

WORLD LANGUAGE CURRICULUM SUMMARY

The purpose of the World Language Curriculum Summary is to present an overview of the Latin III and Latin IV curriculums. Parents are the intended audience of the World Language Curriculum Summary.

| READING | | WRITING |
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| <ul style="list-style-type: none"> • Employ previously learned language mechanics in interpreting an unfamiliar passage • Employ previously learned strategies to approach an unfamiliar passage • Manipulate grammatical concepts and vocabulary to decode ability-appropriate texts • Understand the main ideas and/or the principal characters in selected reading passages • Comprehend an expanding range of vocabulary and frequently derived meaning of unknown words by using contextual clues • Design individualized strategies for on-going vocabulary development • Develop skills of skimming and scanning to enhance reading comprehension • Recognize parallels between new and familiar structures in the target language • Recognize literary rhetorical devices and their function | | <ul style="list-style-type: none"> • Employ previously learned vocabulary to the construction of novel Latin compositions • Employ previously learned language mechanics to the construction of novel Latin compositions • Demonstrate control of a constantly increasing bank of vocabulary words, phrases and idioms • Create original texts in Latin using Latin passages as models • Supplement vocabulary learning in each lesson with terms and expressions acquired from other sources (e.g. dictionaries, authentic texts, etc.) and apply them in writing in a variety of formats • Make a transition from predominately structure writing to creative writing, using the vocabulary and syntax learning in Latin I-II (or III) • Appropriately employ literary rhetorical devices seen in Latin texts to original Latin compositions |
| CULTURE | | |
| <ul style="list-style-type: none"> • Examine Latin poetry/prose for elements of culture: details of Roman Life; politics; domestic life; religion; products, attitudes • Compare cultural aspects (above) with those of one’s own culture; recognize differences and similarities in the perspective of the target culture to their own • Apply knowledge of own culture and that of the target culture to interpret written texts in greater depth • Recognize the differences and similarities in the perspective of the target culture and their own • Use increasingly more culturally appropriate vocabulary and idiomatic expressions • Develop an appreciation for the aesthetic aspects of the target culture, including literature, art, and architecture • Connect cultural learning and historical issues and events | | |