

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material							
Subject	Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English						
Course	§114.49. Classical Languages, Level III, Novice Mid to Advanced Low Proficiency (One Credit), Adopted 2014.						
Publisher	Bolchazy-Carducci Publishers						
Program Title	Latin for the New Millennium, Level 3						
Program ISBN	9780865167605						
TEKS Coverage (%)	70.00%						
(a) General requirements.							
<p>(1) Level III can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level II or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of classical languages such as Latin and Greek read and comprehend proficiency-level appropriate authentic texts of prose or poetry of selected authors. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.</p> <p>(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>							
(b) Introduction.							
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational. Interpretive communication is the overarching goal of classical language instruction. Students of classical languages should be provided ample opportunities to interpret culturally appropriate materials in the language of study, supported by opportunities for interpersonal and presentational communication.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others such as conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts such as comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction such as presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English. The use of culturally authentic resources in classical language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>							
<p>(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, and genre.</p> <p>(5) At the end of Level III, students of classical languages should reach an Intermediate High to Advanced Low proficiency level in reading, a Novice High proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing. Proficiency levels are aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.</p> <p>(A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.</p> <p>(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.</p> <p>(C) Students at the Intermediate High proficiency level express meaning in a variety of contexts by creating with the language, easily combining and recombining what they know, what they read, and what they hear in a mixture of sentences and connected discourse. Intermediate High students are able to understand information from connected statements in oral or written sources. Intermediate High students are generally understood by listeners and readers unaccustomed to dealing with language learners. Intermediate High students are consistently successful when performing Intermediate-level tasks. Intermediate High students show evidence of Advanced Low proficiency but lack consistency.</p> <p>(D) Students at the Advanced Low proficiency level are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.</p> <p>(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>							
(c) Knowledge and Skills.							
Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions with simple elaboration in spoken or written conversation	(j) ask questions with simple elaboration in spoken or written conversation	Student/Teacher	Narrative			Not standard inclusion for upper-level Latin texts; corresponding activities to meet these targets are usually teacher-dependent.
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions with simple elaboration in spoken or written conversation	(ii) respond to questions with simple elaboration in spoken or written conversation	Student/Teacher	Narrative			Not standard inclusion for upper-level Latin texts; corresponding activities to meet these targets are usually teacher-dependent.
			Student/Teacher	Activity			
			Student/Teacher	Narrative			
			Student/Teacher	Activity			
			Student/Teacher	Narrative			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs	(i) express personal opinions or preferences in spoken or written conversation using simple constructions	Student/Teacher	Narrative			Not standard inclusion for upper-level Latin texts; corresponding activities to meet these targets are usually teacher-dependent.
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
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			Student/Teacher	(Drop-down menu)			
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood	(j) ask others what they need to, should, or must do in spoken or written conversation using appropriate constructions	Student/Teacher	Narrative			Not standard inclusion for upper-level Latin texts: corresponding activities to meet these targets are usually teacher-dependent.
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood	(ii) tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions	Student/Teacher	Narrative			Not standard inclusion for upper-level Latin texts: corresponding activities to meet these targets are usually teacher-dependent.
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts	(j) demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts	Student/Teacher	Narrative	9781610411363	pp. 18-22	pp. 18-22, authentic Latin prose selection, Caesar De Bello Gallico 1.1

