*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… |  |

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| --- | --- | --- |
| ***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… |  |

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| --- | --- | --- |
| ***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… |  |  |