

# Proposed Academic Standards for World Languages



*Pennsylvania Department of Education*

On May 16, 2002, pursuant to Chapter 4, the Department of Education submitted these draft proposed standards to the State Board of Education. Prior to any formal adoption, the State Board of Education will be soliciting input from across the Commonwealth on these standards.

*Revised DRAFT Proposed Academic Standards for World Languages – 05/16/02*

# Proposed Academic Standards for World Languages

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## XXXV. INTRODUCTION

This document includes the Proposed Academic Standards and Performance Indicators for World Languages that describe what students should know and be able to do in three areas:

- ◇ 12.1. COMMUNICATION in a Target Language
- ◇ 12.2. COMMUNICATION in a Classical World Language
- ◇ 12.3. The Role of CULTURE in World Language Acquisition
- ◇ 12.4. The Role of CULTURE in Classical World Language Acquisition
- ◇ 12.5. World Languages in the COMMUNITY
- ◇ 12.6. Classical World Languages in the COMMUNITY

Incorporated in these three areas is the opportunity to make Comparisons and Connections to other subject areas, especially to English.

The Proposed Academic Standards and Performance Indicators for Modern World Languages describe four stages of language learning and proficiency. Stages 1 and 2 provide the content and performance indicators for introduction of a target language. Stages 3 and 4 are included to provide students with the opportunity to further their language knowledge and proficiency. The four stages do not represent grade levels or years of study; they describe the content knowledge and skills needed to be proficient at each stage. The Stages can begin at any grade level; however, the introduction of World Languages is encouraged at the elementary level. Students are expected to attain the Intermediate-Low level of proficiency through Stage 2.

The study of World Languages can foster the ability of students to do these tasks:

- communicate and interact with people in the target language
- improve their understanding, and sensitivity, to cultural similarities and differences
- develop an appreciation of cultural difference
- succeed in an ever-changing and competitive global community
- enter into a diverse workplace and/or continued education
- improve critical thinking and problem solving skills
- engage in life-long learning
- participate in the local, national and world communities.

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The Proposed Academic Standards and Performance Indicators for Modern World Languages form the basis for target language development but are not intended to limit school district programs for World Languages. Table I lists the levels of proficiency students must attain to move from one stage to another. Together they provide parents and community members with information regarding what students should know and be able to do as they progress through the study of Modern World Languages.

**TABLE I**

<b>Benchmarks – to Levels of Proficiency</b>			
<b><u>STAGE 1</u></b>	<b><u>STAGE 2</u></b>	<b><u>STAGE 3</u></b>	<b><u>STAGE 4</u></b>
Novice High	Intermediate Low	Intermediate Mid	Intermediate High
All Students	All Students	All Students who select further study	All Students who select further study

Proposed Academic Standards for Modern World Languages are content standards. Stages 1 and 2 define what students should know and be able to do. The performance indicators and proficiency levels demonstrate how well students achieve the stages. As previously stated, the four stages do not represent grade levels or years of study, but rather the content knowledge and skills needed to be proficient at each stage. Stages 3 and 4 are included to provide students with the opportunity to select further world language studies. Moving from Stages 1 and 2 to Stage 3 requires intensive study. Stage 4 contains more in-depth and detailed content knowledge and proficiency accuracy.

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The **three benchmark levels** will vary depending on grade and school level a student begins to study a modern world language.

- Novice (K-4, 5-8, 9-10)
- Intermediate (K-8, 7-12)
- Pre-Advanced (K-12)

**Levels of proficiency** at each benchmark level can be LOW, MID or HIGH. Novice level of proficiency can be LOW, MID or HIGH; Intermediate level of proficiency is LOW or MID or HIGH. For example, the Advanced, Advanced Plus and Superior Levels of Proficiency are generally only attained by some university students and/or those specializing in Modern World Languages as a career and life-long learning experience.

Those who study a classical language try less to communicate orally with each other, and more with the ancient authors and cultures, primarily through reading. Therefore the *Communication* section of the standards for classical languages must be different from that for modern languages that are used for oral communication. Vocabulary and grammar for reading are more important than vocabulary for conversation. The standard for *Cultures* must be primarily historical and focused on the classical roots of English and less on current events and modern life. The *Communities* aspect of the standards for classical languages focuses primarily on cultural events and activities and the application of classical roots in the vocabulary of various professions rather than community interaction conducted in a modern language.

While the emphasis in Latin or Greek instruction is always on reading, both traditional and newer teaching methods stress pronunciation, reading aloud, recitation and short spoken dialogues as important aids to learning. This is especially true of the more recent textbooks. Experience has shown that students who use Latin or Greek actively, and who can hear it and pronounce it properly, retain the material better than those whose entire experience of the language is silent. So, while conversation is not the goal, limited use of oral Latin or Greek is an important part of the best practice in teaching it.

The study of classical world languages:

- gives access to two of the world's great literatures and cultures, Greek and Roman
- radically improves English vocabulary, since 2/3 of modern English is Latin based and modern technical vocabularies are derived from Greek and Latin
- helps students learn the structure of English grammar, improving their written and spoken communication

Classical world language learners do not reach levels of proficiency but rather are evaluated by more traditional assessments of grammar, translation, sentence formation and comprehension.

A glossary is included to assist the reader in understanding terminology contained in the standards.

