

WORLD LANGUAGES CURRICULUM OBJECTIVES



DIOCESE OF ARLINGTON

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PHILOSOPHY

The teaching of world languages provides a variety of benefits:

Teaches listening, speaking, reading, writing and culture with emphasis on communication
Exposes students to the beauty and richness of other languages and civilizations
Strengthens cognitive thinking skills
Supports the native language of the student and reinforces English grammar

The ultimate goal of an academic elementary program is to complete successfully the level one high school curriculum. The high schools currently require a world language placement test and/or written recommendation by the student's world language teacher.

WORLD LANGUAGE RATIONALE

To support the current/existing philosophy incorporated in the Diocesan World Language Guidelines, we offer the following rationale:

Research indicates the most successful language learning takes place between birth and age ten to twelve. At this young age, the child will have an easier time of learning and retaining the language.

When children study world language, they develop higher cognitive thinking skills. Foreign language study helps students gain a better understanding of the grammar/ structure of their native language. As a result they usually perform better on standardized tests (Terra Nova, HSP/AT, SAT, ACT).

Two or three years of world language study in high school do not always provide fluency in a world language. Fluency will more likely be reached if the child has started world language learning much earlier and continues to advanced levels in high school.

Study of a world language creates citizens who will learn to accept, understand and appreciate the diversity of cultures. Thinking globally will help to promote world peace.

In our global society, as the world becomes more interdependent, students' knowledge of world language is crucial for expanded career opportunities. It will also aid in developing responsible citizens of the world community and bring us closer to realizing the Kingdom of God on earth.

GRADES 1-2

SUGGESTED TOPICS

- FL.1-2.1 Map and location of country – flag of country
- FL.1-2.2 Introducing oneself
- FL.1-2.3 Basic greetings
- FL.1-2.4 Colors
- FL.1-2.5 Fruit
- FL.1-2.6 Numbers 1 to 20 (K-1)
- FL.1-2.7 Numbers 11 to 50 (through 2nd)
- FL.1-2.8 Weather
- FL.1-2.9 Seasons
- FL.1-2.10 Parts of the body
- FL.1-2.11 Face
- FL.1-2.12 Family
- FL.1-2.13 Animals
- FL.1-2.14 Big and small
- FL.1-2.15 Clothes
- FL.1-2.16 I like, I do not like
- FL.1-2.17 Please, I would like
- FL.1-2.18 Holidays
- FL.1-2.19 Days of week/months of the year
- FL.1-2.20 Alphabet
- FL.1-2.21 Nature
- FL.1-2.22 Prayers

GRADE 3

SUGGESTED TOPICS

- FL.3.1 Capital of the country
- FL.3.2 Regions
- FL.3.3 Time
- FL.3.4 I am, You are, He is, She is
- FL.3.5 I have, You have, He has, She has
- FL.3.6 I go
- FL.3.7 Means of transportation
- FL.3.8 My passport
- FL.3.9 Nationalities
- FL.3.10 Classroom
- FL.3.11 I go to town
- FL.3.12 I play, walk, read, write
- FL.3.13 Dialogue with verb to go
- FL.3.14 At the store
- FL.3.15 At the restaurant
- FL.3.16 Setting the table – singular and plural
- FL.3.17 Numbers 50 to 100
- FL.3.18 Prayers

GRADE 4

VOCABULARY

- FL.4.1 Identify greetings and expressions of courtesy.**
- FL.4.2 Identify colors.**
- FL.4.3 Identify body parts.**
- FL.4.4 Identify clothing.**
- FL.4.5 Identify classroom objects.**
- FL.4.6 Write and count numbers 1-100. (Latin includes ordinals 1-12.)**
- FL.4.7 Tell current time.**
- FL.4.8 Recite days of week and months of year.**
- FL.4.9 Identify academic subjects.**
- FL.4.10 Identify daily/weekly schedules.**
- FL.4.11 Identify weather and seasons.**
- FL.4.12 Identify family members (Parents, grandparents, siblings, aunts, uncles, cousins).**
- FL.4.13 Identify rooms of a house.**
- FL.4.14 Identify events of personal daily life.**
- FL.4.15 Identify common occupations.**
- FL.4.16 Identify places in a city.**
- FL.4.17 Identify leisure and recreation activities.**
- FL.4.18 Identify shopping vocabulary.**
- FL.4.19 Identify modes of transportation.**

