*KENTUCKY* *STANDARD*

*FOR*

***WORLD LANGUAGE PROFICIENCY***

***ADAPTED FOR CLASSICAL LANGUAGES***



Kentucky Department of Education

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**STANDARD**

**Every learner will learn to understand and interpret the spoken and written forms of a classical language, and to present information, concepts and ideas in historical and relevant contemporary contexts.**

**Through learning the language, they will gain an understanding of the perspectives of ancient cultures and compare the language and cultures learned with their own.**

**Summary of *Standards for Foreign Language Learning in the 21st Century***

**CORE PERFORMANCE COMPETENCIES**

|  |  |
| --- | --- |
| **Language Competencies** | **Cultural Competencies** |
| **1. Interpretive Listening (IL) and Reading (IR)**I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.**2: Interpersonal Communication (IC)**I can exchange information, concepts, and ideas on a variety of topics. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | **4. Investigation of Cultures’ Products and Practices (CPP)**I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultures’ Perspectives (CP)**I can use my language skills to recognize and understand others’ ways of thinking as well as my own.**6. Application of Cultural Connections (CC)****I can make my knowledge of language and understanding of classical cultures relevant to the modern world.** |

**NOVICE LOW (NL) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **Learner Benchmark****NL.IL*****I can recognize a few memorized sounds, words and phrases when I hear them spoken.*** | **Learner Benchmark****NL.IR*****I can recognize a few letters.*** ***I can identify a few memorized words and phrases when I read.*** | **Learner Benchmark****NL.IC*****I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.*** | **Learner Benchmark****NL.PS*****I can present information about myself and some other very familiar topics using single words or memorized expressions.*** | **Learner Benchmark****NL.PW*****I can copy some familiar words, characters, or phrases****.* |
| **Learning Indicator****NL.IL.1** I can occasionally identify the sound of a word. | **Learning Indicator****NL.IR.1** I can recognize a few letters. | **Learning Indicator****NL.IC.1** I can greet my peers. | **Learner Indicator****NL.PS.1** I can recite words and phrases that I have learned. | **Learning Indicator****NL.PW.1** I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer. |
| **Sample Learning Targets*** I can recognize the sound of some letters of the alphabet.
* I can recognize the sound of some combinations of letters of the alphabet.
* I can…
 | **Sample Learning Targets*** I can correctly identify letters that function differently from those of the English alphabet, e.g., all Greek letters; *i,* *v, c, g* in Latin.
* I can alphabetize a list of names or words.
* I can recognize some cities on a map.
 | **Sample Learning Targets*** I can say hello and goodbye.
* I can ask how someone is doing.
* I can say how I am feeling.
* I can…
 | **Sample Learning Targets*** I can count from 1-10.
* I can list some months and seasons.
* I can pronounce names of some mythological characters.
* I can…
 | **Sample Learning Targets*** I can copy the letters of the alphabet.
* I can copy the characters that I am learning.
* I can copy a simple phrase like “Happy Birthday,” “Hello! My name is…,” etc.
 |
| **Learning Indicator****NL.IL.2** I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures. | **Learning Indicator****NL.IR.2** I can connect some words, phrases to their meanings. | **Learning Indicator****NL.IC.2** I can introduce myself. | **Learning Indicator****NL.PS.2** I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. | **Learning Indicator****NL.PW.2** I can write words and phrases that I have learned. |
| **Sample Learning Targets*** I can understand some greetings.
* I can recognize some color words.
* I can follow some simple commands.
* I can…
 | **Sample Learning Targets*** I can recognize a labeled space where my name is required.
* I can identify an instruction such as *Nota Bene.*
* I can…
 | **Sample Learning Targets*** I can tell someone my name.
* I can answer how old I am.
* I can answer where I live.
* I can…
 | **Sample Learning Targets*** I can name famous landmarks and people.
* I can name cities on a map.
* I can list everyday items.
* I can…
 | **Sample Learning Targets*** I can write my name.
* I can write some family vocabulary.
* I can make flashcards.
* I can…
 |
| **Learning Indicator****NL.IL.3** I can understand that someone is asking a question. |  | **Learning Indicator****NL.IC.3**. I can answer a few simple questions. | **Learning Indicator****NL.PS.3** I can introduce myself to a group. | **Learning Indicator****NL.PW.3** I can label familiar people, places, and objects in pictures and posters. |
| **Sample Learning Targets*** I can understand that someone is asking my name.
* I can understand that someone is asking how I am.
* I can understand that someone is asking a yes/no question.
 |  | **Sample Learning Targets*** I can respond to *yes/no* questions.
* I can answer an *either/or* question**.**
* I can respond to *who*, *what, when, where* questions.
* I can…
 | **Sample Learning Targets*** I can state my name.
* I can say how old I am.
* I can say where I live.
* I can…
 | **Sample Learning Targets*** I can write the names of places on a map.
* I can list some items I see every day.
* I can label some items in a room.
* I can…
 |
|  |  |  | **NL.PS.4** I can recite short memorized phrases, parts of poems, and rhymes. |  |
|  |  |  | **Sample Learning Targets*** I can sing a short song.
* I can recite a simple poem.
* I can recite a motto.
* I can…
 |  |