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<b>12.1. COMMUNICATION in a Target Language (CONTENT STANDARDS)</b>			
<b>STAGE 1</b>	<b>STAGE 2</b>	<b>STAGE 3</b>	<b>STAGE 4</b>
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Know the basic sound system and spelling patterns of the target language.</p> <p>B. Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>C. Recognize common vocabulary terms through listening and reading.</p> <p>D. Know simple sentence and question structures in order to communicate.</p> <p>E. Identify words from the target language that are commonly used in English.</p> <p>F. Know how the target language has influenced other school curriculum areas.</p>	<p>A. Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>B. Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>C. Recognize expanded vocabulary through listening and reading.</p> <p>D. Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p> <p>E. Identify words in English that have origins in the target language.</p> <p>F. Explain how the target language has influenced other areas of the school curriculum.</p>	<p>A. Know details of the sound system and spelling patterns of the target language.</p> <p>B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>C. Recognize advanced vocabulary through listening and reading selections.</p> <p>D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>F. Analyze how the target language has influenced the school curriculum.</p>	<p>A. Know and compare distinct regional accents of the sound system of the target language.</p> <p>B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.</p> <p>C. Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.</p> <p>E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.</p> <p>F. Research, analyze and describe the target language’s influence in different areas of the school curriculum.</p>

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<b>12.1.1. COMMUNICATION in a Target Language (PERFORMANCE INDICATORS)</b>			
STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)</p> <ul style="list-style-type: none"> <li>• Greetings, farewells and courtesy expressions</li> <li>• Formal and informal forms of address</li> <li>• Numbers and dates</li> <li>• Daily life skills</li> <li>• Basic question words</li> <li>• Classroom commands</li> </ul> <p>C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <ul style="list-style-type: none"> <li>• Time expressions</li> <li>• Weather expressions</li> <li>• Colors</li> <li>• Likes and dislikes</li> </ul>	<p>A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency.</p> <p>B. Speak and write expanded vocabulary phrases and structures in dialogs of short essays.</p> <ul style="list-style-type: none"> <li>• Nationalities</li> <li>• Occupations</li> <li>• Age groups</li> <li>• Food and beverages</li> <li>• Sports and leisure</li> <li>• School</li> <li>• Anatomy</li> </ul> <p>C. Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.</p> <ul style="list-style-type: none"> <li>• Question formation</li> <li>• Daily schedules and school schedules</li> <li>• Personal information exchange</li> <li>• Directions and commands</li> </ul>	<p>A. Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding.</p> <p>B. Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language.</p> <ul style="list-style-type: none"> <li>• Medical terms</li> <li>• Money exchange</li> <li>• Purchases</li> <li>• Use of transportation and communications</li> <li>• Lodging arrangements</li> </ul> <p>C. Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines.</p> <ul style="list-style-type: none"> <li>• Public figures</li> <li>• Historical figures</li> <li>• Major news events</li> </ul>	<p>A. Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>B. Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.</p> <ul style="list-style-type: none"> <li>• Social customs in the target language</li> <li>• Personal relationships</li> <li>• Current and past events</li> <li>• Poems, dramas and stories</li> </ul> <p>C. Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p> <ul style="list-style-type: none"> <li>• Politics</li> <li>• Problem solving</li> <li>• Environment</li> <li>• Art and literature</li> <li>• History</li> </ul>

