



This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

World Languages • Unpacked Content for Classical Language Programs

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what a student must know and be able to do, as expressed in the Essential Standards and their Clarifying Objectives.

What is in this document? What is “unpacked” content?

Descriptions of what each standard means a student will know and be able to do by the end of the program or course. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this mean that a student must know and be able to do?” An explanation of each Essential Standard is followed by its Clarifying Objectives, which are organized by year or course in a program. The goal is to provide a document that can be used in professional development, and create pacing guides, plan classroom curriculum, etc. Specific program and language notes are included in this document, but additional information, such as a detailed description of each program’s exit proficiency expectations and Assessment Prototypes for various programs and languages, will be shared in future documents.

How do I send feedback?

We intend for the explanations and examples currently included in this document to be helpful. However, we know that as it is used teachers and administrators will find ways in which the unpacking can be improved and made even more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Where are the standards alone and the other supporting documents?

The *World Language Essential Standards* are posted online at <http://www.ncpublicschools.org/acre/standards/phase2/> and http://seclang.ncwiseowl.org/curriculum_instruction/essential_standards/. The standards were approved by the State Board of Education (SBE) in September 2010 and are scheduled to be implemented during the 2012-13 school year. Supporting documents and resources, such as the *World Language Essential Standards Crosswalk*, additional components of the Instructional Toolkit, professional development materials, etc., will be posted online as they become available.

There are five *World Languages* Unpacked Content documents, and they are arranged by program in this manner:

- Classical Language Programs (formerly Latin, but now expanded to include Ancient Greek and classical studies).
- Dual & Heritage Language Programs: Dual Language/Immersion, according to gradespans of K-2, 3-5, 6-8, and 9-12.
- Dual & Heritage Language Programs: Heritage Language (formerly Spanish for Native Speakers, but now expanded to include any language being taught this way, such as Chinese for Native Speakers, French for Native Speakers, etc.).
- Modern Language Programs: FLES/Early Start & Middle School.
- Modern Language Programs: High School Credit Courses Levels I-VIII, with details for alphabetic, logographic, and visual languages.

***Classical Languages* • Unpacked Content**

The intent of the *World Language Essential Standards* is to support the North Carolina State Board of Education (SBE) guiding mission: *Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*

The SBE’s first [Future-Ready Students for the 21st Century](#) goal states that, “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, **including a mastery of languages**, an appreciation of the arts, and competencies in the use of technology.” The SBE incorporated 17 future-ready skills necessary for every graduate in these goals, including multilingualism and being a knowledgeable global citizen. Thus, all students need to build proficiency in languages other than English and have wide-ranging knowledge of cultures from around the world.

The North Carolina *World Language Essential Standards* provide an articulated K-12 proficiency-based framework for each of the world language programs in the public schools: **Classical Language Programs, Dual & Heritage Language Programs, and Modern Language Programs.**

There are four Essential Standards (ES), with 2-5 Clarifying Objectives (CO) for each ES within a proficiency level, which are arranged by Strands.

Essential Standards (ES) are the “need to know” standards that provide curricular focus on big, conceptual ideas and enduring understandings. For World Languages, the ES are the three communication modes (Interpersonal, Interpretive, and Presentational) and culture, which parallel the national standards of Communication and Culture. Note: Classical Languages do not include the ES for the Interpersonal communication mode, as this is not applicable to languages that are no longer spoken as any population’s first or native language.

Clarifying Objectives (CO) are learning objectives, not activities, that elaborate further on the ES, provide details about the learning that will take place and serve as the basis for assessment.

Strands organize the ES and encompass the other three national standards: Comparisons, Connections, and Communities. Our strands are:

Connections to Language & Literacy – CLL (Comparisons) - helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines – COD (Connections) – involves students in making connections with other academic disciplines, formally and informally, particularly with the language arts (reading, writing, speaking, listening), but also with math, social studies, the arts, health, physical education, science, career and technical skills, and technology.

Communities – CMT (Communities) – prepares students to access knowledge and information from other communities, including ancient civilizations, and use that information to work and learn with people from diverse backgrounds.

The COs are identified using a uniform labeling system with four parts:

<i>abbreviation of the proficiency level</i>	<i>3-letter Strand code</i>	<i>ES number</i>	<i>CO number</i>
NL – Novice Low	CLL – Connections to Language & Literacy	3	1
NL.CLL.3.1			
NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.			

