KENTUCKY STANDARD
FOR
WORLD LANGUAGE PROFICIENCY

ADAPTATION FOR CLASSICAL LANGUAGES

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ACKNOWLEDGMENTS

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GUIDELINES

This document contains a standard, language and intercultural competencies, and benchmarks and learning indicators, which are not, and not intended to be, curricula. Curricula are determined at the local level.

A Classical Language is one no longer regularly spoken (at least in its Classical form) and the study of which is mostly focused on reading texts. Even in these languages, it is often didactically useful to use all three communicative modes, but in the end the focus will be on interpretive reading. Some languages exist in both Classical and modern forms (e.g. Ancient Greek vs. Modern Greek), in which case the standard, the language and intercultural competencies, and the benchmarks and the learning indicators described in this document would apply to the Classical form(s).

The normative text in this document is independent of a specific language and can be applied to all Classical languages. The sample learning targets, however, are non-normative and contain examples mostly for Latin and some for Ancient Greek. These can and should be adapted for any other Classical language.

No particular style of Classical language teaching is presumed by this document.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADAPTATION FOR CLASSICAL LANGUAGES

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.**   **Adaptation for Classical Languages of the 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.	**4. Investigation of Cultures' Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment.
2: Interpersonal Communication (IC) I can exchange information, concepts, and ideas on a variety of topics.	**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.
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 in a culturally appropriate context.	**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	
Learner Benchmark *NL.IL Interpretive Listening*	*Learner Benchmark* *NL.IR Interpretive Reading*	*Learner Benchmark* *NL.IC Interpersonal Communication*	*Learner Benchmark* *NL.PS Presentational Speaking*	*Learner Benchmark* *NL.PW Presentational Writing*
NL.IL *I can recognize a few memorized sounds, words and phrases when I hear them spoken.*	**NL.IR** *I can recognize a few letters or characters.* *I can identify a few memorized words and phrases when I read.*	**NL.IC** *I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.*	**NL.PS** *I can present information about myself and some other very familiar topics using single words or memorized phrases.*	**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.

Learner Benchmark NL.IL Interpretive Listening	Learner Benchmark NL.IR Interpretive Reading	Learner Benchmark NL.IC Interpersonal Communication	Learner Benchmark NL.PS Presentational Speaking	Learner Benchmark NL.PW Presentational Writing
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 or characters to their meanings.	**Learning Indicator** **NL.IC.2** I can introduce myself to another person.	**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 recognize 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 acknowledge that someone is asking my name. • I can acknowledge that someone is asking how I am. • I can perceive 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…
			Learning Indicator **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…	

**CULTURAL COMPETENCIES FOR THE NOVICE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE NOVICE HIGH SAMPLE LEARNING TARGETS SECTION**

NOVICE MID (NM) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark *NM.IL Interpretive Listening*	*Learner Benchmark* *NM.IR Interpretive Reading*	*Learner Benchmark* *NM.IC Interpersonal Communication*	*Learner Benchmark* *NM.PS Presentational Speaking*	*Learner Benchmark* *NM.PW Presentational Writing*
NM.IL *I can recognize some familiar memorized words and phrases when I hear them spoken.*	**NM.IR** *I can recognize some letters.* *I can understand some learned or 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 identify greetings. - I can acknowledge when people express thanks. - I can acknowledge 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 identify words and phrases related to family. - I can identify words and phrases related to 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…

Learner Benchmark NM.IL Interpretive Listening	Learner Benchmark NM.IR Interpretive Reading	Learner Benchmark NM.IC Interpersonal Communication	Learner Benchmark NM.PS Presentational Speaking	Learner Benchmark NM.PW Presentational Writing
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 interpret brief statements about the Roman forum. ● I can recognize simple phrases about the family. ● I can recognize simple phrases about the house. ● I can…	**Sample Learning Targets** ● I can recognize some mottoes and abbreviations. ● I can recognize the names of some parts of the body. ● I can recognize 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 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 activities using words, phrases, and memorized expressions	
Sample Learning Targets ● I can acknowledge when someone asks for my age and where I live. ● I can perceive when someone asks whether I like or dislike something ● I can recognize 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…	

Learner Benchmark NM.IL Interpretive Listening	Learner Benchmark NM.IR Interpretive Reading	Learner Benchmark NM.IC Interpersonal Communication	Learner Benchmark NM.PS Presentational Speaking	Learner Benchmark NM.PW Presentational Writing
		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…	

**CULTURAL COMPETENCIES FOR THE NOVICE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE NOVICE HIGH SAMPLE LEARNING TARGETS SECTION**

NOVICE HIGH (NH) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark NH.IL Interpretive Listening	**Learner Benchmark NH.IR Interpretive Reading**	**Learner Benchmark NH.IC Interpersonal Communication**	**Learner Benchmark NH.PS Presentational Speaking**	**Learner Benchmark NH.PW Presentational 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 daily 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 follow a simple conversation with questions about what people study and what they do in their free time. • I can sometimes follow a simple conversation with questions about the family. • I can sometimes recognize questions about the identity of characters in texts. • I can…	**Sample Learning Targets** • I can comprehend 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…

Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
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 daily life.	**Learning Indicator** **NH.PW.2** I can write short notes using phrases and simple sentences.
Sample Learning Targets • I can identify when someone describes a person's physical characteristics from a picture or sculpture. • I can follow along with simple mathematic problems when I can see the Roman numerals. • I can note a few facts about an historical event when someone describes it from an artwork. • I can…	**Sample Learning Targets** • I can interpret simple inscriptions on buildings. • I can interpret 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 interpret if people are talking about a specific character in a text. • I can sometimes distinguish if people are talking about Rome or the provinces. • I can sometimes follow 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…

Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
		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…	

**CULTURAL COMPETENCIES FOR THE NOVICE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE NOVICE HIGH SAMPLE LEARNING TARGETS SECTION**

CULTURAL COMPETENCIES WITHIN THE NOVICE RANGE

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…

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.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 identify many words in English and other modern languages and discuss how they are derived from familiar Latin and Greek 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 myths and legends. - I can identify and discuss how the ancients viewed religions of other peoples. - 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…

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.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	
Learner Benchmark **IL.IL Interpretive Listening**	*Learner Benchmark* **IL.IR Interpretive Reading**	*Learner Benchmark* **IL.IC Interpersonal Communication**	*Learner Benchmark* **IL.PS Presentational Speaking**	*Learner Benchmark* **IL.PW Presentational 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 infer how Cicero feels about Cataline in his orations. • I can distinguish the main idea of Dido's speech against Aeneas when she learns that he is leaving. • I can recognize when short descriptions of –Greeks or Romans are meant to praise or to mock. • I can…	**Sample Learning Targets** • I can follow the basic steps of a recipe. • I can follow directions to a familiar location. • I can follow 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 write a description of 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…

Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
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 follow a simple conversation in a bathhouse about famous gladiators. ● I can interpret a simple prophecy of an augur.	**Sample Learning Targets** ● I can interpret the events in a myth. ● I can interpret the lesson of a proverb. ● I can identify 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 follow the sequence of events in familiar stories. ● I can recognize the main idea of Catullus' poem 5 when read aloud. ● I can recognize the main idea of a portion of a retelling of Homer's *Odyssey* ● I can….	**Sample Learning Targets** ● I can interpret the main reason that Sextus writes to his father. ● I can distinguish from his speech whether Sabinus wants to stay within the walls of the camp or go. ● I can distinguish 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…

Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
			Learning Indicator **IL.PS.4** I can present songs, short sketches 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.	

**CULTURAL COMPETENCIES FOR THE INTERMEDIATE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE INTERMEDIATE HIGH SAMPLE LEARNING TARGETS SECTION**

INTERMEDIATE MID (IM) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark **IM.IL Interpretive Listening**	*Learner Benchmark* **IM.IR Interpretive Reading**	*Learner Benchmark* **IM.IC Interpersonal Communication**	*Learner Benchmark* **IM.PS Presentational Speaking**	*Learner Benchmark* **IM.PW Presentational 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 my 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 follow 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 follow 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 interpret 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 can-make a short presentation on the physical appearance of a Roman family member or friend with some details. - I can-make 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…

Learner Benchmark IM.IL Interpretive Listening	Learner Benchmark IM.IR Interpretive Reading	Learner Benchmark IM.IC Interpersonal Communication	Learner Benchmark IM.PS Presentational Speaking	Learner Benchmark IM.PW Presentational Writing
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 identify the main points of a news report on *Nuntii Latini* • I can recognize the main idea in a speech given by a senator, • I can recognize the main idea of a speech in a play by Sophocles. • I can…	**Sample Learning Targets** ● I can interpret why Pliny the Younger wrote to the emperor Trajan. ● I can interpret why the Cornelius family is travelling to Rome. ● I can interpret 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 conversations 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 recognize 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 note that Cicero is verbally attacking Catiline in the opening lines of his oration. ● I can identify 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…

Learner Benchmark IM.IL Interpretive Listening	Learner Benchmark IM.IR Interpretive Reading	Learner Benchmark IM.IC Interpersonal Communication	Learner Benchmark IM.PS Presentational Speaking	Learner Benchmark IM.PW Presentational Writing
		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…	

**CULTURAL COMPETENCIES FOR THE INTERMEDIATE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE INTERMEDIATE HIGH SAMPLE LEARNING TARGETS SECTION**

INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark **IH.IL Interpretive Listening**	*Learner Benchmark* **IH.IR Interpretive Reading**	*Learner Benchmark* **IH.IC Interpersonal Communication**	*Learner Benchmark* **IH.PS Presentational Speaking**	*Learner Benchmark* **IH.PW Presentational 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 ancient cultures.	**Learning Indicators** IH.PS.1. I can make short presentations on ancient perspectives about a variety of topics.	**Learning Indicators** IH.PW.1. I can write about school and academic topics.
Sample Learning Targets • I can recognize the main idea and a few details of the oral reading of a short poem or passage. • I can recognize the main idea and a few details of a short discussion on religious ceremonies. • I can follow a conversation between Pullo and Vorenus. • I can…	**Sample Learning Targets** • I can comprehend 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…

Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
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 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 infer Catullus' sorrow at the loss of his brother in poem 101. ● I can identify some of Augustus' accomplishments in his *Res Gestae*. ● I can discern 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 ancient 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…

Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
		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…	

**CULTURAL COMPETENCIES FOR THE INTERMEDIATE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE INTERMEDIATE HIGH SAMPLE LEARNING TARGETS SECTION**

CULTURAL COMPETENCIES WITHIN THE INTERMEDIATE RANGE

Learner Benchmark	Learner Benchmark	Learner Benchmark
Investigation of Products and Practices	**Understanding of Cultural Perspectives**	**Application of Cultural Connections**
I.IPP	*I.CP*	*I.CC*
I can explain the significance of some products and practices of other cultures.	*I can explain the significance of cultural beliefs and values.*	*I can explain the significance of elements of culture that influence other cultures.*
Learning Indicator	**Learning Indicator**	**Learning Indicator**
I.IPP.1 I can explain the significance of products designed for communication.	**I.CP.1** I can explain the significance of codes of behavior.	**I.CC. 1** I can explain how political and legal institutions influence other cultures.
Sample Learning Targets	**Sample Learning Targets**	**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…	• 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…	• 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	**Learning Indicator**	**Learning Indicator**
I.IPP.2 I can explain the significance of decorative products.	**I. CP. 2** I can explain the significance of attitudes towards various members of society.	**I.CC. 2** I can explain how art and architecture influence other cultures.
Sample Learning Targets	**Sample Learning Targets**	**Sample Learning Targets**
• I can explain 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…	• 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…	• 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…

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.3** I can explain the significance of elements of infrastructure.	**Learning Indicator** **I.CP. 3** I can explain the significance of attitudes 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 of political and economic practices.	**Learning Indicator** **I.CP. 4** I can explain the significance of religious 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…

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.5** I can explain the significance of religious practices.	**Learning Indicator** **I.CP. 5** I can explain the significance of attitudes 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 myths and legends 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…
Learning Indicator **I.CPP.6** I can explain the significance of social 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	
Learner Benchmark **AL.IL Interpretive Listening**	*Learner Benchmark* **AL.IR Interpretive Reading**	*Learner Benchmark* **AL.IC Interpersonal Communication**	*Learner Benchmark* **AL.PS Presentational Speaking**	*Learner Benchmark* **AL.PW Presentational 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.*	**AL.IR** *I can understand the main idea and some supporting details on a variety of topics of personal and general interest.* *I can follow stories and descriptions of some length and in various timeframes and genres.*	**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 for specific purposes.	**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 follow short presentations about famous people in history. - I can easily follow descriptions about a marriage that will take place. - I can easily follow a story told by a father to his son. - I can…	**Sample Learning Targets** - I can follow Pliny's point of view in his letters to Trajan. - I can analyze selections of Holberg's *Iter Subterraneum*. - I can follow 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…

Learner Benchmark AL.IL Interpretive Listening	Learner Benchmark AL.IR Interpretive Reading	Learner Benchmark AL.IC Interpersonal Communication	Learner Benchmark AL.PS Presentational Speaking	Learner Benchmark AL.PW Presentational Writing
Learning Indicator **AL.IL.2** I can understand the main idea in a variety of genres.	**Learning Indicator** **AL.IR.2** I can read texts that compare and contrast information.	**Learning Indicator** **AL.IC.2** I can converse and discuss 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 note some simple information from a movie trailer. • I can…	**Sample Learning Targets** • I can read Caesar's comparison of barbarian and roman deities. • I can read Vergil's extended similes • I can…	**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.**3 I 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…

**CULTURAL COMPETENCIES FOR THE ADVANCED PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE ADVANCED LOW SAMPLE LEARNING TARGETS SECTION**

CULTURAL COMPETENCIES WITHIN THE ADVANCED RANGE

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 of products designed for communication.	**Learning Indicator** **A.CP.1** I can analyze the significance of codes 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…

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.3** I can analyze the significance of elements of infrastructure.	**Learning Indicator** **A.CP. 3** I can analyze the significance of attitudes 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 of political and economic practices.	**Learning Indicator** **A.CP. 4** I can analyze the significance of religious 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…

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.5** I can analyze the significance of religious practices.	**Learning Indicator** **A.CP. 5 5** I can analyze the significance of attitudes 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 of social 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…		