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<p>D. Use simple sentence and question structures in speaking and writing.</p> <ul style="list-style-type: none"> <li>• Memorized words</li> <li>• Phrases</li> <li>• Expressions</li> <li>• Facts about family</li> </ul> <p>E. Find words used in magazines, commercials and advertisements influenced by the target language.</p> <ul style="list-style-type: none"> <li>• Classroom bulletin board collage</li> <li>• Notebook collage</li> </ul> <p>F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.</p> <ul style="list-style-type: none"> <li>• Health and Physical Education (e.g., soccer)</li> <li>• Science (e.g., Fahrenheit/Celsius)</li> <li>• Music (e.g., lento, a cappello, allegro)</li> </ul>	<p>D. Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.</p> <ul style="list-style-type: none"> <li>• New sentences using previously learned material</li> <li>• Original questions</li> <li>• Spontaneous responses to questions</li> <li>• Face-to-face conversations</li> </ul> <p>E. Use an English dictionary to find the meanings and origins of target language words.</p> <ul style="list-style-type: none"> <li>• Multi-syllable words</li> <li>• Target language sentences using origin words.</li> </ul> <p>F. Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through the target language.</p> <ul style="list-style-type: none"> <li>• Dialogs</li> <li>• Cartoon drawings</li> <li>• Small paragraphs</li> </ul>	<p>D. Develop and use simple, compound and complex sentence and question structures to communicate and comprehend.</p> <ul style="list-style-type: none"> <li>• Face-to-face initiated conversations</li> <li>• Simple survival tasks</li> <li>• A simple letter</li> <li>• Main ideas of culturally authentic materials</li> <li>• Compositions</li> </ul> <p>E. Discuss two paragraphs: one in English and one in the target language. Select words from different origins. Compare their use in English and in the target language.</p> <ul style="list-style-type: none"> <li>• Comparative discussion with classmates</li> <li>• Comparative discussion with the teacher</li> <li>• Follow-up written paragraph in target language using selected words from different origins.</li> </ul> <p>F. Make a presentation or write a paragraph in the target language about another subject area explaining the connections.</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Art</li> <li>• Mathematics</li> <li>• Environment and Ecology</li> </ul>	<p>D. Discuss how speakers and writers use various sentence structures to convey meanings.</p> <ul style="list-style-type: none"> <li>• Sentences combined into paragraphs</li> <li>• Comparative expressions</li> <li>• Past and future events</li> <li>• Hypothetical statements</li> <li>• Complicated survival tasks</li> <li>• Main ideas and details of live and recorded discussions</li> <li>• Lectures and multimedia about current and past events</li> <li>• Spoken or written summaries</li> </ul> <p>E. Select a specific historical event that occurred in the target language/culture and the <u>English/American</u> culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event.</p> <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Essay or story</li> <li>• Poem or song</li> <li>• Projects (e.g., arts, crafts, videos, dioramas)</li> </ul> <p>F. Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area.</p> <ul style="list-style-type: none"> <li>• Dramatization (e.g., Flamenco Dance)</li> <li>• Essay or story</li> <li>• Poem or song (e.g., classical artists)</li> <li>• Projects (e.g., arts, crafts, videos, dioramas)</li> </ul>
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### 12.2. COMMUNICATION in a Classical World Language (CONTENT STANDARDS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<p><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i></p>			
<p>A. Know the basic sound system and spelling patterns of classical Latin or Greek.</p> <p>B. Recognize common vocabulary terms through reading and listening.</p> <p>C. Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>D. Know simple sentence and question structures in order to read and translate classical Latin or Greek.</p> <p>E. Identify words from the classical languages that are commonly used in English.</p> <p>F. Know how the classical languages have influenced other school curriculum areas.</p>	<p>A. Refine knowledge of the sound system and spelling patterns of classical Latin or Greek.</p> <p>B. Recognize expanded vocabulary terms through reading and listening.</p> <p>C. Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>D. Know simple sentence and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text.</p> <p>E. Identify words in English that have origins in the classical languages.</p> <p>F. Explain how the classical languages have influenced other areas of the school curriculum.</p>	<p>A. Know details of the sound system and spelling patterns of classical Latin or Greek.</p> <p>B. Recognize advanced vocabulary through reading selections from classical authors and listening.</p> <p>C. Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>D. Know simple, compound and complex sentence structures in order to comprehend reading passages from classical authors.</p> <p>E. Analyze and compare the origins and meanings of common Greek or Latin words used frequently in the English language.</p> <p>F. Analyze how the classical languages have influenced the school curriculum.</p>	<p>A. Know the basics of classical poetic meters and phrase patterns for reading aloud with appropriate voice inflections.</p> <p>B. Recognize enhanced vocabulary used in complex reading selections from classical authors and listening.</p> <p>C. Know enhanced vocabulary and idiomatic expressions used in written and oral communication.</p> <p>D. Know and analyze simple, compound and complex sentence structures in order to comprehend advanced passages from classical authors.</p> <p>E. Describe the influence of historical events in classical culture that have an impact on the English language and culture.</p> <p>F. Research, analyze and describe the classical languages’ influence in different areas of the school curriculum.</p>

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<b>12.2.1. COMMUNICATION in a Classical World Language (PERFORMANCE INDICATORS)</b>			
STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Recite the classical Latin or Greek alphabet and associated sounds and words with proper accentuation.</p> <p>B. Comprehend written sentences and spoken conversations using simple vocabulary and verbs of <i>being, saying, seeing</i>.</p> <ul style="list-style-type: none"> <li>• Description of dress and color</li> <li>• Talk between friends or family members</li> <li>• Talk between persons of different social classes</li> </ul> <p>C. Write and speak common vocabulary phrases and structures during activities with teacher and classmates.</p> <ul style="list-style-type: none"> <li>• Greetings, farewells, and courtesy information</li> <li>• Classroom commands</li> <li>• Basic question words</li> </ul> <p>D. Use simple sentence and question structures to comprehend simple written sentences and conversations.</p> <ul style="list-style-type: none"> <li>• Parts of speech in Latin or Greek and English</li> <li>• Conjugation of simple verbs in present tense</li> </ul>	<p>A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation.</p> <p>B. Comprehend simple written and spoken sentences using an expanded vocabulary and verbs of <i>sending, remaining and moving</i> in dialogs and short paragraphs.</p> <ul style="list-style-type: none"> <li>• Nationalities</li> <li>• Occupations</li> <li>• Emotions</li> <li>• Daily life</li> </ul> <p>C. Write and speak expanded vocabulary phrases and structures in basic dialogs and short sentences.</p> <ul style="list-style-type: none"> <li>• Age groups</li> <li>• School</li> <li>• Anatomy</li> </ul> <p>D. Use simple sentence and question structures in order to comprehend dialogs and short paragraphs</p> <ul style="list-style-type: none"> <li>• Conjugation of verbs in present, past and future tenses</li> <li>• Main patterns of noun, adjective and article changes</li> </ul>	<p>A. Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and understanding.</p> <p>B. Comprehend written sentences and paragraphs using vocabulary terms and verbs of <i>wanting, thinking, believing, and liking</i> from simple classical texts.</p> <ul style="list-style-type: none"> <li>• Traditions and customs</li> <li>• Military events (e.g., gladiator, chariot)</li> </ul> <p>C. Write and speak vocabulary used to construct phrases and sentences in Latin or Greek.</p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Buildings</li> <li>• Geography</li> <li>• Government</li> </ul> <p>D. Use simple, compound and complex sentence structures to comprehend reading passages from classical authors.</p> <ul style="list-style-type: none"> <li>• Participles</li> <li>• Passive voice</li> <li>• Reflexives</li> </ul>	<p>A. Read prose and poetry aloud with attention to such features as metrical structure, meaningful phrase groupings, and appropriate voice inflections.</p> <p>B. Comprehend complex written sentences and paragraphs using enhanced vocabulary terms and verbs of <i>using, enjoying, understanding</i> from selected classical authors.</p> <ul style="list-style-type: none"> <li>• Philosophies</li> <li>• Historical events</li> </ul> <p>C. Write and speak vocabulary used to construct connected sentences in Latin or Greek.</p> <ul style="list-style-type: none"> <li>• Abstract concepts</li> <li>• Politics</li> </ul> <p>D. Use simple, compound and complex sentence structures to comprehend advanced passages from ancient authors.</p> <ul style="list-style-type: none"> <li>• Conjugation of verbs in all tenses and moods</li> <li>• Main uses of moods other than the</li> </ul>

