

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	2
GENERAL INTRODUCTION	2
NAVIGATING THE STANDARDS	3
COMMUNICATION GOAL	6
INTERPRETIVE MODE	8
Interpretive Reading	10
Interpretive Listening	12
INTERPERSONAL MODE	15
PRESENTATIONAL MODE	20
Presentational Writing	22
Presentational Speaking	24
CULTURES GOAL	29
Relating Cultural Practices to Perspectives	33
Relating Cultural Products to Perspectives	36
CONNECTIONS GOAL	39
Making Connections	40
Acquiring Information and Diverse Perspectives	43
COMPARISONS GOAL	45
Language Comparisons	47
Cultural Comparisons	51
COMMUNITIES GOAL	54
School and Communities	56
Lifelong Learning	59
<i>ad hoc</i> Committee on Standards	62

ACKNOWLEDGEMENTS

The revised *Standards for Classical Language Learning* are the result of collaboration among national and regional classical organizations. The project was led by the American Classical League (ACL) and the Society for Classical Studies (SCS). The Archaeological Institute of America (AIA), the Classical Association of the Atlantic States (CAAS), the Classical Association of the Middle West and South (CAMWS), the Classical Association of New England (CANE), the Classical Association of the Pacific Northwest (CAPN) named additional members to the writing team.

The writing team learned from the work accomplished by the original Task Force on Standards for Classical Language Learning, whose membership included Richard Gascoyne, Chair; Marty Abbott; Z. Philip Ambrose; Cathy Daugherty; Sally Davis; Terry Klein; Glenn Knudsvig; Robert LaBouve; Nancy Lister; Karen Lee Singh; Kathryn A. Thomas; Richard F. Thomas.

These standards took their inspiration from the *World-Readiness Standards for Learning Languages*, a product of the National Standards in Foreign Language Education Project, which is a collaborative effort among the leading organizations of teachers of World Languages.

GENERAL INTRODUCTION

These revised *Standards for Classical Language Learning* reflect the breadth and scope of teaching and learning Classical Languages in the United States from P-20 and beyond. The study of Latin and ancient Greek is still thriving in twenty-first century classrooms: in 2008, over 200,000 students were enrolled in Latin programs in public schools ([ACTFL Enrollment Study](#)); in 2013, 27,192 students were enrolled in postsecondary Latin classes and 17,014 were enrolled in postsecondary pre-modern Greek classes ([MLA Enrollment Study](#)); in 2016, 142, 271 students in 3,119 schools (including 21 colleges and 14 elementary schools) took the [National Latin Exam](#) (2016 ACL Annual Report); in 2016, 2119 students from 162 schools took the [National Greek Exam](#) (2016 ACL Annual Report); in 2016, 217 students took the [College Greek Exam](#); and in 2016, 6637 students took the Advanced Placement Latin Exam (ACL Institute presentation by Chief Reader of AP Latin).

Twenty-first century language learners come from a variety of cultural backgrounds and possess a wide variety of learning styles. They may learn Latin and Greek from a regular classroom teacher, from a parent, from an online source, or even be self-taught. Teachers may work in a traditional classroom environment or may meet home-school students a few times a week. They may work in a Montessori elementary school, an independent middle school, a public high school, a community college, a large university, or a small liberal arts college, or none of the above. The approach to teaching and learning might emphasize active use of Latin or Greek, a traditional grammar-based approach, a reading-based approach, or a hybrid of all of these. No matter what combination of these realities that teachers face, the *Standards* are intended to provide guidance for instructors about how their students can make

progress in linguistic proficiency as they interact with the ancient world through the writing, physical remains, and important ideas of Classical antiquity and the cultures that inherited those traditions.

The *Standards* document empowers teachers with information they can use no matter what approach they use in their learning environment. The *Standards* are not a curriculum guide. They do not prescribe what content to teach when nor do they pinpoint specific proficiencies for each grade level. Rather the *Standards* categorize skills and abilities in Latin and in Greek and describe proficiency levels for students at the elementary, middle, secondary, and collegiate levels. The content and learning activities could be markedly different whether that proficiency level is achieved in a third grade classroom, a first-year course in high school, a second semester course in college, or in a lifelong-learning setting.