**NOVICE MID (NM) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **NM.IL*****I can recognize some familiar memorized words and phrases when I hear them spoken.*** | **NM.IR*****I can recognize some Roman or Greek letters.*** ***I can identify some learned memorized words and phrases when I read.*** | **NM.IC*****I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.*** | **NM.PS*****I can provide information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.*** | **NM.PW*****I can write lists and memorized phrases on familiar topics.*** |
| **Learning Indicator****NM.IL.1** I can understand a few courtesy phrases. | **Learning Indicator****NM.IR.1** I can recognize words and phrases with the help of visuals. | **Learning Indicator****NM.IC.1** I can greet and leave people in a polite way. | **Learning Indicator****NM.PS.1** I can present information about myself and others using words and phrases. | **Learning Indicator****NM.PW.1**I can write about myself using learned phrases and memorized expressions. |
| **Sample Learning Targets*** I can understand greetings.
* I can understand when people express thanks.
* I can understand when people say excuse me.
* I can…
 | **Sample Learning Targets*** I can check off words or phrases on a list.
* I can identify family member words on a family tree.
* I can identify labeled parts of town.
* I can…
 | **Sample Learning Targets*** I can say hello and goodbye to someone my age or younger.
* I can say hello and goodbye to my teacher.
* I can say hello and goodbye to a person I do not know.
* I can…
 | **Sample Learning Targets*** I can say what I look like.
* I can say what I am like.
* I can say what someone looks like.
* I can say what someone is like.
* I can…
 | **Sample Learning Targets*** I can list my likes and dislikes.
* I can list my family members and their relationship to me.
* I can write simple statements about where I live.
* I can…
 |
| **Learning Indicator****NM.IL.2** I can recognize and understand some very basic information. | **Learning Indicator****NM.IR. 2** I can recognize words and phrases when I associate them with things I already know. | **Learning Indicator****NM.IC.2** I can introduce myself and others. | **Learning Indicator****NM.PS.2** I can express my likes and dislikes using words, phrases, and memorized expressions. | **Learning Indicator****NM.PW.2** I can list activities and write lists relevant to my studies. |
| **Sample Learning Targets*** I can recognize the days of the week and the hour.
* I can recognize some common weather expressions.
* I can recognize some countries and cities.
* I can…
 | **Sample Learning Targets*** I can read information about a family.
* I can read information about social gatherings.
* I can read simple written directions.
* I can…
 | **Sample Learning Target*** I can introduce myself and provide basic personal information.
* I can introduce someone else.
* I can respond to an introduction.
* I can…
 | **Sample Learning Targets*** I can say which Roman or Greek sports I like and don’t like.
* I can list my favorite free-time activities and those I don’t like.
* I can state Roman or Greek favorite foods and drinks and those I may not like.
* I can…
 | **Sample Learning Targets*** I can write mottoes and abbreviations.
* I can write the names of buildings in the Roman Forum.
* I can write a shopping list.
* I can…
 |
| **Learning Indicator****NM.IL.3** I can understand some words and phrases about daily life. | **Learning Indicator****NM.IR.3** I can recognize and understand words and phrases that I have learned for specific purposes. | **Learning Indicator****NM.IC.3** I can answer a variety of simple questions. | **Learning Indicator****NM.PS.3** I can present information about familiar items in my immediate environment. | **Learning Indicator****NM.PW.3** I can write notes about something I have learned using lists, phrases, and memorized expressions. |
| **Sample Learning Targets*** I can understand brief statements about the Roman forum.
* I can understand simple phrases about the family.
* I can understand simple phrases about the house.
* I can…
 | **Sample Learning Targets*** I can understand some mottoes and abbreviations.
* I can recognize the names of some parts of the body..
* I can understand some legal terms and phrases.
* I can…
 | **Sample Learning Targets*** I can answer questions about what I like and dislike.
* I can answer questions about what I am doing and what I did.
* I can answer questions about where I’m going or where I went.
* I can say when I did something.
* I can say whom I am going to see.
* I can answer questions about something I have learned.
* I can express a positive reaction, such as “Great!”
* I can…
 | **Sample Learning Targets*** I can tell about a Roman or Greek house and what is in it.
* I can tell about a Roman or Greek school.
* I can present basic information about Roman or Greek town or city.
* I can…
 | **Sample Learning Targets*** I can list the main cities of a specific country.
* I can write the phrases and memorized expressions connected with holiday wishes and celebrations.
* I can write something I hear or have heard in a classroom activity.
* I can…
 |
| **Learning Indicator****NM.IL.4** I can understand some simple questions on familiar topics. | **Learning Indicator****NM.IR.4** I can use Latin and Greek prefixes, suffixes and roots to help me understand the meaning of new words. | **Learning Indicator****NM.IC.4** I can ask some simple questions. | **Learning Indicator****NM.PS.4** I can tell about daily Roman or Greek activities using words, phrases, and memorized expressions |  |
| **Sample Learning Targets*** I can understand when asks for my age and where I live.
* I can understand when someone asks whether I like or dislike something
* I can understand when someone asks me to identify a familiar object.
* I can…
 | **Sample Learning Targets*** I can recognize that Greek and Latin prepositions are used to make compound words.
* I can recognize the dictionary entries of different parts of speech.
* I can recognize and separate the parts of a compound words.
* I can…
 | **Sample Learning Targets*** I can ask who, what, when, where questions.
* I can ask questions about something that I am learning.
* I can…
 | **Sample Learning Targets*** I can say which Roman or Greek sports I like and don’t like.
* I can list my favorite Roman or Greek free-time activities and those I don’t like.
* I can state my favorite Roman or Greek meals and what I like or don’t like about them.
* I can…
 |  |
|  |  | **Learning Indicator****NM.IC.5** I can communicate basic information about myself and people I know. | **Learning Indicator****NM.PS.5** I can present simple information about something I learned using words, phrases, and memorized expressions. |  |
|  |  | **Sample Learning Targets*** I can say my name and ask someone’s name.
* I can say or write something about the members of my family and ask about someone’s family.
* I can say or write something about friends and classmates.
* I can…
 | **Sample Learning Targets*** I can talk about holiday celebrations based on pictures or photos.
* I can name the main cities on a map.
* I can talk about animals, colors, historical figures, or sports based on pictures or photos.
* I can…
 |  |