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<ul style="list-style-type: none"> <li>• Basic patterns of noun, adjective and article changes (i.e., masculine, feminine, neuter)</li> <li>• Noun-adjective agreement</li> <li>• Basic interrogative words</li> <li>• Basic case uses</li> </ul> <p>E. Find words used in magazines, commercials and advertisements influenced by classical Latin or Greek.</p> <ul style="list-style-type: none"> <li>• Company names with Greek and Latin roots (e.g., Micron, Nike)</li> <li>• Mottoes (e.g., carpe diem, veni vidi vici)</li> </ul> <p>F. Discuss with classmates and the teacher how classical Latin or Greek has influenced other areas of the school curriculum.</p> <ul style="list-style-type: none"> <li>• Science (e.g., names of planets and plants)</li> <li>• Civics and Government (e.g., democratic ideals)</li> <li>• Geography (e.g., migration)</li> <li>• Mathematics (e.g., geometrical shapes)</li> </ul>	<ul style="list-style-type: none"> <li>• Main pronouns and demonstratives</li> <li>• Principle case uses</li> </ul> <p>E. Use an English dictionary to find the meanings and origins of classical Latin or Greek words.</p> <ul style="list-style-type: none"> <li>• Common suffixes and prefixes (e.g., pro-, anti-, anthro-)</li> <li>• Legal terms (e.g., pro bono, habeas corpus)</li> <li>• Common phrases (e.g., sui generis, quid pro quo)</li> </ul> <p>F. Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through classical Latin or Greek.</p> <ul style="list-style-type: none"> <li>• Greco Roman map of the Mediterranean world</li> <li>• Mythological roots of names for days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns and demonstratives</li> <li>• Common irregular verbs</li> <li>• Conjugation of verbs in all tenses</li> </ul> <p>E. Discuss families of words that are derived from Latin and Greek</p> <ul style="list-style-type: none"> <li>• Political terms (e.g., liberty, democracy, aristocracy)</li> <li>• Medical terms (e.g., stethoscope, leucocyte)</li> </ul> <p>F. Make a presentation or write a paragraph (in English) about another subject area explaining the connections</p> <ul style="list-style-type: none"> <li>• Terms in Roman and modern elections</li> <li>• Mythological references in an English poem</li> <li>• Latin roots of terms for insects or flowers</li> </ul>	<p>indicative mood</p> <ul style="list-style-type: none"> <li>• Advanced irregular verbs</li> <li>• Advanced case uses</li> </ul> <p>E. Discuss a Greek or Roman event or cultural phenomenon that has influenced English.</p> <ul style="list-style-type: none"> <li>• “Achilles’ heel”</li> <li>• Delphic Oracle, Sibyl</li> <li>• Socratic method</li> </ul> <p>F. Demonstrate mastery of classical language skills by connecting influences of classical language or culture in another subject area.</p> <ul style="list-style-type: none"> <li>• Latin terms in psychology (e.g., ego, id, unconscious)</li> <li>• Ancient Greek political structure and modern democracy</li> </ul>
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## Proposed Academic Standards for World Languages

### 12.3. The Role of CULTURE in World Language Acquisition (CONTENT STANDARDS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Identify fundamental products and customs of the target culture.</p> <p>B. Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>C. Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).</p>	<p>A. Describe the products and customs of the target culture.</p> <p>B. Explain cultural patterns of daily social interaction.</p> <p>C. Explain similarities and differences of daily activities between cultures.</p> <p>D. Know information with details in other subject areas influenced by the target culture.</p>	<p>A. Explain a variety of services, products and customs of the target culture.</p> <p>B. Assess cultural patterns in a variety of social settings.</p> <p>C. Compare and contrast the similarities and differences in social institutions between cultures.</p> <p>D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.</p>	<p>A. Analyze unfamiliar products, customs and institutions of the target culture.</p> <p>B. Analyze the misconceptions that occur in cross-cultural situations.</p> <p>C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> <p>D. Synthesize cultural information acquired in the target language for use in other subject areas.</p>

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# Proposed Academic Standards for World Languages