The *Standards for Classical Language Learning* are informed by the *World-Readiness Standards for Learning Languages* and reflect the continuing refinement of how contemporary students learn, and what they expect to do with their developing language skills. Additionally, the *Standards* reflect the growing societal expectation that students develop 21st century skills of communication, collaboration, critical thinking, creativity, and intercultural awareness, and that they are ready to use those skills to problem-solve at work, enrich their lives at home, or engage in their communities as conscientious citizens.

NAVIGATING THE STANDARDS

THE FIVE GOALS

The [*World-Readiness Standards for Learning Languages*](#) maintain the five goal areas from the original standards document published in 1997: COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, and COMMUNITIES. The communication goal guides students and teachers in the process of acquiring language skills, which then enables them to explore the rich areas available to them in the remaining goal areas. The interconnection of the goal areas affirms that learning the language system of Latin and Greek and learning to use the language are critical areas of emphasis. By exploring the other goal areas, students learn that the language skills they have acquired can unlock the ancient world for them, and they can recognize how the modern world is shaped by the stories, art, and traditions of Greece and Rome.

The five goal areas contain two or three **CONTENT STANDARDS** that describe what students should know and be able to do while learning Latin and Ancient Greek. Each content standard includes a discussion of how it fits into the goal area.

Because the COMMUNICATION STANDARD remains the primary focus of most teachers, it includes components that will aid the teacher and learner in tracking progress along the continuum of language learning:

- **Performance descriptors** indicate the progression of skills as learners move from the Novice range to Intermediate range and into Advanced range.

- In the Interpersonal and Presentational modes **Sample Performance Indicators** give sample learning targets aligned with *NCSSFL-ACTFL Can-Do Statements* (2013). They are not meant to be prescriptive, but are intended as examples of observable student outcomes that might be assessed, giving teachers and learners valuable information about progress. The Interpretive Mode, however, does not develop in the same way.
- **Sample Progress Indicators** present tasks that are aligned with the different levels of performance: Novice, Intermediate and Advanced. Learners may begin their language study at one of multiple entry points. A Novice learner may be a learner in Kindergarten, sixth grade, ninth grade, a college undergraduate student, graduate student or beyond as a life-long learner. The progress indicators describe tasks that would be appropriate for learners based on the range of their developing language skill (Novice, Intermediate, or Advanced) and on the level of their education.

The other four goal areas (CULTURES, CONNECTIONS, COMPARISONS, and COMMUNITIES) include **Sample Progress Indicators** that follow the same logic as in the Communication goal. The tasks are aligned with the learner's developing language skill as well as with the learner's age or grade. An Intermediate level learner in the middle school grades will participate in very different tasks than an Intermediate learner at the college/university level.

PROFICIENCY LEVELS

Language learners progress along a continuum of skills and knowledge that begin from the very first day of language learning at the NOVICE level, progressing through INTERMEDIATE to ADVANCED and finally SUPERIOR. Within each range, learners progress from LOW to MID to HIGH. Latin or Greek students at the Novice Low range have just started learning and so are successful at reading texts which have high-frequency words and very simple grammatical structure. Learners at the Novice High range may comfortably read texts which have a little more of a narrative thread to them since they have more words and structures on which they can rely.

Students will progress along the proficiency continuum at different rates, and it is common for a learner to plateau at a level as they gain more skills and knowledge, enabling them to move up to the next level. Students will also progress at different rates on the various modes of communication, depending on the skills they bring to the task from prior learning, as well as the emphasis their teacher places on the mode. For example, learners in a Latin or Greek classroom where there is little or no active Latin or Greek will not progress in the Presentation or Interpersonal modes at the same rate as they progress in the Interpretive mode.

Proficiency levels are independent of the learner's grade level or age, and they are largely independent of the learner's placement in a course. A first-grade student will learn words and phrases just as a college student does; however, the learning activities the two learners will encounter and the pace at which they progress will be very different. Because of many factors, a teacher may encounter learners in a second-year classroom who are at vastly different proficiency levels. Knowing the proficiency level of learners helps the teacher structure activities that will help the students progress to the next level of proficiency.