GRAMMAR

- FL.4.20 Identify singular subject pronouns in sequential order.**

- FL.4.21** Conjugate commonly used verbs in the singular. (e.g.: to have, to be, to make, to go)
- FL.4.22** Identify gender and number of nouns.
- FL.4.23** Identify gender and number of definite articles. (N/A in Latin)
- FL.4.24** Identify gender and number of indefinite articles. (N/A in Latin)
- FL.4.25** Identify commonly used adjectives.
- FL.4.26** Identify singular possessive adjectives. (my, your, his/her, it)
- FL.4.27** Explain rules for noun-adjective agreement.
- FL.4.28** Explain rules for noun-adjective placement.
- FL.4.29** Ask and respond to questions using Interrogatives (who, what, where, how).

SOUND DISCRIMINATION

- FL.4.30** Spell in target language.
- FL.4.31** Pronounce words correctly.
- FL.4.32** Apply correct intonation in statements and questions

LISTENING

- FL.4.33** Respond to simple spoken statements and questions.
- FL.4.34** Respond to classroom commands (singular and plural).

SPEAKING

- FL.4.35** Pray in target language. (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)
- FL.4.36** Produce and respond to questions using interrogatives.
- FL.4.37** Apply unit vocabulary through activities emphasizing oral communication.

READING

FL.4.38 Read and comprehend simple written text.

WRITING

FL.4.39 Answer questions with complete sentences.

FL.4.40 Create a paragraph using correct grammar and appropriate vocabulary.

CULTURE AND CIVILIZATION

FL.4.41 Identify examples of art, music, literature, history and geography.

GRADE 5

VOCABULARY

- FL.5.1 Exchange greetings and expressions of courtesy.**
- FL.5.2 Incorporate colors as adjectives.**
- FL.5.3 Identify and apply body parts vocabulary in dialogue setting.**
- FL.5.4 Identify and apply clothing vocabulary in dialogue setting.**
- FL.5.5 Identify and apply classroom objects vocabulary in dialogue setting.**
- FL.5.6 Write and count numbers 1-100. (Latin includes ordinals 1-12.)**
- FL.5.7 Tell time. (Present and Time of events e.g. The show starts at 4 o'clock)**
- FL.5.8 Recite days of week and months of year, in and out of sequence.**
- FL.5.9 Identify and apply academic subjects vocabulary in dialogue setting.**
- FL.5.10 Describe daily/weekly schedules.**
- FL.5.11 Describe weather and seasons.**
- FL.5.12 Identify and apply family members vocabulary (Parents, grandparents, siblings, aunts, uncles, cousins) in dialogue setting.**
- FL.5.13 Identify and apply rooms of a house vocabulary in dialogue setting.**
- FL.5.14 Describe daily life.**
- FL.5.15 Identify common occupations vocabulary in dialogue setting.**
- FL.5.16 Describe places in a city in dialogue setting in target culture.**
- FL.5.17 Identify and describe leisure and recreation activities vocabulary in dialogue setting in target culture.**
- FL.5.18 Identify and apply shopping vocabulary in dialogue setting.**
- FL.5.19 Identify and apply modes of transportation vocabulary in dialogue setting.**