## 12.3.1. The Role of CULTURE in World Language Acquisition (PERFORMANCE INDICATORS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<b><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i></b>			
<p>A. Discuss the fundamental products and customs of the target culture in the target language.</p> <ul style="list-style-type: none"> <li>• Flags</li> <li>• Landmarks</li> <li>• Names</li> <li>• Culture-specific foods and crafts</li> </ul> <p>B. Use culturally appropriate memorized expressions and gestures for basic social interactions.</p> <ul style="list-style-type: none"> <li>• Greetings and leave-takings</li> <li>• Familiar and polite forms of address</li> <li>• Common courtesies</li> </ul> <p>C. Model life skills and social interactions in the target language culture and in one’s own culture.</p> <ul style="list-style-type: none"> <li>• Concepts of time and punctuality</li> <li>• Family and peer relationships</li> <li>• Daily routine</li> <li>• Knowledge of stereotypes</li> <li>• Cultural sensitivity</li> </ul>	<p>A. Discuss the products and customs of the target culture in simple sentences in the target language.</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Famous people and their contributions</li> <li>• Menus and schedules</li> </ul> <p>B. Write and perform simple role-plays reflecting daily life in a culturally competent manner.</p> <ul style="list-style-type: none"> <li>• Making purchases and placing orders</li> <li>• Table manners and eating customs</li> <li>• Telephone and letter etiquette</li> <li>• School classes and activities</li> </ul> <p>C. Write about and dramatize cultural similarities and differences in daily activities in the target language.</p> <ul style="list-style-type: none"> <li>• Youth, school and leisure culture</li> <li>• Concept of personal space and distance</li> <li>• Relationships with adults and authority figures</li> <li>• Work ethic</li> </ul>	<p>A. Speak and write about cultural aspects of services, products and customs in the target language.</p> <ul style="list-style-type: none"> <li>• Cultural reenactments</li> <li>• Commerce and tourism</li> <li>• Popular culture</li> </ul> <p>B. Generate spontaneous oral and written role-plays and interviews in a culturally competent manner.</p> <ul style="list-style-type: none"> <li>• Expressions of emotion</li> <li>• Conversations with speakers of the target culture</li> <li>• Negotiating everyday business routines (e.g., bank, service station)</li> </ul> <p>C. Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures.</p> <ul style="list-style-type: none"> <li>• Educational process (e.g., schedules, extra-curricular activities)</li> <li>• Personal healthcare and survival (e.g., going to doctor, hygiene)</li> <li>• Family (e.g., customs, traditions)</li> </ul>	<p>A. Speak, write and read about unfamiliar products, customs and institutions of the target culture.</p> <ul style="list-style-type: none"> <li>• System of government</li> <li>• Economic development</li> <li>• Educational system</li> <li>• Environmental concerns</li> </ul> <p>B. Interpret, write about and dramatize cross-cultural situations occurring in the local community in order to explain varied cultural traditions and customs.</p> <ul style="list-style-type: none"> <li>• Daily personal business situations</li> <li>• Social situations</li> <li>• Home and family</li> <li>• Video representations (e.g., cartoons, short films, age appropriate videos)</li> </ul> <p>C. Read, discuss, write and make a presentation about a culture’s traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions.</p> <ul style="list-style-type: none"> <li>• Peer and family relationships</li> <li>• Gender issues in the family and workplace</li> <li>• Institutional infrastructures (e.g., personnel, police, fire, health, government)</li> </ul>

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## Proposed Academic Standards for World Languages

<p>D. List and relate content subject words used in English that have origins in the target language.</p> <ul style="list-style-type: none"> <li>• Mathematics (e.g., metric, geometry)</li> <li>• Music (e.g., lento, a cappello, allegro)</li> <li>• Literature (e.g., <i>Hansel and Gretel</i>, <i>Arabian Nights</i>)</li> <li>• Physical Education (e.g., tango, ballet, Olympics, soccer)</li> <li>• Science (e.g., Fahrenheit, Celsius, Homo sapiens)</li> </ul>	<p>D. Read and comprehend simple sentences from the target language/culture in other school content areas.</p> <ul style="list-style-type: none"> <li>• Consumer Science (e.g., recipe instructions and cooking terms)</li> <li>• Geography (e.g., map reading)</li> <li>• Mathematics (e.g., monetary systems and conversions)</li> <li>• Technology/Computer (e.g., instructions and frequently used terms)</li> </ul>	<p>D. Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).</p>	<p>D. Use the target language to synthesize topics and events from other subject areas.</p> <ul style="list-style-type: none"> <li>• Civics and Government (e.g., current political issues)</li> <li>• Humanities (e.g., art)</li> <li>• English (e.g., literature, history of language)</li> <li>• Environment &amp; Ecology (e.g., national parks, global warming)</li> <li>• Economics (e.g., global economy)</li> </ul>
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## Proposed Academic Standards for World Languages

<b>12.4. The Role of CULTURE in Classical World Language Acquisition (CONTENT STANDARDS)</b>			
STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<ul style="list-style-type: none"> <li>A. Identify fundamental products and customs of Greco-Roman culture.</li> <li>B. Know basic information in school subject areas influenced by Greco-Roman culture.</li> <li>C. Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>A. Describe the products and customs of Greco-Roman culture.</li> <li>B. Explain information with details in other subject areas influenced by Greco-Roman culture.</li> <li>C. Explain similarities and differences between modern and Greco-Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>A. Explain a variety of historical events, products and customs of Greco-Roman culture.</li> <li>B. Apply cultural information with details in other subject areas influenced by Greco-Roman culture.</li> <li>C. Compare and contrast the similarities and differences between modern and Greco-Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>A. Analyze unfamiliar products, customs, institutions and historical events in Greco-Roman culture.</li> <li>B. Synthesize information about Greco-Roman culture for use in other subject areas.</li> <li>C. Analyze perspectives, beliefs and assumptions evident in Greco-Roman culture and literature.</li> </ul>