Each program of study, whether in a public K-12 school or a private college or university will have different outcome proficiency goals, depending on the structure of the course. The proficiency goal for a

middle school course that meets every day of the week for fifty-five minutes will be different than the proficiency goal of a course that meets three times a week for forty-five minutes. Setting proficiency goals is a useful task, but what these goals are will be specific to the realities of the individual program.

PERFORMANCE VS PROFICIENCY

Performance and proficiency are two terms used frequently to describe the language that learners produce; however, they are not the same thing.

Language performance can be guided, coached, or practiced. Instructors carefully create scaffolded learning tasks, and they design activities to support and help learners understand and express more in the language than they could do on their own. In order to move to higher levels of language performance, instructors need to provide tasks that help learners produce or understand language at the next highest level.

Language proficiency is independent of specific instruction or curriculum. Assessment of language proficiency does not take into consideration where, when, or how language was acquired. An assessment of proficiency involves non-rehearsed situations and tasks, stretching the learner to demonstrate control of language by handling content and contexts appropriate for a given level. Multiple measures of language performance over time are needed to provide a sense of the language learner's proficiency level.

HOW TO USE THIS DOCUMENT

The revised *Standards for Classical Language Learning* are intended to be read by many audiences. It outlines best practices and describes what language learners are capable of achieving at different stages in their development. The *Standards* are not a curriculum guide nor a recommended scope and sequence, but are designed to be used in conjunction with state and local frameworks and standards to ascertain the best approaches and reasonable expectations for language learners. In short, the *Standards* and the sample progress indicators can assist instructors as a guide for setting goals, developing self-awareness, and charting learners' improvement and progress.

COMMUNICATION GOAL

RATIONALE

For American students, the ability to function competently in at least one language other than English is vital for success in the interconnected world of the 21st century. Effective communication and collaboration in another language, including the ability to interpret other cultures, are critical components in preparing learners for college, career, and world readiness. In today's world, language competence requires much more than simply being able to talk about the language and its culture(s), describe its grammatical structures, or conjugate verbs and memorize lists of vocabulary. Twenty-first century learners must be able to comprehend both spoken and written language in multiple contexts in order to access information and engage in collaboration in any field. They must be able to think and interact in a global community by participating appropriately in physical or virtual environments in other societies, and by interpreting and analyzing the stories, concepts, ideas, and opinions expressed by members of these societies through their media and their literatures. Communicating in another language provides another avenue for students to become critical thinkers, good problem solvers, and informed, productive global citizens.

Multiple modes of communication allow learners of classical languages to strengthen their language skills by communicating with others who have learned Latin or Greek. While we may not have native speakers to use as arbiters of proficiency, instructors who have sufficiently practiced interpersonal or presentational skills can construct instructional activities that engage different skill sets and learning styles.

DISCUSSION

Successful communication in another language requires learners to develop facility with the language, familiarity with the cultures of those who used the language, and an understanding of how language and culture interact in multiple societies. Learners must apply these skills and knowledge, as they read the texts of the Greek and Roman world, use their language skills to express themselves, reflect upon observations of and interactions with other cultures, make connections with other disciplines, and make comparisons with their own languages and cultures. Thus, achieving the Standards in the Communications goal is central to the attainment of the other four goals.

In order to develop intercultural communicative competence, learners must understand how interpersonal interactions were conducted in the Greek and Roman world, how individuals used and continue to use Latin and Greek effectively, how oral and written texts are structured, and how the language system operates. Learners must weave this knowledge together in the process of transmitting and receiving meaningful messages, while at the same time understanding the

cultural conventions that govern these interactions. Our ability to know and understand the lives of non-elite speakers of Latin and Greek is limited by the sources preserved over millenia. Language and culture are inseparable and are at the heart of communication.