GRAMMAR

- FL.5.20 Identify plural subject pronouns in sequential order.**
- FL.5.21 Conjugate commonly used verbs in the singular and plural. (e.g.: to have, to be, to make, to go)**
- FL.5.22 Conjugate verbs used in idiomatic expressions. (e.g.: I'm hungry. I'm cold. I'm ten years old.)**
- FL.5.23 Apply gender and number of nouns.**
- FL.5.24 Apply gender and number of definite articles. (N/A in Latin)**
- FL.5.25 Apply gender and number of indefinite articles. (N/A in Latin)**
- FL.5.26 Apply commonly used adjectives.**
- FL.5.27 Apply singular possessive adjectives. (my, your, his/her, it)**
- FL.5.28 Apply rules for noun-adjective agreement.**
- FL.5.29 Apply rules for noun-adjective placement.**
- FL.5.30 Identify subject and direct object pronouns. (how much, when, at what time)**

SOUND DISCRIMINATION

- FL.5.31 Spell in target language.**
- FL.5.32 Pronounce words correctly.**
- FL.5.33 Apply correct intonation in statements and questions.**

LISTENING

- FL.5.34 Respond to simple spoken statements and questions.**
- FL.5.35 Respond to classroom commands (singular and plural).**

SPEAKING

- FL.5.36 Pray in target language. (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)**
- FL.5.37 Produce and respond to questions using interrogatives.**
- FL.5.38 Apply unit vocabulary through activities emphasizing oral communication.**

READING

- FL.5.39 Read and comprehend simple written text.**

WRITING

- FL.5.40 Answer questions with complete sentences.**
- FL.5.41 Create a paragraph using correct grammar and appropriate vocabulary.**

CULTURE AND CIVILIZATION

- FL-5.42 Identify examples of art, music, literature, history and geography.**

DIOCESAN LATIN LEVEL 1 CURRICULUM GUIDELINES

Following and using specific items and examples from the ACL/NJCL National Latin Exam Syllabus (© 2009)

VOCABULARY

- L.6-8.1 Common nouns of Declensions I & II: singular and plural
- L.6-8.2 Common nouns of Declension III including, but not limited to, *dux, canis, frater, mater, mons, navis, pater, rex, sol, soror, urbs*
- L.6-8.3 Common verbs of Conjugations I and II
- L.6-8.4 Common verbs of Conjugations III and IV: e.g., *audio, cupio, curro, dico, mitto, scribo, venio*
- L.6-8.5 Common adjectives of Declensions I, II, and III
- L.6-8.6 Common adverbs including *hodie, non, olim, semper, cras, heri, ibi, mox, numquam, saepe, statim, subito, tum, ubi*
- L.6-8.7 Idioms e.g., *iter facere, memoria tenere, prima luce*
- L.6-8.8 Derivatives - English words based on Latin roots, prefixes and suffixes, e.g., *sedentary, sorority, puerile, quadruped, agriculture, aquarium, portable, lunar, octet*
- L.6-8.9 Expressions & Mottoes: e.g., *Veni, vidi, vici; summa cum laude, E pluribus unum, Tempus fugit, Carpe diem*
- L.6-8.10 Common abbreviations: e.g., *p.m., e.g., i.e., A.D. etc., S.P. Q. R., a.m., N. B.*
- L.6-8.11 Cardinal Numbers: *unus–decem, centum, mille*
- L.6-8.12 Ordinal Numbers: *primus—decimus*
- L.6-8.13 Roman numerals: *I--M*
- L.6-8.14 Interrogatives: *quot, cur, ubi, quomodo*

GRAMMAR

- L.6-8.15 Declensions I, II, III of Nouns
- L.6-8.16 Nominative Case: Subject, Predicate Nominative