The label in the example above shows it is at the Novice Low (NL) proficiency level, in the Connections to Language & Literacy (CLL) Strand, from Essential Standard #3 (Presentational Communication Mode), and indicates that it is the first Clarifying Objective in that set.

In future documents, Assessment Prototypes (AP), sample activities or prototypical performance assessments, will be shared and will include classroom strategies that address differentiation, needs of students with disabilities, etc. Publications like the *Latin Curriculum Guide* from 1998 will be updated and aligned with the *World Language Essential Standards*. These documents will also provide APs that increase the specificity of the CO and provide evidence of the learning taking place. They can be thought of as example assignments or tasks that could be given to students to show mastery. Some APs could be used in any world language program, while others will be specific to a program or a language. APs can be formative, benchmark or summative in nature, and include evaluation criteria.

Proficiency Outcome Expectations in the World Language Essential Standards

Mastering a language requires developing competency or proficiency in communication skills. The proficiency level achieved is directly linked to the amount of time spent learning the language. There are a number of ways that students might advance their proficiency level in a language skill, including:

- reading literature from the target culture,
- taking a language course measured in instructional hours,
- interacting with others learning the language, in a virtual or traditional classroom,
- participating in intensive study programs,
- and many other possibilities.

Proficiency Outcome Expectations, or exit proficiency expectations as they are called in the *World Language Essential Standards* document, are included for each program and are sometimes differentiated based on the model being used or the language being learned. These expectations are a guide to focus classroom instruction on measurable student outcomes at the end of a course or gradespan and will also assist with placement of students who have acquired language proficiency outside of the classroom environment. These expectations are based on research conducted around the globe. Expertise from the field and various organizations, such as the Title VI language resource centers, was used to set challenging, yet reasonable, expectations for proficiency-based language learning in North Carolina.

The proficiency outcome expectations were compiled based on the best information available in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

The most efficient way to measure proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

- | | | | |
|---------------------|---------------------------|-----------------------|------------------|
| 1. Novice Low (NL) | 4. Intermediate Low (IL) | 7. Advanced Low (AL) | 10. Superior (S) |
| 2. Novice Mid (NM) | 5. Intermediate Mid (IM) | 8. Advanced Mid (AM) | * Distinguished |
| 3. Novice High (NH) | 6. Intermediate High (IH) | 9. Advanced High (AH) | * Native |

* Two higher levels may be added at the upper end of the ACTFL scale in the near future, so they are included here, but they do not currently have accompanying descriptions.

The writers and reviewers of the *World Language Essential Standards*, as well as the stakeholders who provided feedback on the drafts, agreed that K-12 World Language program proficiency expectations should extend through Advanced Mid (AM). There may be students who reach the Advanced High (AH) or Superior (S) proficiency levels, but the program proficiency expectations, or student outcomes, for the programs and courses are designed to be challenging, yet reasonable, goals for the K-12 group of language learners.

In the ACTFL *K-12 Performance and Proficiency Guidelines*, each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. World language programs across the state, and within districts and individual schools, take many forms and are offered at different points in the K-12 continuum, which sometimes allows students to study multiple world languages. Some programs start in elementary or middle school, while others begin at the high school, so there are multiple entry points. In order to account for these variations and embed multiple entry points, it was decided that the *World Language Essential Standards* would be organized by proficiency level, rather than by grade level.

Classical Language programs involve the study of Latin and Ancient Greek, languages that are no longer a native or first language for any population. However, both languages are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on. The primary focus in Classical Language learning is the development of Interpretive Reading skills. Interpretive Listening, as well as Presentational Speaking and Writing, are ancillary skills that support language learning. These modalities are of particular value for students with different learning styles and of various ages.

Since the focus of Classical Languages is on the written and not the spoken word, the following differences appear in the way the exit proficiency expectations are written:

- Classics students will spend little time on Presentational Speaking beyond the Novice Level. While it is important that students appreciate the fact that Classical Languages were once used to communicate orally, there is little point in becoming proficient in speaking a Classical Language with the goal of Interpersonal communication. Nevertheless, oral use of the language can be useful as a support to mastery of grammar, syntax, and style.
- Since the primary focus is Interpretive Reading, students progress more quickly in their reading skills, and, if they continue to study the language, they will be able to read original authors such as Caesar, Vergil, Ovid, Catullus and others.
- An increased use of oral techniques appears in the Intermediate and Advanced Levels in the study of poetry and oratory, where sound is intentionally designed to enhance the meaning of the literature.

In addition, many have recognized that the study of the culture of ancient Greece and Rome provides Americans the background to understand the customs, values, and ideas that we have in common with Europe and North and South America.