In order to achieve the Communication Standards, learners must have ample opportunities to encounter meaningful, authentic language from real contexts, which become the basis for the development of expression and creativity in Latin or Greek. People who grow up in different cultures acquire their first language in a particular cultural context; they must learn comparable cultural constructs and behaviors to understand how those impact what they are reading in Latin or Greek. It is essential that learners be surrounded with interesting and age-appropriate materials as a basis for acquiring a new language system in its cultural contexts so that they are able to communicate effectively in the language. This communication in Latin and ancient Greek is carried on chiefly through reading and interpreting written texts.

COMMUNICATION STANDARDS

The understanding of communication has shifted away from a focus on a four-skills approach, where speaking, reading, listening and writing were separate and distinct actions. Just as in the original 1997 document, the *Standards for Classical Language Learning* presents three modes of communication, (Interpretive, Interpersonal, and Presentational), in which each communication has a specific context and purpose. For example, a short graffito from Pompeii may be trying to persuade citizens to vote for a certain person or avoid a certain *taberna*. That is very different from a polished letter by Pliny the Younger, which may have also been trying to persuade the Emperor of an action, but the audience and the intent were very different. Someone reading the two pieces of writing must not only possess the language skills to read the texts but also an understanding of their cultural context to appreciate the two very different texts.

The Communication goal includes three Standards based on the Framework of Communicative Modes. These Standards focus on the purpose behind the communication more than the means:

1. Interpretive communication focuses on answering the question: “What does the author, speaker, or producer of an individual text want you to understand?”
2. Interpersonal communication focuses on exchanging information, reactions, feelings, and opinions by negotiating and clarifying meaning;
3. Presentational communication is used to create a message for a specific purpose and for a specific audience.

Interpretive Mode

Learners understand, interpret and analyze what is read, heard, or viewed on a variety of topics.

For students and teachers of classical languages, the Interpretive Reading mode will be the main focus of their language study. No matter what other communicative modes may receive emphasis, all professional classicists are expected to be able to read and interpret texts in Latin or Greek. Students will make steady progress along the continuum in Interpretive Reading as their skills and knowledge increase. Teachers who make use of other modes of communication in their classrooms will track their students' progress along the appropriate continuum. The progress that teachers target in these other modes will depend on the different levels of emphasis. Let's consider two classrooms, one of which employs more active use of Latin or Greek. While in both classrooms the students may demonstrate Intermediate Low in Interpretive Reading, the students with more practice in active Latin may demonstrate Novice High in Interpersonal Speaking, while the students in the classroom which did not use active Latin or Greek as an approach might never move out of Novice Low. No matter what combination of these realities a teacher faces, the standards are intended to provide guidance to help students deepen their knowledge of the ancient world and its legacy through understanding and interacting with Latin and Greek sources.

There are many types of Latin and Greek texts which students can listen to, read, and interpret. They include classical, post-classical, modern, teacher generated, and student generated. Some texts are referred to as "authentic," others as "adapted," and still others as "created." In some respects, all texts are "authentic" in that they have been generated in the target language by someone, whether it be an ancient author or a modern teacher. However, the term "authentic" can be used to distinguish a text written by a classical or post-classical author from a text written today with the intent of teaching Latin or Greek. "Adapted" texts are rewritten or simplified versions of classical or post-classical texts to aid student understanding and comprehension. A "created" text is a text composed by a teacher or student. Students should be exposed to a variety of texts to help them achieve higher levels of proficiency in interpretive reading.

The Roman forum and Greek agora were filled with the sounds of merchants hawking their wares, advocates defending their clients, artisans explaining their craft and negotiating prices, and neighbors catching up on the day's news. Given the oral nature of so much communication in the ancient world, it is also appropriate for students of Latin and Greek to become proficient in listening to stories, speeches, letters, poems, songs, descriptions, and news reports so that they can hear words in sense units, recognize particles and conjunctions, listen for discourse markers, attend to the rhythms of the language, and follow the sequence of ideas as a story or speech unfolds.

THE CONTINUUM OF PERFORMANCE IN THE INTERPRETIVE MODE

The Performance Descriptors describe the range of performance that is a result of instruction. The performance is described in three levels: Novice, Intermediate, Advanced, and Superior. The Performance Descriptors' statements offer a summary of what the learner at that range can do well.