- L.6-8.17** **Genitive Case: Possession**
- L.6-8.18** **Dative Case: Indirect Object**
- L.6-8.19** **Accusative Case: Direct Object, Object of the prepositions taking the accusative case**
- L.6-8.20** **Ablative Case: Object of the prepositions taking the ablative case, Accompaniment, Means/instrument, Manner, other uses of the ablative case with/without a preposition**
- L.6-8.21** **Vocative: Direct Address**
- L.6-8.22** **Gender of Nouns: Masculine, Feminine, Neuter**
- L.6-8.23** **Personal Pronouns: *ego, tu, nos, vos* (nominative, dative, accusative, ablative)**
- L.6-8.24** **Interrogative Pronouns: *quis, quid* (nominative, accusative)**
- L.6-8.25** **Relative Pronouns: *qui, quae, quod* (nominative, accusative case only)**
- L.6-8.26** **Declensions I, II, III of Adjectives**
- L.6-8.27** **Noun/adjective agreement in Person, Number, Case, Gender**
- L.6-8.28** **quam with adjectives**
- L.6-8.29** **Conjugations I, II, III, IV of Verbs**
- L.6-8.30** **Person of Verbs: 1st, 2nd, 3rd**
- L.6-8.31** **Number of Verbs: singular and plural**
- L.6-8.32** **Tenses of Verbs: present, imperfect, perfect, future, pluperfect**
- L.6-8.33** **Voice of Verbs: active**
- L.6-8.34** **Mood of Verbs: indicative, imperative**

- L.6-8.35** **Infinitives: present active**
- L.6-8.36** **Positive Imperatives: present active, singular and plural**
- L.6-8.37** **Negative Imperatives: noli, nolite + infinitive**
- L.6-8.38** **Irregular Verb: sum (esse) (present, imperfect, future, perfect tenses only) and variations: adsum, absum, and possum (posse)**
- L.6-8.39** **Irregular Verbs: volo (velle), nolo (nolle), fero (ferre)**
- L.6-8.40** **Formation of adverbs from Declension I and II adjectives**
- L.6-8.41** **Irregular adverbs: bene, male**
- L.6-8.42** **quam with adverbs**
- L.6-8.43** **Prepositions that take the ablative ab, cum, de, ex, in, pro, sine, sub**
- L.6-8.44** **Prepositions that take the accusative, e.g., ad, ante, circum, contra, in, inter, per, post, prope, trans**
- L.6-8.45** **Conjunctions: aut, et, neque, quod, sed, ubi, et ... et, neque ... neque**
- L.6-8.46** **Interjections: e.g., ecce, eheu, euge, io**
- L.6-8.47** **Enclitics –ne, -que**

LISTENING

- L.6-8.48** **Distinction between ecclesiastical and classical pronunciation**
- L.6-8.49** **Distinction between long and short vowel sounds**
- L.6-8.50** **Diphthongs**
- L.6-8.51** **Distinction between positive (singular & plural) and negative (noli, nolite + infinitive) commands**

L.6-8.52 Distinction between types of questions: enclitic –ne (“Yes or No” answers), nonne (“Yes” answers expected), num (“No” answers expected)

SPEAKING

L.6-8.53 Differentiation between ecclesiastical and classical pronunciation

L.6-8.54 Differentiation between long and short vowels

L.6-8.55 Pronunciation of Diphthongs

L.6-8.56 Greetings & introductions: e.g., Quid est nomen tibi?, Salve! Salvete!, Quid agis hodie?, Vale! Valete!

L.6-8.57 Expressions of courtes: e.g, Gratias tibi ago, Quaeso, Si tibi placet

L.6-8.58 Oral Latin: e.g., Quid est tempestas?, Quid novi?, Quis est?, Quid est?, Sol lucet., Adsum., Abest., Ita vero., Certe., Sic., Ita est., Minime

L.6-8.59 Oral prayer: Signum Crucis, Pater Noster, Ave Maria, Gloria

READING

L.6-8.60 Simple written sentences and text

L.6-8.61 Simple short stories for comprehension

WRITING

L.6-8.62 Basic language mechanics

L.6-8.63 Inflection (changes in spelling, endings, etc.)