K-5 Classical Language Programs, though few in number, typically have as their goal to introduce students to the learning of classical languages and civilizations as a springboard to further study. Some programs, like modern language FLES (Foreign Language in the

Elementary School) programs, focus on oral interaction, dialogues, stories, songs, and games, while others create cultural awareness by comparing classical civilization with our own or use Latin and perhaps Greek as a strategy for strengthening English language skills.

Middle school (grades 6-8) Classical Language Programs focus on learning about vocabulary, language patterns, and Greco-Roman culture at both the beginning and continuing levels. These programs are scheduled in various ways and designed to develop the skills necessary to articulate fully to a high school Classical or Modern Language Program.

Exploratory (FLEX) programs, sometimes referred to as part of the “wheel” for short 6-9 week exposure to a world language, potentially lay the foundation for future interest in proficiency-based language study. FLEX programs are focused on goals such as introducing basic vocabulary for one or more languages and teaching students about different cultures. FLEX programs do not build proficiency.

High school (grades 9-12) Classical Language Programs are geared toward reading, understanding and interpreting Latin and/or Ancient Greek and gaining knowledge of the Greco-Roman culture. Traditional programs that begin at Level I and continue to a possible Level VI are the most common, and sometimes incorporate additional components such as the [College Board’s Advanced Placement \(AP\) Program](#) or the [International Baccalaureate \(IB\) Diploma Program](#). As of 2007, high school credit courses can be offered to middle school students, based on local programming and/or virtual course offerings.

The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers [Latin: Vergil](#) for students who have reached the upper levels of classical language study. This course emphasizes the analysis and interpretation of authentic Latin texts and is geared toward helping students prepare for the AP examination and post-secondary classical studies.

The [International Baccalaureate \(IB\) Programme](#) is a rigorous two-year curriculum leading to examinations, including Latin. The general objectives of the program are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. In recent years, the pre-IB programs offered at the elementary level ([Primary Years Programme](#)) and middle school ([Middle Years Programme](#)) have also grown in popularity and prepare students to be successful at the next level.

Because taking a course for high school credit means that time is measured in clock hours and directed by a teacher, the proficiency level outcomes are also calculated with cumulative hours of instruction (See North Carolina State Board of Education Policy GCS-M-001).

For example:

Student A takes a French I course in a block schedule that meets for 90 minutes each day throughout a semester, accumulating 135 hours of formal instructional time: 90 minutes per day X 90 school days in a semester = 8,100 minutes in a school year or 135 hours total.

Student B takes a Latin I course that meets for 50 minutes each day throughout the school year, accumulating 150 hours of formal instructional time: 50 minutes per day X 180 school days in two semesters = 9,000 minutes in a school year or 150 hours total for the school year.

As students progress through an articulated language study sequence and accumulate 135 or 150 hours for each course, this instructional time adds up:

Level I	135-150 total hours for a block schedule or a traditional schedule	Level IV	540-600 total hours including Levels I-III
Level II	270-300 total hours including Level I time	Level V	675-750 total hours including Levels I-IV
Level III	405-450 total hours including Levels I and II	Level VI	810-900 total hours including Levels I-V

As stated before, the program proficiency expectations were compiled based on the best information available in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to use this information to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

For curriculum planning purposes, please read the notes for gradespans, followed by the unpacking of each standard and its Clarifying Objectives (CO) arranged by proficiency level and skill area. For **Classical Languages**, the proficiency expectations are outlined for high school credit courses Levels I– VI, based on the changes recommended by the Classical Languages Focus Group within the World Language Essential Standards Writing Team after they had considered the feedback from reviewers and stakeholders.

Notes for Elementary Grades K-5

The primary goal of K-5 Classical Language programs is to introduce students to learning about classical languages and civilizations. Some programs focus on oral interaction, using dialogues, stories, songs, and games, while others create cultural awareness by comparing classical civilization with our own or use Latin and perhaps Ancient Greek as a strategy for strengthening English language skills.

Instructional Techniques: Successful language learning activities are geared to the children's interest level and motor skills. Because elementary age children have a short attention span and tire quickly, instructional techniques are varied and age appropriate. They involve large muscle physical activities, such as Total Physical Response (TPR); concrete experiences and language experience approach; dramatic and role play; along with the use of visuals, manipulatives, realia, songs, games, and rhymes. When available, realia, songs, games, and rhymes of, from, or about, the Greco-Roman culture are incorporated as a way to gain insight into ancient civilizations.