A NOVICE range student:

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple highly-predictable oral or written texts, with visual support or other contextual help.

An INTERMEDIATE range student:

Understands main ideas and some supporting details on familiar topics from simple, straightforward texts that contain predominantly high-frequency vocabulary.

An ADVANCED range student:

Understands main ideas and supporting details on familiar topics and subject matter that is rooted in the real world from a variety of more complex texts that have a clear organized structure. Comprehension is supported by a solid knowledge of the language (e.g., noun-adjective agreement, word order, etc.)

A SUPERIOR range student:

Understands texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar, both concrete and abstract. Comprehension comes from a command of the language that is supported by a broad vocabulary, an understanding of complex linguistic structures, and a knowledge of the target culture.

DRAFT

INTERPRETIVE READING

The Global Statements summarize what learners at each level can do independently, without the scaffolded support of an instructor. The Sample Performance Indicators are intended to influence the design of curriculum and units of instruction, and describe the types of evidence to be collected through formative or summative assessments of performance.

GLOBAL STATEMENT	SAMPLE INDICATORS
NOVICE LEVEL	
<p>Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.</p>	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images ● recognize most Greek letters
<p>Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> ● recognize words and phrases with the help of visuals ● recognize Latin or Greek words and phrases when they associate the with things they already know ● recognize all Greek letters
<p>Novice High Learners can easily understand the main idea of texts related to familiar topics, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames. For Greek, they can recognize basic transliterated words.</p>	<p>Novice High Learners can</p> <ul style="list-style-type: none"> ● understand accounts of familiar events or personal experiences ● sometimes follow short, written descriptions or instructions when supported by visuals ● understand the main idea of and a few supporting facts about famous people and historic events ● understand simple questions related to a familiar text

GLOBAL STATEMENT	SAMPLE INDICATORS
INTERMEDIATE LEVEL	
<p>Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> ● understand messages in which the writer tells or asks them about familiar topics ● read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals ● use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

<p>Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> • understand information in paragraph-length Latin or Greek texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people
<p>Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> • understand accounts of familiar events or experiences • usually follow short, written descriptions or instructions supported by visuals • understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events • sometimes deduce meaning of unfamiliar Latin or Greek words from context • sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

GLOBAL STATEMENT	SAMPLE INDICATORS
ADVANCED LEVEL	
<p>Advanced Low Learners can understand the main idea and some supporting details in Latin or Greek texts on a variety of topics of personal and general interest, as well as some authentic, annotated Latin or Greek texts. They can follow stories and descriptions of some length and in various time frames and genres.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> • find and use information in Latin or Greek texts for practical purposes, including for literary analysis • read and understand Latin or Greek texts that offer differing perspectives and explanations • follow written instructions
<p>Advanced Mid Learners can understand the main idea and most supporting details in Latin or Greek texts on a variety of topics. They can follow stories and descriptions of considerable length and in various time frames. They can understand Latin or Greek texts written in a variety of genres, even when they are unfamiliar with the topic.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> • follow the general idea and some details of what is written in a variety of stories and historical accounts • understand general information on topics outside of their field of interest • understand messages on a wide variety of past, present, and future events
<p>Advanced High Learners can easily follow narrative, informational, and descriptive Latin or Greek texts. They can understand what they read on most topics that deal with special interest, unfamiliar situations, and abstract concepts. They can sometimes understand extended arguments and different points of view.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> • understand narrative, descriptive, and informational texts of any length • read about most topics of special interest • read Latin or Greek in a wide variety of genres

GLOBAL STATEMENT	SAMPLE INDICATORS
SUPERIOR LEVEL	
Superior Learners can easily follow literary or historical texts in Latin or Greek on a wide range of both familiar and unfamiliar subjects. They can sometimes infer complex meaning that requires analysis and deep understanding of the culture.	Superior Learners can <ul style="list-style-type: none"> analyze the primary argument and supporting details in Latin or Greek texts of any length understand detailed information from Latin or Greek texts within and beyond their fields of interest comprehend complex Latin or Greek texts on abstract topics of interest to them