**NOVICE HIGH (NH) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **NH.IL*****I can often understand words, phrases, and simple sentences related to everyday life.******I can recognize pieces of information and sometimes understand the main topic of what is being said.*** | **NH.IR*****I can understand familiar words, phrases, and sentences within short and simple texts .******I can usually understand the main idea of what I read.*** | **NH.IC*****I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.*** | **NH.PS*****I can provide basic information on familiar topics using language I have practiced using phrases and simple sentences.*** | **NH.PW*****I can write short messages and notes on familiar topics.*** |
| **Learning Indicator****NH.IL.1** I can sometimes understand simple questions or statements on familiar topics. | **Learning Indicator****NH.IR.1** I can usually understand short simple messages on familiar topics. | **Learning Indicator****NH.IC.1** I can exchange some personal information. | **Learning Indicator****NH.PS.1** I can present information about Roman and Greek life using rehearsed phrases and simple sentences. | **Learning Indicator****NH.PW.1** I can write about some aspects of daily life. |
| **Sample Learning Targets*** I can sometimes understand questions about how what people study and what they do in their free time.
* I can sometimes understand questions about the family.
* I can sometimes understand questions about the identity of characters in texts.
* I can…
 | **Sample Learning Targets*** I can understand basic information from a text about a family.
* I can usually identify the function of a text, e.g. epitaphs, graffiti, etc.
* I can identify the topic of a written dialogue between individuals.
* I can…
 | **Sample Learning Targets*** I can ask and express where someone lives.
* I can ask and express someone’s nationality.
* I can ask and tell about family members and their characteristics.
* I can ask and tell about friends, classmates, and teachers.
* I can…
 | **Sample Learning Targets*** I can describe A Roman or Greek family and their friends.
* I can describe Roman or Greek school.
* I can describe where a Roman or Greek works and what they do.
* I can…
 | **Sample Learning Targets*** I can introduce myself in a letter.
* I can describe a school.
* I can describe my family and friends.
* I can…
 |
| **Learning Indicator****NH.IL.2** I can understand simple information when I see pictures and props. | **Learning Indicator****NH.IR.2** I can usually understand short, simple descriptions with the help of pictures or graphs. | **Learning Indicator****NH.IC.2** I can exchange information using texts, graphs or pictures. | **Learning Indicator****NH.PS.2** I can express simple facts about Roman daily life. | **Learning Indicator****NH.PW.2** I can write short notes using phrases and simple sentences. |
| **Sample Learning Targets*** I can understand when someone describes a person’s physical characteristics from a picture or sculpture.
* I can follow along with simple arithmetic problems when I can see the Roman numerals.
* I can understand a few facts about an historical event when someone describes it from an artwork.
* I can…
 | **Sample Learning Targets*** I can understand simple inscriptions on buildings.
* I can understand simple captions under pictures.
* I can read simple cartoons and follow the storyline.
* I can…
 | **Sample Learning Targets*** I can ask and answer questions about Roman family members based on a picture.
* I can ask and answer questions about what someone is doing in a picture.
* I can answer questions about how someone feels based on a picture.
* I can…
 | **Sample Learning Targets*** I can talk about members of a Roman family by name (*pater, mater, filius, filia*, etc.) using a prop.
* I can describe buildings in the Roman world using visual aids, e.g., *forum, balnea, templum, amphitheatrum*.
* I can…
 | **Sample Learning Targets*** I can write a postcard message.
* I can write a special occasion message such as a birthday or congratulatory note.
* I can write a short announcement, invitation, or thank-you note.
* I can*…*
 |
| **Learning Indicator****NH. IL.3** I can sometimes understand the main idea of conversations that I hear. | **Learning Indicator****NH.IR.3** I can usually understand the main idea of published materials. | **Learning Indicator****NH.IR.3** I can ask for and give simple directions. | **Learning Indicator****NH.PS.3** I can present information about a familiar person, place, or thing using phrases and simple sentences**.** | **Learning Indicator****NH.PW.3** I can write basic information about things I have learned. |
| **Sample Learning Targets*** I can sometimes understand if people are talking about a specific character in a text.
* I can sometimes understand if people are talking about Rome or the provinces.
* I can sometimes understand simple directions given by a master to his slave.
* I can…
 | **Sample Learning Targets*** I can interpret a Roman calendar.
* I can i interpret basic inscriptions on coins.
* I can locate places on maps.
* I can…
 | **Sample Learning Targets*** I can ask for directions to a place.
* I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
* I can tell someone where something is located, such as next to, across from, or in the middle of.
* I can…
 | **Sample Learning Targets*** I can construct simple sentences about food, e.g., *servus cibum parat. Servus vinum portat*.
* I can describe some members of Roman society and state their occupations, e.g., *servus in culina laborat*.
* I can…
 | **Sample Learning Targets*** I can label a photo of a Roman bath and write about what happens there.
* I can write about a topic from a lesson using pictures or photos.
* I can label the buildings on the Acropolis and their purposes.
* I can…
 |
|  |  | **Learning Indicator****NH.IC.4** I can exchange information about something I have learned. | **Learning Indicator****NH.PS.4** I can present simple information about something I learned. |  |
|  |  | **Sample Learning Targets*** I can talk about the main idea of a story I have read.
* I can tell someone simple things about the characters in a story I have read.
* I can…
 | **Sample Learning Targets*** I can create a presentation including vocabulary connected with Roman daily life based on pictures.
* I can identify family members, foods, and places based on pictures or photos.
* I can…
 |  |

|  |
| --- |
| ***NOVICE CULTURAL COMPETENCIES***  |
| **Learner Benchmark****Investigation of Products and Practices*****N.IPP******I can identify some products and practices of cultures.*** | **Learner Benchmark****Understanding of Cultural Perspectives*****N.CP******I can identify some basic cultural beliefs and values.*** | **Learner Benchmark****Application of Cultural Connections*****N.CC******I can identify and discuss elements of ancient culture that influence other cultures.*** |
| **Learning Indicator****N.IPP.1** I can identify and discuss basic products designed for communication. | **Learning Indicator****N.CP. 1** I can identify and discuss codes of behavior. | **Learning Indicator****N.CC. 1** I can identify and discuss how political and legal institutions influence other cultures. |
| **Sample Learning Targets*** I can identify and discuss the messages on coins that officials sent to people in their territories.
* I can identify and discuss written documents such as inscriptions and letters.
* I can identify and discuss the role of roads in the imperial post system.
* I can…
 | **Sample Learning Targets*** I can identify and discuss key virtues such as *dignitas, pietas, gravitas*, etc.
* I can give examples of people who exemplified *dignitas, pietas*, *gravitas*, etc. as well as those who did not.
* I can discuss the importance of codes of honor in military life.
* I can…
 | **Sample Learning Targets*** I can identify and discuss how the concept of representation in political life influenced current institutions such as the US Senate and House of Representatives.
* I can identify and discuss how written law influenced European and American law.
* I can identify and discuss how restrictions on the right to vote in American history mirrors ancient voting practices.
* I can…
 |
| **Learning Indicator****N.IPP 2** I can identify and discuss basic decorative products. | **Learning Indicator****N. CP. 2** I can identify and discuss attitudes towards various members of society. | **Learning Indicator****N.CC. 2** I can identify and discuss how art and architecture influence other cultures. |
| **Sample Learning Targets*** I can identify and discuss what pottery tells us about daily life.
* I can identify and discuss various purposes of painting and mosaics.
* I can identify and discuss various uses of sculpture.
* I can…
 | **Sample Learning Targets*** I can identify and discuss how the *pater familias* affected all aspects of family life.
* I can identify and discuss attitudes toward slavery.
* I can identify and discuss attitudes towards women.
* I can…
 | **Sample Learning Targets*** I can identify and discuss how the ancient representation of the human body influenced Renaissance artists.
* I can identify and discuss how elements of architecture (columns, capitals, pediments, arches, etc.) influence modern buildings.
* I can identify and discuss how elements of funereal art (urns, grave markers, monuments, sarcophagi, etc.) influence modern customs.
* I can…
 |
| **Learning Indicator****N.IPP.3** I can identify and discuss basic elements of infrastructure. | **Learning Indicator****N.CP. 3** I can identify and discuss attitudes toward politics and law. | **Learning Indicator****N.CC. 3** I can identify and discuss how ancient languages influence the languages of other cultures. |
| **Sample Learning Targets*** I can identify and discuss the uses of aqueducts, baths, and sewers in daily life.
* I can identify and discuss the elements of dwellings in daily life.
* I can identify and discuss the function of the forum, amphitheaters, theatres, and circuses in daily life.
* I can…
 | **Sample Learning Targets*** I can identify and discuss how and why the ancients developed their political systems.
* I can identify and discuss what factors led the development of the laws of the Twelve Tables.
* I can identify and discuss views about different kinds of government.
* I can…
 | **Sample Learning Targets*** I can understand that many words in English and other modern languages are derived from familiar vocabulary.
* I can identify and discuss how the ancient languages are used in modern religious services and communications.
* I can identify and discuss how Latin and Greek influence scientific and medical nomenclature and legal terminology.
* I can…
 |
| **Learning Indicator****N.IPP.4** I can identify and discuss basic political and economic practices. | **Learning Indicator****N.CP. 4** I can identify and discuss religious beliefs. | **Learning Indicator****N.CC. 4** I can identify and discuss how ancient religions influence other cultures. |
| **Sample Learning Targets*** I can identify and discuss political and legal processes such as the Twelve Tables.
* I can identify and discuss the basic practices of the Senate and the various magistracies.
* I can identify and discuss the major trade routes used.
* I can identify and discuss the basic structure of the military.
* I can…
 | **Sample Learning Targets*** I can identify and discuss the basic religious myths and legends, such as the creation myth.
* I can identify and discuss how the ancients viewed religions of other peoples.
* I can identify and discuss the regions and function of the Underworld.
* I can…
 | **Sample Learning Targets*** I can identify and discuss how ancient beliefs and religious practices influenced the development of Christianity to the modern day.
* I can identify and discuss how myths appear in literature through the ages.
* I can identify and discuss how myths appear in musical works and artistic works.
* I can…
 |
| **Learning Indicator****N.IPP.5** I can identify and discuss basic religious practices. | **Learning Indicator****N.CP. 5** I can identify and discuss attitudes toward art and literature. | **Learning Indicator****N.CC 5** I can identify and discuss how social customs influence other cultures. |
| **Sample Learning Targets*** I can identify and discuss the roles and attributes of key deities.
* I can identify and discuss major religious festivals.
* I can discuss funeral customs.
* I can…
 | **Sample Learning Targets*** I can identify and discuss the Romans’ attitudes toward Greek literary and artistic genres.
* I can identify and discuss literary genres such as letters, epic and love poems, historical writing, etc.
* I can identify and discuss the use of architectural methods and styles.
* I can…
 | **Sample Learning Targets*** I can identify and discuss how games influence current sporting events such as the Olympics, horse racing, and bull fights.
* I can identify and discuss how attitudes toward slavery influenced practices in other cultures.
* I can identify and discuss how marriage customs influence those of today.
* I can…
 |
| **Learning Indicator****N.IPP.6** I can identify and discuss basic social life. |  |  |
| **Sample Learning Targets*** I can identify and discuss leisure activities, such as games or theatre.
* I can identify and discuss family structure and relationships.
* I can identify and discuss the treatment of different social groups such as slaves, women and children.
* I can…
 |  |  |