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781610411363	p. 23	p. 23, Comprehension Questions 2 and 3
			Student/Teacher	Narrative	9781610411363	p. 106	p. 106, authentic Latin lyric poem, Catullus, Carmen 13
			Student/Teacher	Activity	9781610411363	p. 108	p. 108, Comprehension Questions 1-3
			Student/Teacher	Activity	9781610411363	p. 147	p. 147, Essay Question
			Teacher Only	Narrative	9781610412070	pp. 10-11	pp. 10-11, Translation
			Teacher Only	Activity	9781610412070	p. 12	p. 12, Comprehension Questions 2 and 3
			Teacher Only	Narrative	9781610412070	p. 92	p. 92, Translation
			Teacher Only	Activity	9781610412070	p. 94	p. 94, Comprehension Questions 1-3
			Teacher Only	Activity	9781610412070	p. 125	p. 125, Essay Question
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials	(i) paraphrase the main idea from fiction or nonfiction texts or audio or audiovisual materials	Student/Teacher	Narrative	9781610411363	p. 120	p. 120, authentic Latin poetry selection, Catullus, Carmen 51, lines 9-12
			Student/Teacher	Activity	9781610411363	p. 121	p. 121, Comprehension Question 2
			Student/Teacher	Narrative	9781610411363	p. 28	p. 28, authentic Latin prose selection, Caesar De Bello Gallico 1.1
			Student/Teacher	Activity	9781610411363	p. 29	p. 29, Essay Question
			Student/Teacher	Activity	9781610411363	p. 61	p. 61, Essay Question
			Teacher Only	Narrative	9781610412070	p. 105	p. 105, Translation
			Teacher Only	Activity	9781610412070	p. 107	p. 107, Comprehension Question 2
			Teacher Only	Narrative	9781610412070	pp. 10-11	pp. 10-11, Translation
			Teacher Only	Activity	9781610412070	pp. 17-18	pp. 17-18, Essay Question
			Teacher Only	Activity	9781610412070	p. 43	p. 43, Essay Question
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials	(ii) paraphrase the theme from fiction or nonfiction texts or audio or audiovisual materials	Student/Teacher	Narrative	9781610411363	p. 88	p. 88, authentic Latin lyric poem, Catullus, Carmen 1
			Student/Teacher	Activity	9781610411363	p. 90	p. 90, Essay Question
			Student/Teacher	Narrative	9781610411363	pp. 182-190	pp. 182-190, authentic Latin prose selection, Cicero In Catilinam I 6.15-16, 7.16-18
			Student/Teacher	Activity	9781610411363	p. 195	p. 195, Essay Question
			Student/Teacher	Activity	9781610411363	p. 245	p. 245, Essay Question
			Teacher Only	Narrative	9781610412070	p. 62	p. 62, Translation
			Teacher Only	Activity	9781610412070	p. 68	p. 68, Essay Question
			Teacher Only	Narrative	9781610412070	pp. 157-158	pp. 157-158, Translation

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Activity	9781610412070	pp. 164-165	pp. 164-165, Essay Question
			Teacher Only	Activity	9781610412070	p. 213	p. 213, Essay Question
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials	(iii) paraphrase supporting details from fiction or nonfiction texts or audio or audiovisual materials	Student/Teacher	Narrative	9781610411363	pp. 98-100	pp. 98-100, authentic Latin lyric poem, Catullus Carmen 8
			Student/Teacher	Activity	9781610411363	p. 104	p. 104, Essay Question
			Student/Teacher	Narrative	9781610411363	p. 106	p. 106, authentic Latin lyric poem, Catullus Carmen 13
			Student/Teacher	Activity	9781610411363	p. 111	p. 111, Essay Question
			Student/Teacher	Activity	9781610411363	p. 217	p. 217, Essay Question
			Teacher Only	Narrative	9781610412070	p. 81	p. 81, Translation
			Teacher Only	Activity	9781610412070	pp. 87-88	pp. 87-88, Essay Question
			Teacher Only	Narrative	9781610412070	p. 92	p. 92, Translation
			Teacher Only	Activity	9781610412070	p. 97	p. 97, Essay Question
			Teacher Only	Activity	9781610412070	p. 190	p. 190, Essay Question
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics	(i) analyze authentic literature with respect to stylistic topics	Student/Teacher	Narrative	9781610411363	pp. 88, 112	pp. 88 and 112, authentic Latin lyric poems, Catullus Carmen 1 and Carmen 49
			Student/Teacher	Activity	9781610411363	p. 116	p. 116, Essay Question
			Student/Teacher	Narrative	9781610411363	pp. 246-248	pp. 246-248, authentic Latin epic poem selection, Vergil Aeneid 1.421-440
			Student/Teacher	Activity	9781610411363	p. 252	p. 252, Essay Question
			Student/Teacher	Activity	9781610411363	p. 407	p. 407, Essay Question
			Teacher Only	Narrative	9781610412070	pp. 62, 100	pp. 62, 100, Translation
			Teacher Only	Activity	9781610412070	pp. 103-104	pp. 103-104, Essay Question
			Teacher Only	Narrative	9781610412070	pp. 217-218	pp. 217-218, Translation
			Teacher Only	Activity	9781610412070	pp. 224-225	pp. 224-225, Essay Question
			Teacher Only	Activity	9781610412070	pp. 389-390	pp. 390-391, Essay Question
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials	(i) infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials	Student/Teacher	Narrative	9781610411363	p. 280	p. 280, authentic Latin epic poem selection, Vergil Aeneid 2.721-729
			Student/Teacher	Activity	9781610411363	p. 281	p. 281, Note for Line 726
			Student/Teacher	Narrative	9781610411363	p. 192	p. 192, Take Note 2
			Student/Teacher	Narrative	9781610411363	p. 171	p. 171, Study Tip