Learning Strategies: Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances through the use of formative assessment, using mnemonic techniques, organizing information, incorporating graphic organizers, applying the reading and writing processes, and many more. Students can be taught to resort to these strategies to become better language learners and to take more responsibility for their own learning.

Critical Thinking Skills: Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective classical language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills.

It is important to remember that the level of thinking skills is not tied to the amount of language the students know, but, rather, to their cognitive development.

Technology: Students can access and use a wide range of media and technology, such as CDs, DVDs, multimedia applications, and the Internet. Technology is an ideal tool to expose students to a variety of authentic materials reflecting classical viewpoints and cultures.

Notes for Middle School Grades 6-8

Beginning Sequence: At the beginning level, students are introduced to the study of classical languages and Greco-Roman culture. Emphasis is placed on developing proficiency in reading for comprehension of short, adapted Latin (or Ancient Greek) text.

Continuing Sequence: At the continuing level, students expand further their study of the Latin language and Greco-Roman culture without a major break in the sequence. With adequate instructional time, continuing programs allow students to place into Latin II or III courses at the

high school level.

Exploratory (FLEX) programs are non-sequential and short-term, varying in length from a few weeks to one semester. Many introduce students to the Latin language and Greco-Roman culture and explore the student's interest in further study of Latin and/or Ancient Greek, but do not build proficiency.

Acquisition of Other Languages: Classical languages equip a student with a strong foundation for mastering other languages. Learning Latin or Ancient Greek broadens the student's connection to structures possible when acquiring languages other than English.

Instructional Strategies: Young adolescents must be exposed to relevant experiences which allow them to adapt to the physical, social, emotional, and intellectual changes they are experiencing. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept. Group and pair work are especially successful with middle school adolescents, as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts, since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence. At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities, rather than differences, especially when dealing with culture.

Learning Strategies: Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances, using mnemonic techniques, organizing information, incorporating graphic organizers, applying the reading and writing processes, and many more. Students can be taught to resort to these strategies to become better language learners and to take more responsibility for their own learning.

Critical Thinking Skills: Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective classical language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills.

It is important to remember that the level of thinking skills is not tied to the amount of language the students know, but, rather, to their cognitive development.

Textbooks & Technology: There are many instructional resources available at the middle school level. A textbook is one of the possible resources; however, the use of a textbook should be in conjunction with other materials, such as magazines (paper and online), multimedia applications, videos, CDs, DVDs, realia, and the Internet.

Articulation: There needs to be ongoing contact between middle and high school teachers to establish a common core of knowledge and skills expected of all students who place into high school Classical Languages courses. Smooth articulation from the middle school to the high school level ensures that students have the opportunity to continue building on what they have learned.

Notes for High School Grades 9-12

Classical language teachers throughout North Carolina have identified the purposes for Latin study as follows:

- To develop the ability to read and understand a written passage.
- To show the relevance of Latin and the Greco-Roman culture through its influence on modern languages, literatures, and cultures.
- To understand language in general and especially the student's first or native language.
- To understand and appreciate culture in general and especially the students' own culture(s).
- To foster vocabulary expansion.
- To become lifelong learners.

The benefits of Latin study have long been documented. Students develop skills and strategies for learning new vocabulary, analyzing new sentence structures and comprehending written sentences. Latin study also helps cultivate such mental processes as alertness, attention to detail, memory, logic and critical reasoning.

Literacy Skills and Vocabulary Expansion: Latin contributes to the literacy of students and helps them better understand their first or native language, because it shows how language works, introduces grammatical structures far different from English, and it helps students focus on and appreciate the uniqueness of English. Latin vocabulary is easy for speakers of English to acquire because over 65% of all English words come from Latin. So many Latin words have entered the English language, both in everyday language and in technical vocabulary, that the study of Latin can help students organize and understand this vocabulary, simultaneously laying a solid foundation for modern language study and improving English skills.

Acquisition of Other Languages: Classical languages equip a student with a strong foundation for mastering other languages. Learning Latin or Ancient Greek broadens the student's connection to structures possible when acquiring languages other than English.