**INTERMEDIATE LOW (IL) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **IL.IL*****I can understand the main idea in short, simple oration and presentations on familiar topics.*** ***I can understand the main idea of simple conversations that I hear.*** | **IL.IR*****I can understand the main idea of short and simple texts when the topic is familiar.*** | **IL.IC*****I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.*** | **IL.PS*****I can present information on most familiar topics using a series of simple sentences.*** | **IL.PW*****I can write briefly about most familiar topics and provide information using a series of simple sentences***. |
| **Learning Indicator****IL.IL.1** I can understand the basic message of a speech.  | **Learning Indicator****IL.IR.1.** I can understand the main idea of factual passages. | **Learning Indicator****IL.IC.1** I can have a simple conversation on a limited number of everyday topics. | **Learning Indicator****IL.PS.1** I can talk about people, activities, events, and experiences. | **Learning Indicator****IL.PW.1** I can write about people, activities, events, and experiences. |
| **Sample Learning Targets*** I can understand how Cicero feels about Cataline in his orations.
* I can understand the main idea of Dido’s speech against Aeneas when she learns that he is leaving.
* I can understand when short descriptions of –Greeks or Romans are meant to praise or to mock.
* I can…
 | **Sample Learning Targets*** I can understand the basic steps of a recipe.
* I can understand directions to a familiar location.
* I can understand instructions for a classroom task.
* I can…
 | **Sample Learning Targets*** I can talk with someone about family or household tasks.
* I can talk with someone about hobbies and interests.
* I can talk with someone about school or work.
* I can…
 | **Sample Learning Targets*** I can describe the physical appearance of a Roman or Greek that I have read about.
* I can describe a Roman or Greek character’s personality.
* I can describe a Roman or Greek school or workplace.
* I can describe a famous historical place.
* I can present my ideas about something I have learned.
* I can…
 | **Sample Learning Targets*** I can describe the physical appearance and personality of a friend or family member.
* I can write about a school, workplace, famous place, or a place I have read about.
* I can write about something I have learned.
* I can…
 |
| **Learning Indicator****IL.IL.2**.I can understand questions and simple statements on everyday topics in conversations. | **Learning Indicator****IL.IR.2**. I can understand the main idea of literary passages. | **Learning Indicator****IL.IC.2** I can ask and answer questions of factual information that is familiar to me**.** | **Learning Indicator****IIL.PS.2** I can express needs and wants. | **Learning Indicator****IL.PW.2** I can prepare materials for a presentation. |
| **Sample Learning Targets*** I can follow a simple conversation about a purchase in a market place.
* I can understand a simple conversation in a bathhouse about famous gladiators.
* I can understand a simple prophecy of an augur.
 | **Sample Learning Targets*** I can understand the events in a myth.
* I can understand the lesson of a proverb.
* I can understand the topic of conversation in a dialogue.
* I can …
 | **Sample Learning Targets*** I can ask about and identify familiar things in a picture from a story.
* I can ask and respond to simple questions about Greek and Roman culture.
* I can…
 | **Sample Learning Targets*** I can describe what a character has done or is going to do.
* I can describe places characters have visited or planned to visit.
* I can…
 | **Sample Learning Targets*** I can write out a draft of a presentation that I plan to present orally.
* I can write an outline of a project or presentation.
* I can write notes for a speech.
* I can…
 |
| **Learning Indicator****IL.IL.3** I can understand the main idea of short, simple stories, plays, and poems when spoken. | **Learning Indicator****IL.IR.3.** I can understand the main idea of persuasive passages.  | **Learning Indicator****IL.IC.3** I can use the language to meet my basic needs in familiar situations. | **Learning Indicator****IL.PS.3**.I can present information on plans, instructions, and directions. | **Learning Indicator****IL.PW.3** I can write about topics of interest**.** |
| **Sample Learning Targets*** I can understand the sequence of events in familiar stories.
* I can understand the main idea of Catullus’ poem 5 when read aloud.
* I can understand the main idea a retelling of a portion of Homer’s *Odyssey*
* I can….
 | **Sample Learning Targets*** I can understand the main reason that Sextus writes to his father.
* I can understand from his speech whether Sabinus wants to stay within the walls of the camp or go.
* I can understand from his funeral oration whether or not Marc Antony supports Caesar.
* I can…
 | **Sample Learning Targets*** I can borrow various school items (e.g., *tabulam, paginam, stylum, librum*) that I need for class.
* I can play Simon Says using classroom commands such as *sta, ambula, sede, sta in pede uno*, etc.
* I can…
 | **Sample Learning Targets*** I can explain the rules of a Roman or Greek game.
* I can give multi-step instructions for preparing a Roman or Greek meal.
* I can describe what a character’s plans were based on an authentic text.
* I can describe what is needed for a holiday or a celebration.
* I can…
 | **Sample Learning Targets*** I can write about a text that I like.
* I can write about a famous person or historical figure.
* I can write a simple poem.
* I can…
 |
|  |  |  | **Learning Indicator****IL.PS.4** I can present songs, short skits or dramatic readings. | **Learning Indicator****IL.PW.4** I can write basic instructions. |
|  |  |  | **Sample Learning Targets*** I can retell a Roman or Greek folk tale.
* I can present a Roman or Greek proverb or poem.
* I can participate in a performance of a skit or a scene from a Roman or Greek play.
* I can…
 | **Sample Learning Targets*** I can write the rules of a game.
* I can write how to prepare something to eat.
* I can write directions to a nearby location.
* I can…
 |
|  |  |  | **Learning Indicator****IL.PS.5.** I can express my preferences on topics of interest. |  |
|  |  |  | **Sample Learning Targets*** I can give a presentation about a Roman or Greek poem, oration, or text that I liked.
* I can give a presentation about a famous person or historical figure.
* I can present my ideas about something I have learned about Roman or Greek culture.
 |  |