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# Proposed Academic Standards for World Languages

## 12.4.1 The Role of CULTURE in Classical World Language Acquisition (PERFORMANCE INDICATORS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<b><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i></b>			
<p>A. Discuss the fundamental products and customs of Greco-Roman culture.</p> <ul style="list-style-type: none"> <li>• Basic classical mythology</li> <li>• Famous people and cities</li> <li>• Roman marketplace</li> </ul> <p>B. List and relate content subject words used in English that have origins in classical Latin or Greek.</p> <ul style="list-style-type: none"> <li>• Science (e.g., homo sapiens, medicine)</li> <li>• Literature (e.g., metaphor, simile)</li> <li>• Physical Education (e.g., Olympics, competition)</li> <li>• Civics and Government (e.g., democracy, president)</li> </ul> <p>C. Model social interaction in the Roman or Greek culture and in one’s own culture.</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Interaction among classes of people</li> <li>• Clothing</li> </ul>	<p>A. Discuss the main products and customs of Greco-Roman culture.</p> <ul style="list-style-type: none"> <li>• Classical authors</li> <li>• Classical city-state</li> <li>• Classical mythology</li> </ul> <p>B. Read and comprehend simple sentences in classical Latin or Greek related to other school content areas.</p> <ul style="list-style-type: none"> <li>• Geography (e.g., travel)</li> <li>• Art (e.g., mythology)</li> <li>• Civics and Government (e.g., laws, justice)</li> </ul> <p>C. Write about and dramatize cultural similarities and differences in daily activities in Roman or Greek culture.</p> <ul style="list-style-type: none"> <li>• Eating customs</li> <li>• Schooling</li> <li>• Sports and public entertainment</li> <li>• Occupations (e.g., army life)</li> </ul>	<p>A. Speak and write about a variety of historical events, products and customs of Greco-Roman culture.</p> <ul style="list-style-type: none"> <li>• Classical political systems</li> <li>• Historical periods and events</li> <li>• Classical literature</li> </ul> <p>B. Research and select culturally competent information from multiple sources relevant to other subjects.</p> <ul style="list-style-type: none"> <li>• English (e.g., classical authors in translation)</li> <li>• Art (e.g., classical sculpture)</li> </ul> <p>C. Read, interpret, discuss and write about cultural similarities and differences in Greco Roman culture and another culture.</p> <ul style="list-style-type: none"> <li>• Gender roles</li> <li>• Social status</li> </ul>	<p>A. Speak, write and read about unfamiliar products, customs, institutions and historical events in the Greco-Roman cultures.</p> <ul style="list-style-type: none"> <li>• Classical geography and history</li> <li>• Techniques of classical literature and rhetoric</li> </ul> <p>B. Synthesize topics and events from Greco-Roman culture relevant to other subject areas.</p> <ul style="list-style-type: none"> <li>• History (e.g., fall of the Roman Republic)</li> <li>• Humanities (e.g., classical mythology in modern art)</li> <li>• English (e.g., conventions of epic poetry)</li> </ul> <p>C. Read, discuss, write and make a presentation about Greco-Roman culture’s traditions, customs and lifestyles that represent their perspectives, beliefs and assumptions.</p> <ul style="list-style-type: none"> <li>• Classical philosophy and religious traditions</li> <li>• Architecture</li> <li>• Love and marriage</li> </ul>

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# Proposed Academic Standards for World Languages

## 12.5. World Languages in the COMMUNITY (CONTENT STANDARDS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Know where in the local and regional community the target language and culture are useful.</p> <p>B. Know where in the national community the target language and culture are experienced.</p> <p>C. Know where the target language is spoken in the global community.</p> <p>D. Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities.</p>	<p>A. Identify local resources for gathering information for practical purposes and for personal enjoyment.</p> <p>B. Identify national resources for gathering information for practical purposes and personal enjoyment.</p> <p>C. Identify global resources for gathering information for practical purposes and personal enjoyment.</p> <p>D. Identify comparisons and connections about resources in the local, national and global communities where the target language is used and resources where English is spoken or written in those same communities.</p>	<p>A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>B. Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>C. Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.</p>	<p>A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.</p>

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# Proposed Academic Standards for World Languages