L.6-9.64 Word order and sentence structure

L.6-8.65 Translation from Latin into English

L.6-8.66 Translation from English into Latin

CULTURE AND CIVILIZATION

- L.6-8.67 Mountains: e.g., Mt. Vesuvius, Apennine Mountains, Alps, Pyrennes, Mt. Olympus**
- L.6-8.68 Provinces, major regions & major cities/towns: e.g., Africa, Athens, Gallia, Graecia, Britannia, Carthago, Asia Minor, Hispania, Troy, Etruria, Roma, Ostia, Brundisium, Pompeii, Sicilia, Campania**
- L.6-8.69 Rivers and bodies of water: e.g., Mare Nostrum, Tiber River, Mediterranean Sea, Po River, Rubicon River, Aegean Sea, Adriatic Sea**
- L.6-8.70 Features of the city of Rome including, e.g., the seven hills especially the Palatine and Capitoline, Via Appia, Via Sacra, the Forum, Pantheon, Campus Martius, Colosseum, Circus Maximus**
- L.6-8.71 Basic architectural structures and functions: e.g, amphitheatrum, aquaeductus, basilica, circus, curia, thermae, 3 types of columns (Doric, Ionic, Corinthian)**
- L.6-8.72 Historical divisions & associated terms, and important dates: e.g., Monarchy (kings), Republic (Senate, consul, cursus honorum), Empire (emperor), 753 BC, 44 BC, 27 BC, AD 313, AD 476**
- L.6-8.73 Kings of Rome, early Roman heroes, enemies of Rome: e.g., Romulus & Remus, Horatius, Cloelia, Cincinnatus, Tarquinius Superbus, Hannibal, Scipio**
- L.6-8.74 Julius Caesar**
- L.6-8.75 Major emperors: e.g., Augustus and the Julio-Claudian dynasty, the Flavian dynasty, Constantine**
- L.6-8.76 Gods and heroes: Greek/ Latin names, attributes, Hecules, Perseus, Theseus, Jason**
- L.6-8.77 Major myths: e.g, Daphne & Apollo, Arachne & Minerva, Midas; Trojan War (including Achilles, Hector, Ulysses, Aeneas, Helen)**
- L.6-8.78 Roman religious festivals: e.g., Saturnalia**
- L.6-8.79 Rise of Christianity and conversion of the Empire**

- L.6-8.80** Roman family and household e.g., paterfamilias, pater, mater, filius, filia, servus
- L.6-8.81** Rooms of the house and types of housing: e.g., atrium, tablinum, triclinium, cubiculum, culina, peristylum, hortus, villa, insula
- L.6-8.82** Meals and foods: e.g., cena, prandium, ientaculum, types of foods; typical Roman diet
- L.6-8.83** Clothing: e.g., toga, tunica, stola, palla
- L.6-8.84** Ethos: e.g., pietas, fides, virtus, stoicism, epicureanism
- L.6-8.85** Education: e.g., ludi, grammaticus, rhetor, stilus, tabula, liber, volumen, paedagogus
- L.6-8.86** Role of women
- L.6-8.87** Role of children
- L.6-8.88** Role of slaves
- L.6-8.89** Entertainment: e.g., gladiatorial games, chariot races, drama & literature

SKILLS

- L.6-8.90** Analysis of Latin-English dictionary entry: e.g., not all forms will be listed
- L.6-8.91** Identification of principal parts of verbs
- L.6-8.92** Determination of declension and gender of nouns via the genitive
- L.6-8.93** Identification of declension and gender forms of adjectives
- L.6-8.94** Syllabification and stresses
- L.6-8.95** Use of macron
- L.6-8.96** Interpretation of Latin words, phrases, simple sentences and dialogues associated with pictures

WORLD LANGUAGE RESOURCES

TABLE OF CONTENTS

- 1. Religious Activities in World Language Classes K-8**
- 2. Latin Prayers**
- 3. Latin Teaching Materials**
- 4. Educational Resources on the Internet**
- 5. Additional Resource Books**