**INTERMEDIATE MID (IM) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **IM.IL*****I can understand the main idea in messages, orations, and presentations on a variety of topics related to everyday life and personal interests and studies.******I can understand the main idea in conversations that I hear.*** | **IM.IR*****I can understand the main idea and a few details within a series of connected sentences on a familiar topic.*** | **IM. IC*****I can participate in conversations on familiar topics using sentences and series of sentences.******I can handle short social interactions by asking and answering a variety of questions.******I can usually say what I want to say about myself and Roman or Greek everyday life.*** | **IM.PS*****I can make presentations on a wide variety of familiar topics using connected sentences.*** | **IM.PW*****I can write on a wide variety of familiar topics using connected sentences.*** |
| **Learning Indicator****IM.IL.1**. I can understand the main idea what I hear in an announcement. | **Learning Indicator****IM.IR.1**. I can understand the main idea and a few details of factual passages. | **Learning Indicator****IM.IC.1**.I can start, maintain, and end a conversation on a variety of familiar topics. | **Learning Indicator****IM.PS.1.** I can make presentations on something familiar using a series of sentences. | **Learning Indicator****IM.PW.1**. I can write short reports about something I have learned or researched. |
| **Sample Learning Targets*** I can understand conversations about families.
* I can identify the main idea and some details when listening to an oral presentation about a topic I am learning.
* I can…
 | **Sample Learning Targets*** I can understand the sequence of events in Pliny’s description of the eruption of Vesuvius.
* I can follow the movement of troops in Caesar’s *de bello Gallico.*
* I can understand an announcement for upcoming gladiatorial games in a Pompeiian graffito.
* I can…
 | **Sample Learning Targets*** I can be the first to start a conversation.
* I can ask for information, details, and explanations during a conversation.
* I can bring a conversation to a close.
* I can interview someone for a project or a publication.
* I can…
 | **Sample Learning Targets*** I canmake a short presentation on the physical appearance of a Roman family member or friend with some details.
* I canmake a short presentation on the characteristics of a historical person.
* I can…
 | **Sample Learning Targets*** I can write a description of the physical appearance of a Roman family member or friend with some details
* I can write a description of a typical Roman provincial town.
* I can write a description of the agora.
* I can…
 |
| **Learning Indicator****IM.IL.2** I can understand the main idea of a podcast or speech. | **Learning Indicator****IM.IR.2** I can understand the main idea and some details of literary passages. | **Learning Indicator****IM.IC.2**. I can express my reaction and emotions to others. | **Learning Indicator****IM.PS.2** I can make a presentation on my reaction to something I have learned or researched**.** | **Learning Indicator****IM.PW.2** I can compose communications for public distribution. |
| **Sample Learning Targets****I can understand the main points of a news report on *Nuntii Latini***I can understand the main idea in a speech given by a senator,I can understand the main idea of a speech in a play by Sophocles. | **Sample Learning Targets*** I can understand why Pliny the Younger wrote to the emperor Trajan.
* I can understand why the Cornelius family is travelling to Rome.
* I can understand how Hercules completes one of his labors.

I can… |  **Sample Learning Targets*** I can express happiness or sadness.
* I can express strong reactions about highly familiar situations, such as gladiatorial combats, animal hunts, and war.
* I can react to the feelings of others.

I can… | **Sample Learning Targets*** I can give a short presentation on a famous person, landmark, or cultural event.
* I can express feelings provoked by the scene of the death of Dido in Vergil’s *Aeneid*, Book 4.
* I can express my reaction to Juvenal’s satire on women.

I can… | **Sample Learning Targets*** I can post an entry to a blog or a discussion forum.
* I can compose a simple letter or response.
* I can contribute to a school or work publication.

I can… |
| **Learning Indicator****IM.IL.3** I can understand oral instructions and converations in familiar settings. | **Learning Indicator****IM.IR.3.** I can understand the main idea and some details of a persuasive passage. | **Learning Indicator****IM.IC.3** I can exchange information about academic topics familiar to me. | **Learning Indicator****IM.PS.3**. I can present a short skit or dramatic presentation using a series of sentences. | **Learning Indicator****IM.PW.3** I can write messages and announcements**.** |
| **Sample Learning Targets*** I can follow oral directions to a location.
* I can follow oral instructions on how to complete a task.
* I can understand the main idea of a dialogue in a play.
* I can…
 | **Sample Learning Targets*** I can follow Aeneas’ reasons for leaving Dido in Vergil’s *Aeneid* 4.
* I can understand that Cicero is verbally attacking Catiline in the opening lines of his oration.
* I can understand what is needed for a dinner party according to Catullus in poem13.
* I can…
 | **Sample Learning Targets*** I can ask questions about factual information I have learned relating to geography, history, art, music, math, science, language, or literature.
* I can answer questions about factual information I have learned relating to geography, history, art, music, math, science, language or literature.
* I can…
 | **Sample Learning Targets*** I can act out a fable.
* I can act out a Greek or Roman mythological story.
* I can…
 | **Sample Learning Targets*** I can write about common events and daily routines.
* I can write an autobiographical statement.
* I can write an invitation or flyer for an event.
* I can…
 |
|  |  | **Learning Indicator****IM.IC.4**. I can ask and answer questions on familiar topics to keep a conversation going. | **Learning Indicator****IM.PS.4.** I can express my opinion on familiar topics using a series of sentences**.** |  |
|  |  | **Sample Learning Targets*** I can ask additional questions to get more information.
* I can give more information to explain something.
* I can…
 | **Sample Learning Targets*** I can express my opinion about a cultural topic.
* I can express my opinion about something I have learned.
* I can…
 |  |

**INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **IH.IR*****I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.******I can understand a few details of what I hear in conversations, even when something unexpected is expressed.*** ***I can sometimes follow what I hear about events and experiences in various timeframes.*** | **IH.IR*****I can easily understand the main idea and most details within a series of connected sentences on a familiar topic..*** ***I can sometimes follow stories and descriptions, about events and experiences in various time frames.*** | **IH.IC*****I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.*** ***I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various timeframes.******I can usually describe people, places, and things. ~~.~~*** | **IH.PS*****I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.*** ***I can make some presentations on events and experiences in various timeframes.*** | **IH.PW*****I can write on familiar or learned topics in a generally organized way.*** ***I can write some simple paragraphs about events and experiences in various time frames.*** |
| **Learning Indicators****IH.IL**.**1** I can easily understand straightforward information or interactions. | **Learning Indicators****IH.IR** **1** I can easily understand the main idea and some details of a factual passage. | **Learning Indicators****IH.IC.1**. I can exchange information about Greek or Roman culture. | **Learning Indicators****IH.PS.1.** I can make short presentations on Greek or Roman perspectives about a variety of topics. | **Learning Indicators****IH.PW.1**. I can write about school and academic topics. |
| **Sample Learning Targets*** I can understand the main idea and a few details of the oral reading of a short poem or passage.
* I can understand the main idea and a few details of a short discussion on religious ceremonies.
* I can understand a conversation between Pullo and Vorenus.
* I can…
 | **Sample Learning Targets*** I can understand Caesar’s description of Germanic culture.
* I can follow the plot of Trimalchio’s dinner party.
* I can identify the main questions Pliny poses to the emperor Trajan about the prosecution of Christians under imperial law.
* I can…
 | **Sample Learning Targets*** I provide information about specific historical events.
* I can ask for and provide information about Roman or Greek hobbies, lifestyles, games, or sports.
* I can ask for and provide descriptions of places I have read about.
* I can I can talk about Some Roman and Greek families’ history.
* I can exchange information about Greek or Roman practices and perspectives on a variety of topics, such as religion or bathing.
* I can…
 | **Sample Learning Targets*** I can explain Roman views on foreign religions in simple terms.
* I can describe Roman views on other peoples in simple terms.
* I can…
 | **Sample Learning Targets*** I can write a short letter using the style of a Roman.
* I can series of steps needed to complete a task.
* I can write a simple summary about something I have learned.
* I can…
 |
| **IH.IR.2** I can follow short, spoken instructions. | **IH.IR.2** I can easily understand the main idea and some details of literary passages. | **IH.IC.2**. I can clarify my understanding of a Greek or Roman text by discussing it with another person. | **IH.PS.2.** I can make a presentation on something I have learned using connected sentences with many details. | **IH.PW.2**. I can write about community topics and events. |
| **Sample Learning Targets*** I can follow oral instructions on how to put on a toga.
* I can follow oral instructions to draw up in battle formation and maneuvers with my classmates.
* I can…
 | **Sample Learning Targets*** I can understand Catullus’ sorrow at the loss of his brother in poem 101.
* I can identify some of Augustus’ accomplishments in his *Res Gestae.*
* I can understand the reasons Dido gives for falling in love with Aeneas in *Aeneid.4.*
* I can…
 | **Sample Learning Targets*** I can identify and discuss the reasons for the use of different persons in Catullus’ poem 8.
* I can discuss the view of women as expressed in Vergil’s *Aeneid* Book 4 or Catullus’ poem 64.
* I can…
 | **Sample Learning Targets*** I can give a short presentation on various aspects of Greek or Roman culture, such as politics, religion, the economy, and social status.
* I can present a Greek or Latin text and discuss its literary characteristics.
* I can…
 | **Sample Learning Targets*** I can write about a triumphal procession.
* I can write about the *cursus honorum*.
* I can write an account of the Battle of Thermopylae.
* I can…
 |
|  |  | **IH.IC.3**. I can participate in a class discussion about Greek or Roman culture or texts. | **IH.PS.3.** I can present a point of view and provide reasons to support it.  | **IH.PW.3** I can write about an entertainment or social event. |
|  |  | **Sample Learning Targets*** I can exchange views and opinions about a text and follow a discussion among a group of people.
* I can exchange views and opinions about various Greek or Roman practices.
* I can exchange views and opinions about various Greek or Roman beliefs, perspectives, or philosophies.
* I can…
 | **Sample Learning Targets*** I can deliver a persuasive speech about the use of capital punishment for minors.
* I can deliver a persuasive speech about the social status of slaves in Roman society.
* I can…
 | **Sample Learning Targets*** I can write about gladiators in the arena
* I can write about a wedding.
* I can write about religious practices.
* I can…
 |
|  |  | **IH.PS.4** I can use my language to do a task that requires multiple steps. | **IH.PS.4** I can tell or summarize a story using connected sentences with many details. |  |
|  |  | **Sample Learning Targets** * I can give the basic rules of a game or sport.
* I can ask for, follow, and give instructions for preparing Roman or Greek foods.
* I can ask for and follow directions to get from one place to another.
* I can explain basic rules, policies, or laws that affect us today.
* I can…
 | **Sample Learning Targets*** I can tell a story about a Greek or Roman myth.
* I can summarize the main points of a famous Roman battle.
* I can…
 |  |

|  |
| --- |
| ***INTERMEDIATE CULTURAL COMPETENCIES***  |
| **Learner Benchmark****Investigation of Products and Practices*****I.IPP******I can explain the significance of some products and practices of other cultures.*** | **Learner Benchmark****Understanding of Cultural Perspectives*****I.CP******I can explain the significance of cultural beliefs and values.*** | **Learner Benchmark****Application of Cultural Connections*****I.CC******I can explain the significance of elements of culture that influence other cultures.*** |
| **Learning Indicator****I.IPP.1** I can explain the significance ofproducts designed for communication. | **Learning Indicator****I.CP.1** I can explain the significance ofcodes of behavior. | **Learning Indicator****I.CC. 1** I can explain how political and legal institutions influence other cultures. |
| **Sample Learning Targets*** I can explain the inscriptions on coins and monuments and relate them to events of the time.
* I can explain how Rome communicated by using such means as edicts, sculpture, and inscriptions.
* I can compare the purposes of different types of letters (from imperial edicts to personal letters).
* I can explain the ways in which poetry was used to communicate all messages from propaganda to passion.
* I can…
 | **Sample Learning Targets*** I can tell the difference between idealized cultural values and actual behavior of individuals (Vergil’s Roman virtues vs. those of Sallust).
* I can describe the virtues of the ideal woman and give examples of those who did or did not live up to them.
* I can describe how the military reflects the attitudes of the culture.
* I can…
 | **Sample Learning Targets*** I can compare ancient philosophies of government to modern ones.
* I can compare those who in ancient society made laws to those who enact laws today.
* I can compare ancient judicial processes to those in other cultures.
* I can…
 |
| **Learning Indicator****I.IPP.2** I can explain the significance of decorative products.  | **Learning Indicator****I. CP. 2** I can explain the significance of attitudes towards various members of society. | **Learning Indicator****I.CC. 2** I can explain how art and architecture influence other cultures. |
| **Sample Learning Targets*** I can understand how products such as sculpted portraits reflect social and political customs.
* I can explain conventions of funeral monuments including materials, and methods of construction as well as elements of inscriptions.
* I can identify the nature and purpose of materials and methods of written documents from simple accounts to editions of literary works.
* I can…
 | **Sample Learning Targets*** I can explain ways in which the depictions of women in artistic and literary works reflect the attitudes of the culture.
* I can discuss the marriage practices and how they reflect attitudes towards women and inheritance.
* I can explain who was educated, in what ways, and to what ends.
* I can explain the laws and attitudes governing treatment of slaves in society.
* I can…
 | **Sample Learning Targets*** I can explain the influence of Roman imperial architecture on architecture of later cultures.
* I can explain how ancient sculpture influenced idealized or naturalistic representation of individuals in other cultures and periods.
* I can explain the influence of construction materials and the layout of the Roman road system on the infrastructure of other cultures.
* I can…
 |
| **Learning Indicator****I.IPP.3** I can explain the significance ofelements of infrastructure. | **Learning Indicator****I.CP. 3** I can explain the significance ofattitudes toward politics and law. | **Learning Indicator**I.CC. 3 I can explain how literature and language influenced those of other cultures. |
| **Sample Learning Targets*** I can analyze the functional and decorative architectural elements of a building.
* I can explain the Romanization of the provinces as reflected in common structures such as amphitheaters, fora, aqueducts, dwellings, etc.
* I can discuss how the form of a structure reflects it function.
* I can…
 | **Sample Learning Targets*** I can explain the significance of the development of Roman law as a reflection of the changing needs of Roman society.
* I can explain the attitudes toward tyrants and how those views changed across time and circumstance.

