

Standard Level Overview - Classical Languages

| Level 1 | | | Level 2 | Level 3 | Level 4 | Level 5 |
|------------|------------|-------------|------------------|------------------|-------------------|-------------------|
| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Intermediate High |

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

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|------------------------|--|---------------------------------------|-------------------------------------|---------------------------|--|-------------------------------|
| 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 |
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Standard C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

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|----------------------|--|---------------------------------------|-------------------------------------|---------------------------|--|-------------------------------|
| 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 |
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Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

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|-------------------------|--------------------------------------|---------------------------------|-------------------------------|------------------------|---------------------------------------|------------------------------|
| 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 |
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Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

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|------------------------|--------------------------------------|---------------------------------|-------------------------------|------------------------|---------------------------------------|------------------------------|
| 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 |
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Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Culture

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

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| Relating Cultural Products to Perspectives | 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 from the target culture; provide simple reasons for the role and importance of products from the classical culture | 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 |
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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.

Connections

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| Making Connections | 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 | 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 |
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| C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures. | | |
| Comparisons | Acquiring Information and Diverse Perspectives | <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> |
| | Language Comparisons | <p>C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.</p> <p>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</p> <p>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</p> |
| | Cultural Comparisons | <p>C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.</p> <p>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</p> <p>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.</p> |
| | School and Global Communities | <p>C5.1 Use language to interact both within and beyond the classroom.</p> <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> |
| Communities | Lifelong Learning | <p>C5.2 Use the target language for enrichment and advancement</p> <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> |