RELIGIOUS ACTIVITIES
IN WORLD LANGUAGE CLASSES K-8

PRAYERS

- **Begin each class with Our Father or Hail Mary.**
- **Teach the Sign of the Cross, Our Father, Hail Mary, Glory Be, Act of Contrition Creed, School prayer, Morning prayer, the Ten Commandments, etc. (see attachment).**
- **Special prayers for Christmas, Easter.....(written by students or teacher).**
- **Masses with world language incorporated (i.e. psalms, Our Father, Intentions)**
- **Intentions in the world language during class prayer or Liturgies.**
- **Attend a French, Spanish or Latin mass in the DC area.**
- **Make a personal book of prayers.**
- **Translate refrains of well known hymns into the world language.**
- **Say grace before lunch.**
- **Say the Rosary.**
- **For 8th graders, read the section on Confirmation (see attachment)**

LITURGICAL CALENDAR

- **Advent and Lent vocabulary and activities.**
- **Celebrate All Saints Day and important Saints Days.**
- **Learn about Saints of the country.**
- **Assign a Saint name to each student and celebrate their Saint's Day.**
- **Celebrate the Epiphany with the special cake and rituals.**

- **Celebrate Christmas and Easter and other religious days by reenacting, baking, or doing arts and crafts projects. (Book: Catholic Crafts)**
- **Incorporate world language songs in religious concerts (Christmas pageants, Spring Concerts, etc.).**
- **Explore Pilgrimage places through videos, books and projects.**

SPECIAL PROJECTS

- **Make stained glass window (Our Lady of Guadalupe, Rosace de Notre Dame).**
- **Visit an old church, the Shrine, the Cathedral in D.C.**
- **Study the history of the church (Spanish friars, French abbeys, etc.).**
- **Make students experience the atmosphere and the style of churches of the country.**
- **Devote a period to a Geography lesson: finding towns named in honor of saints (i.e. southwest US for Spanish and in France and Canada for French).**
- **Tour their own church at school in the target language.**
- **Go to Galleries, Museums to acquaint students with religious works (National Gallery for Greco and Velasquez for example).**
- **Acquaint the students with the various religious holidays of the country (such as Semana Santa).**

Latin Prayers

Signum Crucis

In nomine Patris et Filii et Spiritus Sancti. Amen.

Pater Noster

Pater noster, qui es in caelis,
sanctificetur nomen tuum.
Adveniat regnum tuum.
Fiat voluntas tua, sicut in caelo
et in terra.
Panem nostrum quotidianum
da nobis hodie.
Et dimitte nobis debita nostra,
Sicut et nos dimittimus
debitoribus nostris.
Et ne nos inducas in temptationem:
Sed libera nos a malo. Amen.

Ave Maria

Ave Maria, gratia plena,
Dominus tecum.
Benedicta tu in mulieribus,
et benedictus fructus ventris
tui, Iesus.
Sancta Maria, mater Dei,
Ora pro nobis peccatoribus,
Nunc et in hora mortis nostrae. Amen.

Gloria

Gloria Patri et Filio et Spiritui Sancto.
Sicut erat in principio,
et nunc,
et semper,
et in saecula saeculorum. Amen.

Latin Resources for Diocesan Latin I Curriculum

* = Some of these items and others are available through The American Classical League's Teaching Materials and Resource Center www.aclclassics.org/tmrc

I. Primary Texts

Cambridge Latin Course (Units 1 & 2) and accompanying workbooks

North American Fourth Edition

Cambridge University Press

Ecce Romani I (A-B)

Oxford Latin Course I

Latin for Americans Book I

Wheelock

Jenney's First Year Latin

II. Supplementary Texts

Workbook in Latin: First Year. Charles I. Freundlich

AMSCO School Publications, Inc.