I can explain how changes in the use of the army by leaders of the late Republic led to changing views of rule in Rome. * I can explain the role of patrons and clients and how they interacted within the political system.
* I can…
 | **Sample Learning Targets*** I can explain how literary genres and meters influence those of later cultures.
* I can explain how the art of storytelling (myths, legends, parables, etc.) influenced literature of other cultures.
* I can explain the influences of oratory on speechmaking in other cultures and periods.
* I can explain the relationship between Roman poetry recitations and modern standup comedy and rap.
* I can…
 |
| **Learning Indicator**I.IPP.4 I can explain the significance ofpolitical and economic practices. | **Learning Indicator**I.CP. 4 I can explain the significance ofreligious and philosophical beliefs. | **Learning Indicator****I.CC. 4** I can explain how religions influence other cultures. |
| **Sample Learning Targets*** I can discuss the Roman senate and how it conducted its meetings.
* I can discuss how the ancients used their military to further their political agenda.
* I can explain how the ancients interacted with foreign peoples in terms of trade, conquest, slavery, and diplomacy.
* I can…
 | **Sample Learning Targets*** I can explain how festivals and holidays reflect views on life, death, and the relationship to the gods.
* I can explain how the growth of private religions reflected the needs of various members of the population.
* I can explain the significance of the attitudes toward and uses of various philosophical schools.
* I can…
 | **Sample Learning Targets*** I can explain the significance of festivals, such as Saturnalia and Lupercalia, and discuss their influence on modern festivals or holidays.
* I can explain how myths influenced painting, music, and sculpture in other cultures.
* I can…
 |
| **Learning Indicator****I.IPP.5** I can explain the significance of religious practices. | **Learning Indicator****I.CP. 5** I can explain the significance ofattitudes toward art and literature. | **Learning Indicator****I.CC 5** I can identify and discuss how social customs influence other cultures. |
| **Sample Learning Targets*** I can explain how the Romans adopted religious practices of other peoples and allowed the practice of some local religions.
* I can explain the ways in which officials used and abused religious offices for political gain.
* I can explain the stories relating to deities and the Underworld as described by Homer, Hesiod, Ovid, and Vergil.
* I can…
 | **Sample Learning Targets*** I can use authentic inscriptions or graffiti to explain the social and political values.
* I can explain how the production and distribution of pottery varied among classes.
* I can explain how the ancients used poetry to express their views of others.
* I can…
 | **Sample Learning Targets*** I can discuss the Romans’ practices of marriage and how they affected other cultures’ attitudes toward women and inheritance.
* I can explain ancient coming-of-age practices and compare them to later practices.
* I can explain the importance of ancient bathing and exercise habits, and their influence on later cultures.
* I can…
 |
| **I.CPP.6** I can explain the significance ofsocial life. |  |  |
| **Sample Learning Targets*** I can explain the relationships between various social groups as expressed in law.
* I can explain the customs of social events (dinners, literary readings, wedding feasts, etc.)
* I can explain various types of entertainment (theatre, festivals, animal hunts, gladiatorial combats, etc.
* I can…
 |  |  |

**ADVANCED LOW (AL) PROFICIENCY LEVEL**

|  |  |  |
| --- | --- | --- |
| *INTERPRETIVE* | *INTERPERSONAL* | *PRESENTATIONAL* |
| *Listening* | *Reading* | *Communication* | *Speaking* | *Writing* |
| **AL.IL*****I can easily understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.******I can easily follow stories and descriptions of some length and in various timeframes.******I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.*** | **AH.IR*****I can easily follow narrative, information, and descriptive texts.*** ***I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.******I can sometimes understand extended arguments and different points of view.*** | **AL.IC*****I can participate in conversations about familiar topics that go beyond my everyday life.******I can talk in an organized way and with some detail about events and experiences in various time frames.******I can describe people, places and things in an organized way with some detail*.*****I can handle a familiar situation with an unexpected complication.*** | **AL.PS*****I can deliver organized presentations appropriate to my audience on a variety of topics.*** ***I can present information about events and experiences in various timeframes.*** | **AL.PW*****I can write on general interest, academic, or historical topics.*** ***I can write organized paragraphs about events and experiences in various time frames.*** |
| **Learning Indicator****AL.IL.1** I understand descriptions and stories of events that have happened or will happen. | **Learning Indicators****AL.IR**.**1** I can understand narrative, descriptive, and informational texts of any length.  | **Learning Indicators****AL.IC.1** I can converse about how life has changed over the course of history.  | **Learning Indicator****AL.PS.1** I can deliver short presentations on a number of academic topics | **Learning Indicators****AL.PW**.**1** I can write a basic narrative. |
| **Sample Learning Targets*** I can easily understand short presentations about famous people in history.
* I can easily understand descriptions about a marriage that will take place.
* I can easily understand a story told by a father to his son.
* I can…
 | **Sample Learning Targets*** I can understand Pliny’s point of view in his letters to Trajan.
* I can understand selections of Holberg’s *Iter Subterraneum.*
* I can read Euripides’ description of the sacrifice of Iphigenia.
* I can…
 | **Sample Learning Targets**I can compare the life of an ancient Roman with the life of a Gaul.I can explain how Latin has influenced modern languages.I can debate whether Roman imperialism was more or less destructive than a contemporary example of imperialism.I can… | **Sample Learning Targets*** I can give a short class presentation on Erasmus’ views on learning.
* I can present a comparison of views of Epicureanism and Stoicism.
* I can present a summary of Lucretius’ atomic theory.
* I can…
 | **Sample Learning Targets*** I can write a story from the perspective of a slave.
* I can write a myth or a fable.
* I can write a report about Cicero’s political career.
* I can…
 |
| **Learning Indicator****AL.IL.2** I can understand the main idea in a variety of genres. |  | **Learning Indicator****AL.IC.2** I can converse and debate about historical topics | **Learning Indicator****AL.PS.2** I can deliver short presentations on social and cultural topics. | **Learning Indicators****AL.PW**.**2** I can meet basic school and academic writing needs. |
| **Sample Learning Targets*** I can follow a YouTube poetry reading.
* I can follow simple excerpts from speeches.
* I can understand some simple information from a movie trailer.
 |  | **Sample Learning Targets**• I can debate about the pros and cons of Greek democracy• I can converse about various forms of trade in ancient society• I can… | **Sample Learning Targets**• I can provide a rationale for the importance of slavery in Roman society.• I can explain stock characters in Athenian comedy and tragedy.• I can describe the practices and issues around ostracism.• I can… | **Sample Learning Targets*** I can draft and revise an essay or composition as part of a school assignment.
* I can write an abstract of an article or section of a larger work.
* I can write summaries or annotations for a research project.
* I can…
 |
|  |  |  | **Learning Indicator****AL.PS.3** I can explain issues of public and community interest, including different viewpoints. | **Learning Indicators****AL.PW.**3I can meet basic social and civic writing needs. |
|  |  |  | **Sample Learning Targets**• I can present reasons for or against a position on executing Cataline and his associates.• I can give a presentation showing opposing views of Roman social reform.• I can make a presentation promoting an event, a service, or a product.• I can… | **Sample Learning Targets*** I can write an article about an event or project of a club or group.
* I can manage and edit an online journal, blog, or discussion forum.
* I can prepare reports and online communications for a social club, community or political group.
* I can…
 |