Links to Other Cultures: A background in the classical civilizations connects Americans with the customs, values, and ideas that our culture has in common with Eastern and Western Europeans and with North and South Americans. There are many shared concepts in government, religion, art, literature, and economic systems among these cultures. The study of the rich and varied culture of the Greeks and Romans, which included exotic customs and constant change, leads to acceptance of the views, ideologies, religions and economic systems of foreign peoples. (Adapted from "Why study Latin?" National Committee for Greek and Latin)

Role of Grammar: Grammar plays an essential role in the teaching of Latin. However, the study of grammar per se is not one of the long-term goals of Classical Language programs or the Latin curriculum. Grammar serves several purposes:

- Communication: Grammar is a tool for the communication and the comprehension of ideas. Grammatical concepts are taught and applied in context within activities that are designed to guide students toward mastery of the objectives. It is essential for teachers not to mistake the mastery of grammar for mastery of a particular level of reading proficiency. The memorization of rules and the ability to manipulate patterns out of context are not automatically transferable to reading and writing tasks.
- Understanding First or Native Language: Grammar is also a tool for understanding the student's own language. Students reinforce their understanding of their own grammar while learning the syntax of the Latin language. Traditionally, Latin instruction has highlighted the grammatical connection and the comparison between the two languages. Teachers routinely ask their students to think and discuss how grammatical concepts are conveyed in English, therefore, leading learners to higher levels of thinking, such as analyzing and inferring.
- Talking about Language: Grammar is a tool for talking about language and about how language works. Latin provides students with the needed terminology, which can be used with other languages (including one's own language) to see how they work. Most grammar terms are derived from Latin and, while they do not always apply to English (e.g., declension), they provide labels for various concepts so that Classical Languages students can take the language apart and analyze it. In addition, through the study of another language, students discover that all languages do not work the same way and that some elements (gender, declensions, word order, etc.) present in one language may not exist in another.

Translation: An important component in the study of classical languages is translation, which has value when it is connected to reading and writing and when it can be used as a way of assessing comprehension. However, translation should never be seen as the only means to this end. There are many other ways to determine the students' level of proficiency with reading and writing, such as displaying information on charts or graphic organizers, graphically representing an event, or enacting a scene.

Also, reading and translating are not synonymous. In the former, the readers are active participants interacting with the text as they construct meaning. Successful readers resort to a variety of strategies in order to monitor their own level of comprehension. They may be involved in scanning and skimming and may need to use specific strategies to make sense of an unknown work. They look at the whole before making sense of the parts and their rendition of a text is likely to be affected by the mood of that passage.

In translation, students are interested in the individual parts of a sentence and attempts to reconstruct the whole from the individual parts. Students, whether they are engaged in translation from English to Latin or from Latin to English, are involved in structural analysis of both languages.

Textbooks & Technology: There are many instructional resources available at the high school level. A textbook is one of the possible resources; however, the use of a textbook should be in conjunction with other materials, such as magazines (paper and online), multimedia applications, videos, CDs, DVDs, realia, and the Internet.

Course Description for Classical Language Level I

This course is an introduction to the study of the classical language and Greco-Roman culture and may be taken in middle or high school. Students learn the basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

Course Description for Classical Language Level II

Students enrolled in this course have either successfully completed a Level I course at the middle or high school or have placed out of Level I due to previous language study and/or established proficiency.

This course continues the study of the classical language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

Course Description for Classical Language Level III

Students enrolled in this course have either successfully completed the Level I and II courses at the middle or high school or have placed out of Levels I and II due to previous language study and/or established proficiency.

This course focuses on advanced grammar skills in the classical language. It also introduces the study of literature and emphasizes the process of reading authentic texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture by examining the interrelationship of these cultures and applying their knowledge and skills inside and outside the classroom setting.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

Note: The objectives and proficiency expectations for Level III are written at the honors level; therefore, this course is always assigned to category H (1 point).

Course Description for Classical Language Level IV

Students enrolled in this course have successfully completed Level III at the middle or high school or have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of Level IV is on the reading of authentic texts with grammar taught in context of the readings. Emphasis is placed on figures

of speech, analysis, and essay writing.

There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the student's own culture. Students are able to connect the classical language to other disciplines and compare it to their own language.

Note: The objectives and proficiency expectations for Level IV are written at the honors level; therefore, this course is always assigned to category H (1 point). The course code may also include AP or IB designations, based on local offerings.

Course Description for Classical Language Level V and Level VI

Students enrolled in these courses have successfully completed Level IV and Level V, respectively, or have placed out of Levels I-IV due to previous language study and/or established proficiency.

Both courses emphasize the skills required for the student to successfully read, translate into English, understand, analyze and interpret readings, including the cultural, social, and political context of the literature on the syllabus. Students will also focus on writing well-developed essays in English.

