**Course-Level Curriculum Audit for Transitioning to the Revised NYS World Language Standards (Classical Languages)**

Proficiency Target: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proficiency Ranges and Performance Indicators (2021) – [Classical Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-classical-languages_0.pdf)

(Complete for each course in Checkpoint A.)

**Checkpoint A Topics Integration Audit:** In thematic unit design, multiple topics are meaningfully integrated in a single unit. In a thematic curriculum, topics are revisited across units. The chart below lists the 6 themes and their associated topics of the [NYS World Language Themes and Topics (2021)](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf). To audit your units in a given course curriculum, place a checkmark (√) beside each topic that is addressed as either an anchor or integrated topic in each thematic unit of instruction.

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| Note: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Checkpoint A Topics** | **Theme: Identity and Family Life** | | | | | |
| Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing |  |  |  |  |  |  |
| Family members, childhood, family life, house, apartment, country home, rooms, furnishings, garden |  |  |  |  |  |  |
| **Topics** | **Theme: Physical Environment, Geography, and Travel** | | | | | |
| City and town, weather, animals, calendar |  |  |  |  |  |  |
| Relevant geography  (e.g., Italy, Greece, and the Mediterranean) |  |  |  |  |  |  |
| Roads |  |  |  |  |  |  |
| **Topics** | **Theme: Daily Life and Societal Institutions** | | | | | |
| Pastimes, athletics, circus, arena |  |  |  |  |  |  |
| Everyday family fare |  |  |  |  |  |  |
| Number system, school life |  |  |  |  |  |  |
| Social class structure |  |  |  |  |  |  |
| **Topics** | **Theme: History, Government, and Economics** | | | | | |
| Historical periods and forms of government |  |  |  |  |  |  |
| **Topics** | **Theme: Religion, Myths, and Legends** | | | | | |
| Deities: functions and attributes |  |  |  |  |  |  |
| Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values |  |  |  |  |  |  |
| **Topics** | **Theme: Literature, Architecture, and Art** | | | | | |
| Buildings, structures, and works of art  (e.g., mosaics, frescos) |  |  |  |  |  |  |

**Next Steps:** Make observations about the inclusion and distribution of topics across your course curriculum. (Keep in mind that recycling and expanding topics over time promotes deep learning.) Use your observations to revise or refine unit plans, if indicated.

**Checkpoint A Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Complete for each course in Checkpoint A.)

**Checkpoint A Key Language Functions Audit:** Place a checkmark (√) beside each key language function that is addressed in each unit of instruction planned for your Checkpoint A course curriculum.

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| Note: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Key Language Functions** | **Standard 1: Interpretive Communication** | | | | | |
| Understand |  |  |  |  |  |  |
| Interpret |  |  |  |  |  |  |
| Analyze |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 2: Presentational Communication** | | | | | |
| Describe |  |  |  |  |  |  |
| Inform |  |  |  |  |  |  |
| Narrate |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| Persuade |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 3: Interpersonal Communication** | | | | | |
| Exchange Information |  |  |  |  |  |  |
| Express Feelings |  |  |  |  |  |  |
| Express Preferences |  |  |  |  |  |  |
| Express Opinions |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 4: Relating Cultural Practices & Products to Perspectives** | | | | | |
| Identify |  |  |  |  |  |  |
| Describe |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 5: Cultural Comparisons** | | | | | |
| Compare |  |  |  |  |  |  |

**Next Steps:** Make observations about the distribution of key language functions across your course curriculum. (Keep in mind that recycling and expanding language functions over time promotes language proficiency development.) Use this information to revise or refine unit plans, if indicated.

**Checkpoint B Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Complete for each course in Checkpoint B.)

**Checkpoint B Topics Integration Audit:** In thematic unit design, multiple topics are meaningfully integrated in a single unit. In a thematic curriculum, topics are revisited across units. The chart below lists the 6 themes and their associated topics of the [NYS World Language Themes and Topics (2021)](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf). To audit your units in a given course curriculum, place a checkmark (√) beside each topic that is addressed as either an anchor or integrated topic in each thematic unit of instruction.

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| Note: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Checkpoint B Topics** | **Theme: Identity and Family Life** | | | | | |
| Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing |  |  |  |  |  |  |
| Family members, childhood, family life, birth, coming of age, death and funerals, house, apartment, country home, rooms, furnishings, garden |  |  |  |  |  |  |
| **Topics** | **Theme: Physical Environment, Geography, and Travel** | | | | | |
| City and town, weather, animals, calendar, natural disasters, time |  |  |  |  |  |  |
| Relevant geography  (e.g., provinces) |  |  |  |  |  |  |
| Roads, modes of travel, mail and letter writing |  |  |  |  |  |  |
| **Topics** | **Theme: Daily Life and Societal Institutions** | | | | | |
| Pastimes, athletics, circus, arena, baths |  |  |  |  |  |  |
| Everyday family fare, banquets |  |  |  |  |  |  |
| Number system, school life, preparation and training for occupations, structure and curriculum |  |  |  |  |  |  |
| Social class structure |  |  |  |  |  |  |
| **Topics** | **Theme: History, Government, and Economics** | | | | | |
| Historical periods and forms of government, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, economic class structure, commerce and trade, coinage |  |  |  |  |  |  |

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| **Topics** | **Theme: Religion, Myths, and Legends** | | | | | |
| Deities: functions and attributes, traditions and customs, festivals and holidays |  |  |  |  |  |  |
| Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values |  |  |  |  |  |  |
| **Topics** | **Theme: Literature, Architecture, and Art** | | | | | |
| Buildings, structures, and works of art  (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric |  |  |  |  |  |  |

**Next Steps:** Make observations about the inclusion and distribution of topics across your course curriculum. (Keep in mind that recycling and expanding topics over time promotes deep learning.) Use your observations to revise or refine unit plans, if indicated.