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| **ADVANCED CULTURAL COMPETENCIES**  |
| **Learner Benchmark****Investigation of Products and Practices*****A.IPP******I can analyze the significance of some products and practices of other cultures.*** | **Learner Benchmark****Understanding of Cultural Perspectives*****A.CP******I can analyze the significance of cultural beliefs and values.*** | **Learner Benchmark****Application of Cultural Connections*****A.CC******I can analyze the significance of elements of culture that influence other cultures.*** |
| **Learning Indicator****A.IPP.1** I can analyze the significance ofproducts designed for communication. | **Learning Indicator****A.CP.1** I can analyze the significance ofcodes of behavior. | **Learning Indicator****A.CC. 1** I can analyze how political and legal institutions influence other cultures. |
| **Sample Learning Targets*** I can analyze the rhetorical conventions in a speech of Cicero.
* I can analyze various meters of poetry.
* I can analyze the propaganda on coins.
* I can…
 | **Sample Learning Targets*** I can analyze the ramifications of social nonconformity, as evidenced by Cicero’s depiction of Clodia in his *pro Caelio*.
* I can analyze the differences in behaviors of various Gallic and Germanic tribes as compared to Romans, in Caesar’s Gallic Wars.
* I can analyze the effects of ostracism in Athenian culture.
* I can…
 | **Sample Learning Targets*** I can analyze the appropriation of ancient civilizations by later cultures for their own purposes, such as Mussolini’s fashioning himself as the next Augustus.
* I can analyze the effect of the lack of constitutions on ancient legislative processes and compare them to later constitution-based systems.
* I can…
 |
| **Learning Indicator****A.IPP.2** I can analyze the significance of decorative products.  | **Learning Indicator****A.CP.2** I can analyze attitudes towards various members of society | **Learning Indicator****A.CC. 2** I can analyze how art and architecture influence other cultures. |
| **Sample Learning Targets*** I can analyze the iconography on a piece of pottery.
* I can analyze the artistic qualities of various pieces of jewelry.
* I can analyze the styles of Pompeiian frescoes.
* I can…
 | **Sample Learning Targets*** I can analyze the evolving relationship between Pompey and Caesar.
* I can analyze the social reforms that led to the end of the Republic.
* I can analyze the relationship between Athenians and the metics within the city.
* I can…
 | **Sample Learning Targets*** I can compare later sculpture to its ancient precedents.
* I can analyze the reasons for the development of the Christian basilica from the Roman basilica and it in turn from the Greek basilica.
* I can analyze the changing interpretation of snakes in jewelry, sculpture, and painting.
* I can…
 |
| **Learning Indicator****A.IPP.3** I can analyze the significance ofelements of infrastructure. | **Learning Indicator****A.CP. 3** I can analyze the significance ofattitudes toward politics and law. | **Learning Indicator****A.CC. 3** I can analyze how literature and language influenced those of other cultures. |
| **Sample Learning Targets*** I can analyze the layout of a colony or military camp.
* I can analyze the archaeological layers of an area of Pompeii.
* I can analyze the relationship of the structures on the Acropolis.
* I can…
 | **Sample Learning Targets*** I can analyze the impact of particular laws, such as those regarding grain distribution.
* I can analyze the effects of manumission on slaves and society.
* I can analyze the laws regarding adoption and inheritance, and their impact.
* I can…
 | **Sample Learning Targets*** I can analyze how Latin stylistics defined good prose writing.
* I can analyze the development of Latin into the Romance languages.
* I can analyze modern literature in terms of its ancient precedents.
* I can…
 |
| **Learning Indicator****A.IPP.4** I can analyze the significance ofpolitical and economic practices. | **Learning Indicator****A.CP. 4** I can analyze the significance ofreligious and philosophical beliefs. | **Learning Indicator****A.CC. 4** I can analyze how religions influence other cultures. |
| **Sample Learning Targets*** I can analyze the moral and political implications of the census.
* I can analyze the debasement of coinage.
* I can analyze the economic impact of slavery.
* I can…
 | **Sample Learning Targets*** I can analyze the spread of mystery cults throughout the Mediterranean.
* I can compare the philosophical contributions of the Greeks with those of the Romans.
* I can assess the philosophical writings of Cicero.
* I can analyze the merits of various philosophical schools.
* I can…
 | **Sample Learning Targets*** I can analyze how modern religion appropriated many customs and practices from ancient paganism.
* I can analyze how myths influenced the content of literature, painting, music, and sculpture in other cultures.
* I can…
 |
| **Learning Indicator****A.IPP.5** I can analyze the significance of religious practices. | **Learning Indicator****A.CP. 5 5** I can analyze the significance ofattitudes toward art and literature | **Learning Indicator****A.CC 5** I can analyze how social customs influence other cultures. |
| **Sample Learning Targets*** I can analyze the spread of Mithraism through the Roman army.
* I can analyze the ways in which Augustus used religion to further his social programs.
* I can synthesize the aspects of Dionysus from the Homeric hymns, the *Bacchae*, Roman laws, etc.
* I can…
 | **Sample Learning Targets*** I can analyze the Roman social climate of patronage and the relationship of Maecenas to various authors.
* I can analyze the use of spoils of war as social and political propaganda.
* I can analyze the display of busts and masks in ancestor worship.
* I can…
 | **Sample Learning Targets*** I can analyze how the ancient practice of slavery was used to justify slavery in later cultures.
* I can analyze how trading spread social customs as well as goods, particularly in the area of luxury items such as silk and spices.
* I can analyze the social effects of the loss and rediscovery of ancient technologies from the dark ages to the Renaissance.
* I can…
 |
| **A.IPP.6** I can analyze the significance ofsocial customs. |  |  |
| **Sample Learning Targets*** I can analyze the relationship between patrons and clients, slaves and masters.
* I can analyze the guest-host relationship within the Homeric cycle.
* I can analyze the social status of gladiators, actors, charioteers, etc.
* I can…
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