## 12.5.1 World Languages in the COMMUNITY (PERFORMANCE INDICATORS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Introduce one’s self and respond to simple questions in the local and regional community.</p> <ul style="list-style-type: none"> <li>• Face to face interaction</li> <li>• Key pals, pen pals, Internet</li> <li>• Audio and video tapes</li> <li>• Local celebrations</li> <li>• School club activities</li> <li>• Target language community visits where possible</li> </ul> <p>B. Respond to simple questions and interpret simple messages on a national level.</p> <ul style="list-style-type: none"> <li>• Newspapers and magazines</li> <li>• Audio and video tapes</li> <li>• Key pals, pen pals, Internet</li> <li>• Radio</li> <li>• Television</li> </ul> <p>C. Introduce one’s self, respond to simple questions and interpret simple messages on a global level.</p> <ul style="list-style-type: none"> <li>• Newspapers and magazines</li> <li>• Audio, video tapes</li> <li>• Radio</li> <li>• Key pals, pen pals, Internet</li> <li>• Television</li> </ul>	<p>A. Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.</p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Local celebrations</li> <li>• Entertainment (e.g., movies, plays, concerts, museums)</li> </ul> <p>B. Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community.</p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Ethnic celebrations</li> <li>• Entertainment (e.g., movies, plays, concerts, museums)</li> </ul> <p>C. Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community.</p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Travel/study/work abroad</li> <li>• International cultural events and activities</li> </ul>	<p>A. Name local employment areas in which language skills may be used. Use the language at the necessary language proficiency level to interact with local community members in their occupations.</p> <ul style="list-style-type: none"> <li>• Occupation and profession names</li> <li>• Career and personal options</li> </ul> <p>B. Name national employment areas in which world language skills may be used. Use target language at the necessary language proficiency level to interact with national community members in their occupations.</p> <ul style="list-style-type: none"> <li>• Occupation and profession names</li> <li>• Career and personal options</li> </ul> <p>C. Name global employment areas in which world language skills may be used. Use target language to interact at the necessary language proficiency level with global community members in their occupations.</p> <ul style="list-style-type: none"> <li>• Occupation and profession names</li> <li>• Career and personal options</li> </ul>	<p>A. Research, select and use local authentic materials to determine career opportunities, enrichment activities and personal enjoyment.</p> <ul style="list-style-type: none"> <li>• Exploration of personal employment opportunities</li> <li>• Personal involvement in local ethnic celebrations and traditions</li> </ul> <p>B. Research, select and use national authentic materials for career planning, personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> <li>• Exploration of personal employment opportunities</li> <li>• National ethnic celebrations, traditions and cultural events</li> </ul> <p>C. Research, select and use global authentic materials for career planning, personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> <li>• Exploration of personal employment opportunities</li> <li>• Global ethnic celebrations, traditions and cultural events</li> </ul>

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<p>D. Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities.</p> <ul style="list-style-type: none"> <li>• Schools and families</li> <li>• Offices and airports</li> <li>• Hospitals and police stations</li> <li>• Newspapers and magazines</li> <li>• Libraries and bookstores</li> <li>• Radio and television</li> <li>• Telephones and Internet</li> </ul>	<p>D. Use speaking, writing and reading to compare and connect local, national and global resources in English speaking communities with the target language resources in those communities.</p> <ul style="list-style-type: none"> <li>• Bookstores</li> <li>• Libraries</li> <li>• Newspapers and magazines</li> <li>• Radio and cable television</li> <li>• Internet and Website searches</li> </ul>	<p>D. Use speaking, writing and reading to compare and connect local, national and global employment opportunities for those who speak English and those who speak English and a target language.</p> <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Employment agencies</li> <li>• Unemployment office</li> <li>• College placement offices</li> </ul>	<p>D. Use speaking, writing and reading to compare and connect available opportunities in the local, national and global English speaking communities with the target language opportunities to continue involvement for lifelong learning and personal enjoyment.</p> <ul style="list-style-type: none"> <li>• Movies and videos</li> <li>• Dramas and sports</li> <li>• Museums and archives</li> <li>• Social Service agencies</li> </ul>
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## Proposed Academic Standards for World Languages

<b>12.6. Classical World Languages in the COMMUNITY (CONTENT STANDARDS)</b>			
STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Know where in the local and regional community knowledge of classical language and culture is useful.</p> <p>B. Know why classical learning is useful in the national and global community.</p>	<p>A. Identify local resources for gathering information about Greco-Roman culture for practical purposes and for personal enjoyment.</p> <p>B. Identify national or global resources for gathering information about Greco-Roman culture for practical purposes and personal enjoyment.</p>	<p>A. Identify employment areas in the local community where knowledge of classical language and culture may be useful and how and why such knowledge is necessary.</p> <p>B. Know national employment opportunities where knowledge of classical language and culture may be useful and why such knowledge is necessary.</p>	<p>A. Assess available opportunities in the local community to continue involvement with classical language and culture for lifelong learning and personal enjoyment.</p> <p>B. Assess available opportunities at the national or global level to continue involvement with classical language and culture for lifelong learning and personal enjoyment.</p>

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# Proposed Academic Standards for World Languages

