

CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS

2022 Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

Subject – 3135
Scandite Muros / Instructional Material Program
Grades 9-12

| Page Number(s) | Standard / Objective and Correlating Content |
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| Pages 6, 13, 24, 39, 49, 58, 75, 76, 84, 87, 90, 93, 96, 100, 104, 107, 110, 113, 117, 120, 123, 126, 129, 132, 135, 138, 141, 144 | Communication Goal for Classical Languages Classical languages (Latin and ancient Greek) focus most strongly on interpretive reading. In this skill, students may attain a reading proficiency level in the novice to intermediate range during the first year of instruction at the secondary level. Interpretive listening, presentational writing, and presentational speaking—which support reading—generally remain in the novice level range through the first few years of instruction. Because the vocabulary for Latin and Greek courses is based on historical texts, teachers will need to adapt the “Can-Do Benchmarks” of this goal area, particularly for the three supportive skills. The interpersonal mode of communication is optional for these languages. |
| Pages TE 178, TE 180, TE 182, TE 186, | Culture Goal for Classical Languages Classical languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students examine ancient Greek and Roman perspectives through their practices (family and community, historical persons and events, political and religious beliefs) and products (items of daily life, myth and literature, art, and architecture—both public and private). |
| Pages 58, 64, 96, 100, 104, 132, TE 182, TE 187 | Connections Goal for Classical Languages Classical languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Through Latin and Greek, students expand their understanding of words, phrases, and concepts used by modern science, medicine, law, and theology. They gain additional knowledge through target-language readings. These texts usually begin with narratives about daily life and families in the ancient world. Students then progress to adaptations of classical literature, myth, and history. Advanced readers encounter authentic target-language writings, such as those by Caesar and Virgil. |

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| <p>Pages 5, 19, 29, 44, 66, TE 181,</p> | <p>Comparisons Goal for Classical Languages Classical languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Students investigate the influence Greek and Latin have had on English vocabulary and reflect on the structural differences between those ancient languages and their own. By studying Greek and Roman government, visual art, architecture, and literature, students gain insight into parallel elements within their own culture.</p> |
| <p>Pages 66, TE 179, TE 187</p> | <p>Communities Goal for Classical Languages Classical languages participate in this goal area, although the community of speakers of ancient Greek and Latin is limited. Classroom discussion of Communities may be in English, with consistent reference to the target language. Through the Internet, students have access to 21st-century materials written in ancient Greek and Latin. They make educated guesses about words and structures in other languages, such as Spanish and French. Latin and Greek students build a foundation for future exploration of Western language and culture.</p> |