**Checkpoint B Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Complete for each course in Checkpoint B.)

**Checkpoint B Key Language Functions Audit:** Place a checkmark (√) beside each key language function that is addressed in each unit of instruction planned for your Checkpoint B course curriculum.

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| Note: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Key Language Functions** | **Standard 1: Interpretive Communication** | | | | | |
| Understand |  |  |  |  |  |  |
| Interpret |  |  |  |  |  |  |
| Analyze |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 2: Presentational Communication** | | | | | |
| Describe |  |  |  |  |  |  |
| Inform |  |  |  |  |  |  |
| Narrate |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| Persuade |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 3: Interpersonal Communication** | | | | | |
| Exchange Information |  |  |  |  |  |  |
| Express Feelings |  |  |  |  |  |  |
| Express Preferences |  |  |  |  |  |  |
| Express Opinions |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 4: Relating Cultural Practices & Products to Perspectives** | | | | | |
| Identify |  |  |  |  |  |  |
| Describe |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 5: Cultural Comparisons** | | | | | |
| Compare |  |  |  |  |  |  |

**Next Steps:** Make observations about the distribution of key language functions across your course curriculum. (Keep in mind that recycling and expanding language functions over time promotes language proficiency development.) Use this information to revise or refine unit plans, if indicated.

**Checkpoint C Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Complete for each course in Checkpoint C.)

**Checkpoint C Topics Integration Audit:** In thematic unit design, multiple topics are meaningfully integrated in a single unit. In a thematic curriculum, topics are revisited across units. The chart below lists the 6 themes and their associated topics of the [NYS World Language Themes and Topics (2021)](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf). To audit your units in a given course curriculum, place a checkmark (√) beside each topic that is addressed as either an anchor or integrated topic in each thematic unit of instruction.

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| Note: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Checkpoint B Topics** | **Theme: Identity and Family Life** | | | | | |
| Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing |  |  |  |  |  |  |
| Family members, childhood, family life, birth, coming of age, death and funerals, house, apartment, country home, rooms, furnishings, garden |  |  |  |  |  |  |
| **Topics** | **Theme: Physical Environment, Geography, and Travel** | | | | | |
| City and town, weather, animals, calendar, natural disasters, time |  |  |  |  |  |  |
| Relevant geography  (e.g., Asia Minor) |  |  |  |  |  |  |
| Roads, modes of travel, mail and letter writing |  |  |  |  |  |  |
| **Topics** | **Theme: Daily Life and Societal Institutions** | | | | | |
| Pastimes, athletics, circus, arena, baths, theatre |  |  |  |  |  |  |
| Everyday family fare, banquets |  |  |  |  |  |  |
| Number system, school life, preparation and training for occupations, structure and curriculum |  |  |  |  |  |  |
| Social class structure |  |  |  |  |  |  |
| **Topics** | **Theme: History, Government, and Economics** | | | | | |
| Historical periods and forms of government, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, law, economic class structure, commerce and trade, coinage |  |  |  |  |  |  |
| **Topics** | **Theme: Religion, Myths, and Legends** | | | | | |
| Deities: functions and attributes, traditions and customs, festivals and holidays, augury, sacrifice |  |  |  |  |  |  |
| Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values |  |  |  |  |  |  |
| **Topics** | **Theme: Literature, Architecture, and Art** | | | | | |
| Buildings, structures, and works of art  (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric, philosophy |  |  |  |  |  |  |

**Next Steps:** Make observations about the inclusion and distribution of topics across your course curriculum. (Keep in mind that recycling and expanding topics over time promotes deep learning.) Use your observations to revise or refine unit plans, if indicated.

**Checkpoint C Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Complete for each course in Checkpoint C.)

**Checkpoint C Key Language Functions Audit:** Place a checkmark (√) beside each key language function that is addressed in each unit of instruction planned for your Checkpoint C course curriculum.

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| Note: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Key Language Functions** | **Standard 1: Interpretive Communication** | | | | | |
| Understand |  |  |  |  |  |  |
| Interpret |  |  |  |  |  |  |
| Analyze |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 2: Presentational Communication** | | | | | |
| Describe |  |  |  |  |  |  |
| Inform |  |  |  |  |  |  |
| Narrate |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| Persuade |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 3: Interpersonal Communication** | | | | | |
| Exchange Information |  |  |  |  |  |  |
| Express Feelings |  |  |  |  |  |  |
| Express Preferences |  |  |  |  |  |  |
| Express Opinions |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 4: Relating Cultural Practices & Products to Perspectives** | | | | | |
| Identify |  |  |  |  |  |  |
| Describe |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 5: Cultural Comparisons** | | | | | |
| Compare |  |  |  |  |  |  |

**Next Steps:** Make observations about the distribution of key language functions across your course curriculum. (Keep in mind that recycling and expanding language functions over time promotes language proficiency development.) Use this information to revise or refine unit plans, if indicated.