

Advanced Academics Overview - Classical Languages

Level 1 Honors				Level 2 Honors	Level 3 Honors	Level 4 Honors	Level 5 Honors	Advanced Outside the Scope) Advanced High
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	

Standard C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

Interpretive Listening	recognize memorized words and some phrases	recognize memorized words and phrases	begin to recognize simple sentences	recognize basic sentences	begin to recognize connected sentences	recognize connected sentences	recognize sequences of sentences	*recognize sequences of sentences	recognize sequences of complex sentences
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Standard C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

Interpretive Reading	recognize memorized words and some phrases	recognize memorized words and phrases	begin to recognize simple sentences	recognize basic sentences	begin to recognize connected sentences	recognize connected sentences	recognize sequences of sentences	recognize and comprehend complex passages	recognize and comprehend complex passages
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Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Presentational Speaking	use memorized words and some phrases	use memorized words and phrases	begin to use simple sentences	create basic sentences	create and begin to connect sentences	create and connect sentences	create sequences of sentences	*create sequences of sentences	create sequences of complex sentences
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Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Presentational Writing	use memorized words and some phrases	use memorized words and phrases	begin to use simple sentences	create basic sentences	create and begin to connect sentences	create and connect sentences	create sequences of sentences	*create sequences of sentences	create complex passages
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Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Relating Cultural Practices to Perspectives	use appropriate gestures and oral expressions in social interactions; identify age-appropriate cultural activities; use words and phrases to describe what people from classical cultures are doing in texts or visual media; list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture; and in HS describe practices observed in a visual representation or text in a classical culture	examine, analyze, and exchange information on patterns of typical behavior in classical culture; distinguish informal and formal ways to address peers and adults; simulate age-appropriate classical cultural practices from daily life; investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied; and in HS identify and analyze classical cultural practices using authentic materials; analyze the relationship between practices, products, and perspectives	simulate culturally appropriate behaviors in a variety of situations from classical culture; connect classical practices to associated products, giving evidence based reasons for the perspectives proposed; identify and analyze various patterns of behavior or interactions typical of classical culture as represented in authentic materials; analyze target language texts based on knowledge of practices and perspectives of classical culture
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Culture

Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

Connections	<p>Relating Cultural Products to Perspectives</p>	<p>observe discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture; identify cultural products and their purposes in classical culture; demonstrate the relationship between products, practices, and perspectives; and in HS identify the author and country of origin of short poems, stories, and plays form the target culture; provide simple reasons for the role and importance of products from the classical culture</p>	<p>identify and investigate the functions of tangible products of the classical culture; engage with tangible and intangible products of the classical culture and; and in HS utilize authentic resources to identify and analyze products and their use in classical culture; analyze the relationship between products, practices, and perspectives</p>	<p>describe how cultural products have changed or disappeared over time; identify, research, and analyze the role and importance of products from classical culture; discuss and explore the relationships among social, economic, and political institutions and the perspectives of classical culture; connect products to associated practices and give evidence based cultural insights about the classical culture; analyze target language texts based on knowledge of products and perspectives of classical culture</p>
	<p>C3.1 Build, reinforce, and expand knowledge of the other content areas while using the target language to develop critical thinking and to solve problems creatively.</p>			
Connections	<p>Making Connections</p>	<p>identify and label maps of the classical world; identify items on charts or visuals used as instructional materials in other content areas, such as math, science, the arts, and social studies; recognize and use Roman numerals and the vocabulary associated with counting; read or listen to stories from the target culture and compare them to familiar stories from the same genre; compare songs or chants with simple lyrics; identify the planets and some constellations and the inspirations for their names; and in HS investigate schools in the classical world and compare them to their own school; examine house plans, sanctuaries, and mixed use spaces and compare them with modern structures; distinguish how the diets of classical culture relate to our eating habits today; identify how the classical languages are used to name scientific terms</p>	<p>compare maps of the classical world to the modern world; explain the significance of aspects of classical life and compare to the modern United States; discuss classical influence on modern writings; and in HS describe a major figure from the classical world that influenced history, science, or the arts; compare political campaign material from the classical world to similar material from the modern United States; explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world; research historical or cultural events from the classical world and compare them to similar events in United States history; relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world</p>	<p>determine the influence of historic events from classical culture on current issues or events; compare and contrast themes from classical literature to modern literature; compose a fable, narrative, drama, or speech in response to a text; explain the importance and historical context of a classical piece of art; analyze how classical literature had influenced modern English literature; explore the concepts of hospitality and xenophobia in classical cultures; assess the musical and mathematical aspects of meter found in classical poetry; identify and analyze characteristics of different text types and genres; describe how a modern film or story retells a classical story; analyze inscriptions to discover common attitudes in the classical world</p>
	<p>C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>			
Connections	<p>Acquiring Information and Diverse Perspectives</p>	<p>identify classical elements of a work of art; determine words that originate from the target language; predict the nature of planets based on the characteristics of the Roman gods after which they are named; identify the properties of plants based on the classical roots of their names; and in HS identify the roots of words that originate from the target language and begin to explain the connections implied by those roots; examine specific family-related vocabulary that may not have equivalents in one's native language.</p>	<p>identify the influence of Greek and Roman elements on a work of modern art; identify appropriations of ancient mythology in modern culture and note the differences between ancient and modern versions; and in HS identify the roots of words that originate from the target language and explain the connections and/or biases implied by those roots; compare an original classical text with other interpretations or versions; explore short passages from classical mathematical, geographical, and scientific texts</p>	<p>identify appropriations of ancient mythology in modern culture, noting the differences between ancient and modern versions, and theorize reasons why modern artists may have made decisions to diverge from the traditional form; compare Stoic and Epicurean philosophy with modern philosophies and discuss perspectives on how to live life well; use knowledge of influential people and key historical events to evaluate target language texts; use knowledge of modern and classical political ideas to evaluate target language texts</p>