## 12.6.1 Classical World Languages in the COMMUNITY (PERFORMANCE INDICATORS)

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
<p>A. Present and exchange information about classical language experience to others in the school and the community.</p> <ul style="list-style-type: none"> <li>• Classical festivals and competitions (e.g., Latin Day)</li> <li>• Organizations (e.g., school classics club activities, Junior Classical Leagues)</li> <li>• Video productions about Roman or Greek customs</li> </ul> <p>B. Discuss the reasons for studying Latin or Greek in a national and global perspective.</p> <ul style="list-style-type: none"> <li>• Knowledge of basis of Western culture</li> <li>• Latin as the basis for Romance languages (e.g., Spanish, Italian, French)</li> <li>• Latin as the basis of two-thirds of English vocabulary</li> <li>• Latin and Greek as basis for modern technical vocabularies</li> </ul>	<p>A. Use knowledge of classical language and culture to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.</p> <ul style="list-style-type: none"> <li>• Classical art collections in museums</li> <li>• Roman or Greek banquet</li> <li>• Skits (e.g., the assassination of Caesar, the last days of Socrates)</li> <li>• Music in Latin</li> <li>• Latin Forensic competitions</li> </ul> <p>B. Use resources available nationally and globally for studying classical culture.</p> <ul style="list-style-type: none"> <li>• Internet sites devoted to Latin, Greek, and classical culture</li> <li>• News about discoveries in classical archaeology</li> <li>• Classical themes in contemporary films and books</li> </ul>	<p>A. Identify local employment areas in which knowledge of classical language and culture may be used; interact with their employees.</p> <ul style="list-style-type: none"> <li>• Community members who are involved in a variety of careers</li> <li>• Discussion of legal and medical terms based in Greek and Latin.</li> </ul> <p>B. Explain national or global employment areas in which knowledge of classical language and culture may be used.</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Medicine, pharmacology</li> <li>• Museum curator, historian</li> <li>• Educator, writer</li> </ul>	<p>A. Research career opportunities and enrichment activities related to classical language and culture.</p> <ul style="list-style-type: none"> <li>• Plays with classical themes</li> <li>• Professions dealing with classical culture in their work</li> </ul> <p>B. Research, select and use materials relating to classical language and culture to be used for career planning, personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> <li>• Communication via the Internet with other students of Latin or Greek around the world</li> <li>• National Latin Exam</li> </ul>

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# Proposed Academic Standards for World Languages

## XXXVI. GLOSSARY

<b>Advanced:</b>	Being beyond the elementary or introductory stage of language development
<b>Article:</b>	Words such as <i>a</i> , <i>an</i> , or <i>the</i> used with nouns to limit or give definiteness to the application.
<b>Assess:</b>	To determine the importance or value
<b>Authentic:</b>	Real. Not false or imitation
<b>Case uses:</b>	Ways of employing the different forms taken by nouns and adjectives in a sentence. These forms are marked by specific endings. For example, nouns with the nominative case ending can be used as subjects; those with the dative case ending for indirect objects.
<b>Classical:</b>	Relating to ancient Greece and Rome
<b>Classical Language:</b>	Ancient Greek or Latin
<b>Classical rhetoric:</b>	A set of terms and principles for effective public speaking developed by Greek or Roman orators.
<b>Communication:</b>	Exchange of oral or written information
<b>Community:</b>	A group of people; examples are a classroom, school, workplace, town, city, rural area, nation, world
<b>Comparisons:</b>	An examination of two or more items to establish similarities and differences
<b>Conjugation of verbs:</b>	Patterns of change in the form of verbs to indicate the time at which the action takes place, the person doing the action, etc.
<b>Connections:</b>	Relate or link with other subject areas and acquire information

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<b>Cross-cultural:</b>	Dealing with or offering comparison between two or more different cultures or cultural areas
<b>Cultural competency:</b>	The ability to function in more than one culture
<b>Culture:</b>	The shared perspectives, products, traditions, customs and practices of a group of people
<b>Dialect:</b>	A variation of a language that is spoken in a particular region
<b>Diorama:</b>	A scenic representation in which sculptured figures and lifelike details are displayed, usually in miniature
<b>Enhanced:</b>	Increased or improved in value or quality
<b>Epic conventions:</b>	Traditional techniques and ideas used in long poems about heroes and gods, such as invoking the Muse, or certain types of battle scenes.
<b>Ethnic:</b>	Of or relating to large groups of people classed according to common linguistic or cultural backgrounds
<b>Expanded:</b>	Extended, lengthened or increased
<b>Global:</b>	Pertaining to the world
<b>Greco-Roman culture:</b>	The traditions and customs of ancient Greece and Rome.
<b>Homo sapiens:</b>	Man as a species.
<b>Hypothetical:</b>	An interpretation of a practical situation
<b>Idiomatic:</b>	Unique to a particular group, individual or style
<b>Indicative mood:</b>	The feature of a verb that marks it as a statement or denial of fact.
<b>Infrastructure:</b>	The underlying foundation or basic framework, as of a system or organization

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<b>Interrogative:</b>	A question word (e.g., what, when, why).
<b>Irregular verb:</b>	Verbs that do not follow the normal patterns; an example is “to be” (I am, you are, he is).
<b>Key Pals:</b>	E-mail pen pals
<b>Mythology:</b>	Traditional stories about gods and heroes.
<b>Native speakers:</b>	People who speak fluently the language that is the target language being studied.
<b>Participle:</b>	A word having the characteristics of both a verb and an adjective (e.g., “running” water, “baked” ham).
<b>Passive:</b>	A type of verb in which the subject is acted upon, rather than acting (e.g., “mistakes were made,” “the movie is being shown now,” “violators will be punished”).
<b>Pop culture:</b>	Of or relating to the current culture disseminated through art, music and the mass media
<b>Re-enactment:</b>	To repeat and model an action, incident or event; to act or perform again
<b>Reflexives:</b>	Words that refer back to the subject of the sentence (e.g., myself, yourself, himself, herself).
<b>Romance language:</b>	A language derived from Latin (e.g., Italian, Spanish, French, Romanian).
<b>Sound system:</b>	Dynamics of pronunciation, rhythm, intonation and fluency of the target language
<b>Survival:</b>	Ability to continue, function or exist in daily life’s routines.
<b>Synthesize:</b>	To combine
<b>Target language:</b>	The language being studied other than English
<b>Tense:</b>	The time at which a verb takes place (e.g., past, present, future).

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