AMSCO Latin Dictionary

Ye Gods. Helen Britt

Longman/Independent School Press

III. Videos/Filmstrips:*

**Forum Romanum - series of videos/DVD in Latin
available from The American Classical League**

**"Let's Wrap" - a video on Roman clothing
available from The American Classical League**

"Roman Civilization" - filmstrip/cassette set on Roman civilization and history

"Victims of Vesuvius"

Video on Roman life in Pompeii

"In the Shadow of Vesuvius" - PBS video

Life (modern & ancient) in the region around Mt. Vesuvius

IV. Movies (recommended clips)

"Gladiator"

(Roman camp preparatory to battle)

(arena fight scene)

"Spartacus"

(arena fight scene)

(gladiatorial school practice sessions)

"A Funny Thing Happened on the Way to the Forum"

(opening scene of Roman life)

“Julius Caesar” [film version of Shakespeare’s play]

(death scene)

“Ben Hur”

(chariot race)

(sea battle)

V. Computer Programs:*

Latina 4.0: Centaur Systems.

Available for Cambridge, Ecce, Jenney, Latin for Americans, Oxford,

Wheelock and College Board word lists.

Incorporates Latin Flash drill and Latin Vocab Drill

MasterLatin. Bailout Software

Available for Cambridge, Ecce, Jenney, Our Latin Heritage.

Incorporates grammar, vocabulary, and sample sentences.

Pompeii. JProgs.

Virtual Tour of Pompeii via Photo CD and Quizzes.

Romana Suite. JProgs.

Bundling of Latin Alive, Roman Gods, Roman Life, Roman Britain,

Romana Photo CD.

Two Greek Myths. JProgs.

Theseus & Odysseus.

Roman Africa. JProgs.

Roman Technology. JProgs.

Greek Gods. JProgs.

CD-ROM: An Introduction to Greek & Roman Mythology.

Thomas S. Klise, Co.

Greek myths, Roman myths, 50 ancillary activities.

Greek Mythology for Grades 3-4: A Presentation in PowerPoint.

Pamela Mitchell. 1999 or newer.

150 practice questions for Part I of the National Mythology Exam.

Ancient Rome. Alltair4.

Reconstitution of ancient buildings through computer graphics.

Vocabulary Review Games CLC Unit 1 & Unit 2.

North American Cambridge Classics Project.

Latin Comprehension Questions CLC Unit1 & Unit 2.

North American Cambridge Classics Project.

Vocabulary Quizzes CLC Units 1-2.

North American Cambridge Classics Project.

Teaching Packets for the National Mythology Exam. CD Versions.

Olympian Gods, Perseus & Mythological Monsters,

Transformations, Theseus, Jason.

VI. Audio:*

Audio CD for Cambridge Latin Course North American 4th Edition

Unit 1 (also available for Unit 2)

Cantate Omnes. ACL's TMRC

Music for 50 traditional & Christmas songs. (Lyrics available in

Booklets entitled "Sing Along in Latin" and "Latine Cantemus"

VII. Transparencies;*

Overhead Transparencies Latin for Americans First Book (1997 edition)

Transparencies for the Roman Republic. Milliken.

Transparencies for the Roman Empire. Milliken.

VIII. Other Ancillary Materials:*

Past National Latin Exams. National Latin Exam.

Teaching Packets for the National Mythology Exam.

Packet topics include Olympian Gods, Ancient Beginnings (Native American & African Myths), Underworld, Perseus and Mythological Monsters, Transformations, Theseus, Jason, Heracles.

WORLD LANGUAGES CATALOGS

Pearson Prentice Hall, Modern and Classical Languages 2004, PHSchool.com/catalog

EMC Paradigm Publishing, World Languages, www.emcp.com

AMSCO World Languages 2003, www.amscopub.com

Culture for Kids, 2004, www.cultureforkids.com

Holt, Rinehart and Winston World Languages, www.hrw.com

Glencoe 2004, World Languages, www.glencoe.com

Pro Lingua 2003, www.ProLinguaAssociates.com

Usborne Books, Jody Fernando, consultant, jodyfernando@yahoo.com, www.ubah.com/p1244

EDUCATIONAL RESOURCES ON THE INTERNET

This listing of web sites provides helpful gateways to teacher resources including ideas for language learning. This list provides the most current web addresses at the time of this printing and the links seem dependable. Nonetheless, it is important to remember that web sites are very dynamic and URL's – the web addresses – do change.