C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Language Comparisons

cite and use words from the target language that are similar to one's own language; recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language; compare word order in simple sentences of the target language to one's own language; compare and contrast the sounds and writing systems of one's own language with the target language; **and in HS** identify cognates and derivatives between the target language and one's own language and explain the patterns that connect them; recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work

identify words in the target language that have no direct or simple translation in one's native language; compare word order in increasingly complex sentences in the target language and one's native language; notice how different time frames are expressed in the target language and one's own; **and in HS** analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language; compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language; compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text; compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins

compare the choices and uses of prepositions and inflected forms among languages; draw conclusions about the evolution of language based on the variance in meaning among cognates and derivatives of multiple languages; analyze elements of the target language in one's native language and describe how languages use forms to express time and tense relationships; compare complex syntactic functions to express meaning in the target and native languages; observe elements of genre and style in the target language and examine the author's purpose for using the specific language; discuss the relationship between word order and meaning and how this may or may not reflect the ways in which cultures organize information and view the world; use knowledge of authors or literary conventions to demonstrate understanding of target language texts; analyze the effects of language usage and stylistic features in target language texts

C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Cultural Comparisons

contrast tangible and intangible products of classical cultures to one's own; compare simple patterns of behavior of classical cultures to one's own; explore celebrations and holidays from one's own culture and those in the classical cultures; **and in HS** identify and contrast creative works from the classical cultures to one's own

examine daily routines of one's own culture in contrast with those in the classical culture; compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values in one's own culture; **and in HS** draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one's own; analyze the effect of physical spaces upon the classical culture and explain their influence on today's spaces; compare the role and importance of family and friends in the classical culture with one's own; juxtapose educational practices, subject matter, and attitudes toward school in the classical culture with one's own; compare the role of social networking and patronage in the classical culture with one's own; explore entertainment and leisure options from the classical culture, and describe the similarities and differences to today's world.

differentiate sources of political power in the classical cultures from those in one's own culture; explain similarities in the value placed on work and leisure time in the classical culture with those in one's own; compare the value of common practices throughout time in the classical culture and one's own; contrast the importance placed on individual needs versus community needs in the classical culture with those things in one's own; compare the construction of gender roles in the classical culture with one's own

C5.1 Use language to interact both within and beyond the classroom.				
Communities	School and Global Communities	<p>identify places where the target language is used; research opportunities for participation in school, community or language competitions; explore words from the classical world that are present in the English and Romance languages; identify professions in which knowledge of the classical world is beneficial; explore the classical world's presence in the community; and in HS communicate with other target language learners in person or through the use of technology; simulate interactions that might have taken place in the classical world</p>	<p>research the use of the target language or knowledge of the classical world in various fields of work in today's world; explore the classical world's presence in the community and explain its impact on its community members; and in HS discuss career opportunities available to people with knowledge of the classical world</p>	<p>discuss career opportunities available to people with knowledge of the classical world, and explore the steps one might take to become a professional in the field; articulate a defensible claim or thesis regarding a text in the target language; support the argument using relevant knowledge from the text; use accurate, specific, relevant references to Latin texts; use reasoning to draw conclusions and make inferences based on textual features; use contextual knowledge and references to support analysis</p>
	C5.2 Use the target language for enrichment and advancement			
	Lifelong Learning	<p>interpret materials and/or use media from the target language and culture; exchange information about topics of personal interest; identify music or songs in the target language; and in HS set learning goals for language acquisition</p>	<p>consult various sources in the target language to obtain information on topics of personal interest; and in HS reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process</p>	<p>regularly consult Classical resources above one's ability in order to increase language proficiency</p>

*There are no AP listening, speaking, and writing skills. The skills listed as advanced mid are for non AP courses or for supplemental use in an AP course.