Note: The objectives and proficiency expectations for Level V and Level VI are written at the honors level; therefore, this course is always assigned to category H (1 point). The course code may also include AP or IB designations, based on local offerings.

Unpacking the Interpersonal Communication Essential Standard**Essential Standard #1: Use the language to engage in interpersonal communication.**

As previously noted, Classical Language Programs do not include the Essential Standard for the Interpersonal communication mode. It is included here for reference purposes only.

Unpacking the Interpretive Communication Essential Standard

Essential Standard #2: Understand words and concepts presented in the language.

Interpretive skills involve receiving information, from others and/or a wide variety of media sources, in a situation where meaning cannot be negotiated with the author. Students hear or see the message/text and respond based on their interpretation.

Interpretive Skills within the Connections to Language & Literacy (CLL) Strand

Interpretive communication involves listening to, and reading about, the ancient world. Hearing poetry, political speeches, and other classical literature helps students learn to imitate those cadences in Presentational Communication. Most interaction with the target language will, of course, be via the written word, as reading is the only way to receive communication from the Greeks and Romans. Students develop greater understanding and insight into the nature of the classical language and culture, as well as a broader appreciation of the structure and vocabulary of English.

Interpretive Skills within the Connections to Other Disciplines (COD) Strand

Interpretive communication involves students using their knowledge of the classical language to acquire new information as they read adapted and authentic works which relate to other subject areas, particularly social studies, politics, philosophy, and the arts. It also provides opportunities for interdisciplinary experiences across the curriculum.

Interpretive Skills within the Communities (CMT) Strand

Interpretive communication involves reading about the Greco-Roman culture and applying that knowledge to a diverse world. Knowledge of a classical language and civilization based on 2,500 years of human experience enables students to develop a fuller understanding and appreciation of classical influences in the modern world as they encounter new language learning situations and communities. Students use that information to become knowledgeable global citizens.

For curriculum planning purposes, please review the Interpretive Communication Clarifying Objectives (CO) on the following pages. Charts for **Classical Languages – High School Credit Courses** have been organized to show the proficiency expectations for each course level by skill.

Listening Page 16 – 17

Reading Page 18 – 19

Interpretive Communication: Classical Languages			
High School Credit Courses (Listening), Levels I-II			
	<i>Included for those Classical Language Programs that choose to include an oral component.</i>		
	Level I		Level II
	Novice Low (NL) – Novice Mid (NM)		Novice Mid (NM) – Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.</p> <p>NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.</p> <p>NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.</p> <p>NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.</p> <p>NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.</p>	<p>NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.</p> <p>NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.</p> <p>NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).</p> <p>NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.</p> <p>NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.</p>	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.</p> <p>NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.</p> <p>NL.COD.2.3 Recognize words in groups from other disciplines.</p>	<p>NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.</p> <p>NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.</p> <p>NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p>	<p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>
Communities (CMT)	<p>NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.</p> <p>NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.</p>	<p>NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.</p> <p>NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as signs, charts, graphs, etc., that reflect the target culture.*</p> <p>NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.</p>	<p>NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.</p> <p>NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.</p>

Interpretive Communication: Classical Languages	
High School Credit Courses (Listening), Levels III-VI	
	<i>Included for those Classical Language Programs that choose to include an oral component.</i>
	Levels III, IV, V, and VI
	Intermediate Low (IL) – Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.</p> <p>IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.</p> <p>IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.</p>
Communities (CMT)	<p>IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.</p> <p>IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.</p>
	<p>IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.</p> <p>IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.</p> <p>IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.</p>
	<p>IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.</p> <p>IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.</p> <p>IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.</p>
	<p>IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.</p> <p>IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.</p>

* Examples of familiar texts for Classical Languages would include historical inscriptions or graffiti. Program-specific interpretations such as this will be included in future documents with the Assessment Prototypes.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: Classical Languages				
High School Credit Courses (Reading), Levels I-III				
	Level I		Level II	Level III
	Novice High (NH) – Intermediate Low (IL)		Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions. NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics. NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.	IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media. IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary. IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language. IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.		IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages. IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary. IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.
Connections to Other Disciplines (COD)	NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language. NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details. NH.COD.2.3 Interpret simple processes from other disciplines using the target language.	IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics. IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language. IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media. IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary. IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.		IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences. IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details. IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.
Communities (CMT)	NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts. NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.	IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details. IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.		IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics. IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

