

**Academic Advisory Committee  
Foreign Languages  
Board of Regents  
University System of Georgia**

The Academic Advisory Committee on Foreign Languages developed learning outcomes for foreign languages for courses numbered 1001, 1002, 2001, and 2002. We divide foreign language courses into three groups:

- A. Western European languages commonly taught in high schools and at many USG institutions that are genetically related to English (French, German, Italian, Portuguese, Spanish).
- B. A non-conversational language (Latin)
- C. All other languages, including those with a non-Roman script

The outcomes for languages in Group A are attached.

For Latin, the Committee endorses the goals set forth by the Georgia Department of Education in the Quality Core Curriculum.

We recommend that the Regents appoint a special committee of teachers of Group C languages to create learning outcomes.

## **Common Learning Outcomes for Foreign Languages in the Core Curriculum**

### 1001

#### **SPEAKING**

Use common greetings and short descriptions of themselves, family, friends, school, daily routine activities, pastimes, food.

Reproduce learned material in talking about what they are doing today, what they did yesterday, and what they are going to do tomorrow.

Be able to make recombinations of learned material.

Ask questions about classmates, their facilities, daily routine activities, pastimes, food.

#### **LISTENING**

Understand classroom instruction.

Understand the “edited” message spoken by the instructor even though not understanding every word.

Understand classmates’ utterances when supported by situation context.

#### **READING**

Read simple texts that describe target culture family, school setting, basic activities.

Read newspaper and magazine announcements of events, sales, and be able to understand the message.

Read most directions in exams and classroom activities.

#### **WRITING**

Be able to write short paragraphs about self, family, school, basic activities. Sentences will be primarily recombinations of already learned phrases but will begin to be placed in sequential order.

Be able to compose a paragraph with internal structure and meaning.

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1002

### SPEAKING

Enter into basic dialogues with classmates. Describe themselves, their families, and routine activities today, yesterday, tomorrow. Be able to give a few statements about the past.

Have a command of interrogative words and be able to use them correctly

Start formulating opinions about predictable events.

### LISTENING

When listening to a simple story, be able to distinguish between what they did and what they used to do.

Understand many classroom directions and recombinations of set phrases.

Understand simple summaries of last week, yesterday, and what we used to do.

### READING

Read short segments of prose with familiar vocabulary.

Read and explain simple weather reports, movie ads, travel information.

### WRITING

Write short notes to classmates about plans for the weekend or descriptions of last weekend.

Write descriptions of classroom activities including assigned vocabulary and recombinations of assigned phrases.

Write description of self, family, holidays, travel, daily activities. Write about things that happened when they were children, yesterday, and plans for next summer.

2001

SPEAKING

Be able to engage in dialogue with classmates and instructor about task-oriented and social situations.

Be able to initiate and respond to simple statements about self; family, daily routine, holidays, travel.

Be able to initiate and respond to simple statements in the present, past and future. Know some colloquial expressions and use them appropriately.

LISTENING

Be able to understand most classroom instructions.

Be able to understand clear narrative descriptions by the instructor.

Be able to understand the reading of a simple paragraph from a short article or story.

Be able to listen to and answer basic questions about something that has been read.

READING

Be able to read short, simple examples of authentic material with cognates and some definitions by the instructor on topics that are relevant and/or interesting to the students.

Be able to read descriptive texts, chronological narrations, and dialogues.

WRITING

Be able to write compositions guided by a reading passage.

Be able to write narration about events that happened when they were children, yesterday, or last year.

Be able to write a paragraph about self; family, friends, with basic chronology.

2002

SPEAKING

Use the language in a spontaneous way communicating some opinions and views about self, family, etc.

Be able to maintain a simple conversation with someone who speaks only the target language.

Be able to answer predictable questions in a manner that does not impede comprehension.

Be able to lead the conversation on occasion by interrupting, asking questions, and disagreeing.

LISTENING

Be able to understand most everything that goes on in the classroom and follow "stories" told by the teachers about events last year, today, and next week.

Understand selected narrations about the way things used to be.

Understand some conjecture and opinions about the way things used to be.

READING

Be able to read simple short stories with some reading preparation exercises and glosses.

Be able to read short excerpts or ads from newspapers and magazines about familiar topics.

Be able to read and understand most classroom directions, news reports, weather reports, etc.

WRITING

Be able to write expository prose of one to two pages, consisting of a description or an opinion, about very familiar topics. Sentences and paragraphs may be linked.

## Introduction to the Latin Quality Core Curriculum

The purpose of the study of Latin is to read and understand Latin. Therefore, the focus is comprehension rather than oral and written competence. During the sequence of Latin courses, the students will accomplish the following:

- Communication: Read, comprehend, and pronounce Latin.
- Culture: Develop a cultural awareness of the ancient Roman world.
- Connections and Comparisons: Recognize the influences of Roman Civilization on the modern world.

### LATIN PROFICIENCIES

The Latin proficiencies of reading, writing, listening, and speaking may be defined as follows:

#### Reading

Since Latin is a non-conversational language, the greatest emphasis is placed on the student's ability to comprehend the written word. As students progress from beginning to advanced study, they must consistently increase their ability to read Latin texts. Most reading texts in the first and second levels are adapted or edited passages, but *sententiae*, mottoes, phrases, inscriptions, graffiti, light verse, and epigraphy may still be introduced.

#### Writing

Writing proficiently helps students develop their reading skills. In the early stages of learning Latin, writing simple sentences increases comprehension of a highly inflected language and thus hones skills in processing these 'signals' for reading and understanding Latin passages. As students progress through the study of Latin, the emphasis on writing in Latin decreases. However, in advanced Latin studies, students analyze and evaluate writing styles of the authors they study and write extensively in English about Latin literature.

#### Listening

Listening is an important skill because Latin literature was written to be read aloud. Some teachers find simple conversational Latin to be a helpful tool in developing listening and pronunciation skills. Students should be able to comprehend simple utterances in Latin and respond appropriately.

#### Speaking

Students should be able to read aloud, answer simple questions, respond to visual stimuli, and read in meter (at advanced levels).

#### Cultural Understanding

An understanding of Roman culture and history increases student insights into Latin reading selections. Students also gain the ability to evaluate the Roman influence on other civilizations.

## English Language Skills

The acquisition of linguistic forms and vocabulary is a progressive development through which students perceive Latin's influence upon the English language structure and vocabulary. Through the acquisition of Latin vocabulary, students are introduced to word development, derivatives, and word study in English. Through the acquisition of Latin reading skills, students develop the skills of critical thinking and analytical reading for English.

Quoted from the Georgia Department of Education, *Quality Core Curriculum*,  
<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/forlang/Curr.Rev02.B.pdf>, pp. 98-99