriate idiomatic expressions in limited settings.</p>	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 22 (Ubi fumus, ibi ignis), 91 (ad Kalendas Graecas), 177 (lapsus calami, lapsus linguae), 237 (Gladiator in arena consilium capit), 242 (quid pro quo, Manus manum lavat)</p>

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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.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 61, 263</i>
2. Give basic descriptions of crosscultural similarities and differences in the practices of the target culture.	SE/TE: 235 (Compare the various kinds of entertainment), 264 (Compare the customs and ceremonies), 271 (Compare Roman coming-of-age customs and ceremonies), 284 (What are some of the most significant), 285 (Compare Roman wedding customs and ceremonies), 299 (Compare Roman funeral customs and ceremonies)
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 pages: 54-55, 61, 265, 285</i>
4. Give simple descriptions of crosscultural similarities and differences in the perspectives of the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 264 (Compare the customs and ceremonies), 271 (Compare Roman coming-of-age customs and ceremonies), 284 (What are some of the most significant), 285 (Compare Roman wedding customs and ceremonies), 299 (Compare Roman funeral customs and ceremonies)</i>

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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)