Interpretive Communication: Classical Languages			
High School Credit Courses (Reading), Levels IV-VI			
	Level IV	Level V & Level VI	
	Intermediate High (IH)	Advanced Mid (AM)	
Connections to Language & Literacy (CLL)	<p>IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.</p> <p>IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.</p> <p>IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.</p> <p>IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.</p>	<p>AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.</p> <p>AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.</p> <p>AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.</p>	<p>AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.</p> <p>AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.</p> <p>AM.CLL.2.3 Understand how to interpret long, complex texts.</p> <p>AM.CLL.2.4 Compare literary and technical writing styles.</p>
Connections to Other Disciplines (COD)	<p>IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.</p> <p>IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.</p>	<p>AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.</p> <p>AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.</p> <p>AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.</p>	<p>AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.</p> <p>AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.</p>
Communities (CMT)	<p>IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.</p> <p>IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.</p>	<p>AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.</p> <p>AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.</p>	<p>AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.</p> <p>AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Presentational Communication Essential Standard

Essential Standard #3: Use the language to present information.

Presentational skills involve preparing information to be shared formally or informally with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language.

Presentational Skills within the Connections to Language & Literacy (CLL) Strand

Presentational communication involves speaking and writing about the ancient world to communicate understanding to audiences, including presentations (in the classical language or in English), recitations of (the original) poetry or other classical literature, and written oral translations into English. Students develop greater understanding and insight into the nature of language and culture, including a broader appreciation for the syntax and structure of English.

Presentational Skills within the Connections to Other Disciplines (COD) Strand

Presentational communication involves students using their knowledge of the classical language to share information as they present adapted and authentic works which relate to other subject areas: mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc. It also provides opportunities for interdisciplinary experiences across the curriculum.

Presentational Skills within the Communities (CMT) Strand

Presentational communication involves sharing information about the Greco-Roman culture and applying that knowledge to a diverse world. Knowledge of a classical language and civilization based on 2,500 years of human experience enables students to develop a fuller understanding and appreciation of classical influences in the modern world as they encounter new language learning situations and communities. Students use that information to become knowledgeable global citizens.

For curriculum planning purposes, please review the Presentational Communication Clarifying Objectives (CO) on the following pages. Charts for **Classical Languages – High School Credit Courses** have been organized to show the proficiency expectations for each course level by skill.

Speaking

Page 21

Writing

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Presentational Communication: Classical Languages			
High School Credit Courses (Speaking), Levels I-VI			
	<i>Included for those Classical Language Programs that choose to include a speaking component.</i>		
	Level I	Level II	Level III, IV, V, & VI
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.</p> <p>NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.</p> <p>NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.</p>	<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p> <p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>
Connections to Other Disciplines (COD)	<p>NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.</p> <p>NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.</p> <p>NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.</p>	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>
Communities (CMT)	<p>NL.CMT.3.1 Identify arts, sports, games and media from the target culture.</p> <p>NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.</p>	<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Classical Languages			
High School Credit Courses (Writing), Levels I-III			
	Level I	Level II	Level III
	Novice Mid (NM)	Novice High (NH)	Intermediate Low (IL)
Connections to Language & Literacy (CLL)	<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p> <p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>	<p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.</p> <p>IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.</p> <p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p>
Communities (CMT)	<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>	<p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.</p> <p>IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Classical Languages		
High School Credit Courses (Writing), Levels IV-VI		
Level IV, Level V, and Level VI		
	Intermediate Mid (IM)	Intermediate High (IH)
Connections to Language & Literacy (CLL)	<p>IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.</p> <p>IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.</p> <p>IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.</p>	<p>IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.</p> <p>IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.</p> <p>IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.</p> <p>IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.</p>
Connections to Other Disciplines (COD)	<p>IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.</p> <p>IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.</p> <p>IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.</p> <p>IH.COD.3.2 Summarize personal views related to academic content with supporting details.</p> <p>IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.</p> <p>IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>
Communities (CMT)	<p>IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.</p> <p>IM.CMT.3.2 Use the language in school or community activities related to the target culture.</p>	<p>IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.</p> <p>IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.</p> <p>IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

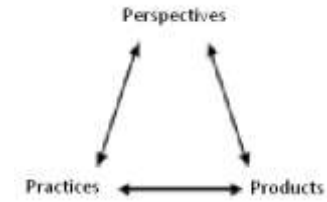
Unpacking the Culture Essential Standard

Essential Standard #4: Compare the students' culture and the target culture.