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781610411363	p. 56	p. 56, Take Note 1
			Teacher Only	Narrative	9781610412070	pp. 258-259	pp. 258-259, Translation
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(E) compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials	(i) compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials	Student/Teacher	Narrative	9781610411363	p. 68	p. 68, authentic Latin prose selection, Caesar De Bello Gallico 1.6-7
			Student/Teacher	Activity	9781610411363	p. 69	p. 69, Take Note 1
			Student/Teacher	Narrative	9781610411363	p. 244	p. 244, authentic Latin epic poem selection, Vergil Aeneid 1.1-11; By the Way
			Student/Teacher	Narrative	9781610411363	p. 319	p. 319, authentic Latin lyric poem, Horace Odes 1.5, Note for Line 15
			Student/Teacher				
			Teacher Only	Narrative	9781610412070	pp. 45-46	pp. 45-46, Translation
			Teacher Only	Narrative	9781610412070	p. 47	p. 47, Teaching Tip for p. 64
			Teacher Only	Narrative	9781610412070	p. 208	p. 208, Translation
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) cite the justification for an opinion or preference orally or in writing using textual evidence	(j) cite the justification for an opinion or preference orally or in writing using textual evidence	Student/Teacher	Narrative	9781610411363	pp. 358, 360-362, 366-370, 376-382	pp. 358, 360-362, 366-370, 376-382, authentic Latin p. 388, Essay Question
			Student/Teacher	Activity	9781610411363	p. 388	p. 388, Essay Question
			Student/Teacher	Narrative	9781610411363	pp. 254-258	pp. 254-258, authentic Latin epic poem selection, Vergil Aeneid 2.201-222
			Student/Teacher	Activity	9781610411363	p. 264	p. 264, Essay Question
			Student/Teacher	Activity	9781610411363	p. 471	p. 471, Essay Question
			Teacher Only	Narrative	9781610412070	pp. 348-349, 355, 366	pp. 342, 349-350, 356, 365-366, Translations
			Teacher Only	Activity	9781610412070	p. 372	p. 373, Essay Question
			Teacher Only	Narrative	9781610412070	p. 232	p. 232, Translation
			Teacher Only	Activity	9781610412070	pp. 238-239	pp. 238-239, Essay Question
			Teacher Only	Activity	9781610412070	pp. 452-453	pp. 454-455, Essay Question

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(3) Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection	(i) read prose or poetry aloud with attention to features of declamation	Student/Teacher	Narrative	9781610411363	p. 120	p. 120, authentic Latin lyric poetry selection, Catullus Carmen 51.9-16	
			Student/Teacher	Activity	9781610411363	p. 120	p. 120, Notes for Lines 10 and 11	
			Student/Teacher	Narrative	9781610411363	p. xxix	p. xxix, Introduction, Paragraphs 4-6	
			Student/Teacher	Narrative	9781610411363	p. 233	p. 233, Paragraph 1	
			Student/Teacher	Activity	9781610411363	p. 146	p. 146, authentic Latin prose selection, Cicero Pro Archia Poeta Sentences 1-3, Note for Line 5	
			Teacher Only	Narrative	9781610412070	pp. xii-xiii	pp. xii-xiii, Aural/Oral Latin	
			Teacher Only	Activity	9781610412070	p. 62	p. 62, Oral Activity	
			Teacher Only	Activity	9781610412070	p. 106	p. 106, "sibilance" under first Teaching Tip	
			Teacher Only					
			Teacher Only					