A basic introduction to *Total Physical Response* – www.tpr-world.com

World Language lesson plans and resources – <http://www.csun.edu/~hcedu013/eslsp.html>.

World Language Resources – <http://www.laca.org/trish/FL.html>. A gateway of Web Sites for World Language Educators.

FL TEACH FAQs – <http://www.cortland.edu/flteach/flteach-FAQ.html> This site offers helpful insights from language teachers on a variety of topics.

Language Dictionary – <http://www.logos.it>. This site allows for multi-lingual translations.

The World Language Association of Virginia – <http://www.flavaweb.org/>

Ñandutí – Early World Language Learning – a resource for grades K – 8 – <http://www.cal.org/earlylang/> The site includes sections on Frequently Asked Questions, Resources for early language learning, and Model Programs.

National Network for Early Language Learning – <http://nnell.org/>

National Organizations (AATF for French teachers) www.frenchteachers.org
(AATPS for Spanish teachers) www.aatps.org

Popular prayers in 30 languages – <http://www.donabate.irishchurch.net/prayer.html>

Spanish lesson plans and resources – <http://www.fhsu.edu/irc/spanish/spanish.html>

Speak Spanish – <http://www.studyspanish.com> offers on line tutorials and practice activities.

<http://www.quia.com/dir/french/> and <http://www.quia.com/dir/spanish> provides activities in the target language.

Carlex <http://www.carlexonline.com/intro.asp>

Eye on Education <http://www.eyeoneducation.com/>

Language Quest <http://www.languagequest.com>

Lectorum (well-known books translated into Spanish) <http://www.lectorum.com/>

Magazines from Scholastic, Inc. <http://www.scholastic.com>

Tom Snyders Software <http://www.teachtsp.com/>

Sing, Dance, Laugh and Eat Quiche Web Site <http://www.singdancelaugh.com>

Teachers Discovery www.teachersdiscovery.com

Spanish Multimedia www.spanishmultimedia.com (music, videos, DVD)

ADDITIONAL RESOURCE BOOKS

Blaz, D. (2001). *A Collection of Performance Tasks and Rubrics.* Eye on Education.

Blaz, D. (1999). *Foreign Language Teacher's Guide to Active Learning.* Eye on Education.

Curtain, H. and Pesola C. (1994). *Languages and Students Making the Match,* Longman Publishing Group.

(1999). *Standards for Foreign Language Learning in the 21st Century.* Allen Press, Inc.

Iacofono, J. ed. (1996). *Foreign Language Teachers' Internet Yearbook.* Teachers Discovery

SAMPLE: WORLD LANGUAGE TEACHER RECOMMENDATION FORM

Teacher Recommendation Form for Current World Language Teachers
of Prospective Diocesan High School Students

Student's Name _____

Teacher's Name _____

Phone Number _____ Email _____

Name and Level of Student's Language Class:

Textbook Used: _____

Instruction Time per Week: _____

Seventh Grade Year End Final Grade _____

Approximate Grade of Student at the time this form is submitted: _____

Level Which you Recommend for Placement of This Student:
W. Lang. Level 1 _____ W. Lang. Level 2 _____ W. Lang. Level 3 _____

This student has had significant exposure to _____ outside of the classroom
experience. (Please explain.) (specify world language)

Please use the following space to explain why you have recommended this student for this particular level. Please describe the student's strengths and weaknesses that you have observed as his/her teacher. Please include information important for us to consider in the evaluation process.

Return to Diocesan High School with placement exam scantron sheets by ___day, May __,
20__.

Date

World Language Teacher's Signature

School