Studying a classical language enables students to understand the Greco-Roman culture on its own terms. The connections between the culture that was lived and the language that was spoken can only be realized by those who possess knowledge of both. Learners need to develop an awareness of the ancient world's views, ways of life, and patterns of behavior, as well as to understand the contributions of the Greco-Roman culture to the modern world and its impact on the issues that challenge people in every country.

Culture is composed of three, interrelated components of a society, referred to as the 3 P's:

- Perspectives, or the way people perceive things (their beliefs, attitudes, values, ideas, etc.),
- Practices, or what people do (their patterns of social interactions), and
- Products, or what people create (their books, tools, laws, foods, etc.).



Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products influence one another, as illustrated in the figure above.

Culture within the Connections to Language & Literacy (CLL) Strand

Language is inextricably linked to cultural understanding and awareness, a concept called interculturality, or knowing how messages were said, to whom, and when. Within language and literacy, this involves understanding the cultural nuances associated with practices, perspectives, and products when communicating.

Culture within the Connections to Other Disciplines (COD) Strand

Culture within classroom and academic environments involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about learning or within discipline-specific topics. Students make cultural connections when communicating about other academic disciplines during both language and academic instruction.

Culture within the Communities (CMT) Strand

Culture within communities, whether the Greco-Roman civilization or communities of learners of the same classical language, involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about topics and events that impact people as a group or community.

Notes on Culture for Classical Languages

The Culture Essential Standard is somewhat different from the Essential Standards based on communication modes (Interpretive and Presentational) in that it is not as dependent on course levels or other time accumulation, and may progress quite quickly in the beginning, just as Interpretive

Reading does. The Clarifying Objectives for the Culture Essential Standard are organized in a similar manner, because of the way they support the development of interculturality and the understanding of practices, perspectives, and products.

The Culture COs can also be further adapted for use beyond the Classical Language program, especially at the K-8 level, in various ways: aligned to unit or grade level themes, connected to global or international topics being explored as a school or district, correlated with social studies or other content area standards or curricula, etc.

Culture: Classical Languages			
High School Credit Courses, Level I			
	Level I		
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture. NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture. NL.CLL.4.3 Recognize examples of cognates and loan words.	NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture. NM.CLL.4.2 Exemplify instances of cognates and loan words. NM.CLL.4.3 Compare the language conventions of the students' language and the target language.	NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture. NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics. NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.
Connections to Other Disciplines (COD)	NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures. NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.	NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures. NM.COD.4.2 Identify information about target culture perspectives and practices.	NH.COD.4.1 Understand cultural practices and perspectives from the target culture. NH.COD.4.2 Identify the products of the target culture.
Communities (CMT)	NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others. NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices. NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture. NL.CMT.4.4 Identify products from the target cultures that are used globally.	NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language. NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture. NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture. NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.	NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture. NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture. NH.CMT.4.3 Identify key characteristics of target culture traditions.

Culture: Classical Languages			
High School Credit Courses, Level II-III			
	Level II		Level III
	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate High (IH)
Connections to Language & Literacy (CLL)	<p>IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.</p> <p>IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.</p> <p>IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.</p>	<p>IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.</p> <p>IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.</p> <p>IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.</p>	<p>IH.CLL.4.1 Identify dialectical differences in media from various cultures.</p> <p>IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.</p>
Connections to Other Disciplines (COD)	<p>IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.</p> <p>IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.</p>	<p>IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.</p> <p>IM.COD.4.2 Understand how practices and perspectives impact the target culture.</p>	<p>IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.</p> <p>IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.</p>
Communities (CMT)	<p>IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.</p> <p>IL.CMT.4.2 Create resources in the target language for use in the community.</p> <p>IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.</p>	<p>IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.</p> <p>IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.</p> <p>IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.</p>	<p>IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.</p> <p>IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Culture: Classical Languages		
High School Credit Courses, Level IV-VI		
	Level IV, Level V, and Level VI	
	Advanced Low (AL)	Advanced Mid (AM)
Connections to Language & Literacy (CLL)	<p>AL.CLL.4.1 Compare dialectical differences in media from various target cultures.</p> <p>AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.</p>	<p>AM.CLL.4.1 Use dialectical differences to adapt and give presentations.</p> <p>AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.</p>
Connections to Other Disciplines (COD)	<p>AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.</p> <p>AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.</p>	<p>AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.</p> <p>AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.</p>
Communities (CMT)	<p>AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.</p> <p>AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.</p>	<p>AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.</p> <p>AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.