INTERPRETIVE LISTENING

GLOBAL STATEMENT	SAMPLE INDICATORS
NOVICE LEVEL	
Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.	Novice Low Learners can <ul style="list-style-type: none"> occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures
Novice Mid Learners can recognize some familiar Latin or Greek words and phrases when they hear them spoken.	Novice Mid Learners can <ul style="list-style-type: none"> understand simple greetings recognize and sometimes understand basic information phrases that they have memorized recognize and sometimes understand words and phrases that they have learned for specific purposes
Novice High Learners can often understand Latin or Greek words, phrases, and simple sentences in the context in which they have been learned. They can recognize pieces of information and sometimes understand the main topic of what is being said.	Novice High Learners can <ul style="list-style-type: none"> sometimes understand simple questions or statements in Latin or Greek on familiar topics in context understand simple information when presented with visual support sometimes understand the main topic of conversations that they hear sometimes follow the narrative of a simple story read aloud

GLOBAL STATEMENT	SAMPLE INDICATORS
INTERMEDIATE LEVEL	
Intermediate Low Learners can understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear.	Intermediate Low Learners can <ul style="list-style-type: none"> understand the basic purpose of a message understand messages related to familiar topics in context

	<ul style="list-style-type: none"> understand questions and simple statements on familiar topics when they are a part of the conversation
<p>Intermediate Mid Learners can understand the main idea in Latin or Greek presentations on a variety of topics. They can understand the main idea of a narrative or conversation that they hear.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> understand basic information in stories, dialogues, and other spoken or recorded messages understand the main idea of what they listen to for personal enjoyment understand messages related to everyday life
<p>Intermediate High Learners can easily understand the main idea in Latin or Greek presentations on a variety of topics. They can usually understand a few details of what they hear in conversations, even when something unexpected is expressed. They can sometimes follow what they hear about events and experiences in various time frames.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> easily understand straightforward information or interactions understand details in stories, dialogues, and other spoken or recorded messages sometimes understand situations with complicating factors

GLOBAL STATEMENT	SAMPLE INDICATORS
ADVANCED LEVEL – INTERPRETIVE LISTENING	
<p>Advanced Low Learners can understand the main idea and some supporting details in organized speech in Latin or Greek on a variety of topics. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in a variety of genres, even when something unexpected is expressed.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> understand descriptions and stories of events that have happened or will happen understand the main idea of a Latin or Greek narrative from a variety of genres
<p>Advanced Mid Learners can understand the main idea and most supporting details on a wide variety of topics in Latin or Greek. They can follow stories and descriptions of some length and in various time frames. They can understand information in most genres, even when not familiar with the topic.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> understand the main idea and many details of a Latin or Greek narrative from a variety of genres understand the accounts of events understand directions and instructions
<p>Advanced High Learners can easily follow narrative, informational, and descriptive speech in Latin or Greek. They can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes follow extended arguments and different points of view.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> easily understand detailed reports and narratives often understand various viewpoints in extended arguments understand discussions and presentations on many concrete and abstract topics

GLOBAL STATEMENT	SAMPLE INDICATORS
SUPERIOR LEVEL	

<p>Superior Learners can follow a wide range of academic and professional discourse in Latin or Greek on abstract and specialized topics. They can understand all standard styles of pronunciation. They can sometimes infer complex meaning that requires deep understand of the culture.</p>	<p>Superior Learners can</p> <ul style="list-style-type: none">• understand a variety of abstract and technical topics within their field of expertise• understand discussions on various issues of general interest• understand implications and inferences in discussions or presentations
---	---

DRAFT

INTERPERSONAL MODE

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

This standard focuses on interpersonal (two-way) communication, including listening and speaking, in a conversation as well as in exchanging communication through signs or gestures, and text messages. Students can learn oral, written, and non-verbal communication skills from the very beginning that permit them to interact with each other and to focus primarily on the messages conveyed. Learners who only focus on accuracy often remain in the Novice range because they may rarely stretch to create with language or move beyond purely memorized phrases. During the course of study, learners need to practice these skills in a variety of forms and contexts so that their interactions occur in an increasingly accurate and comprehensible manner. There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode.

THE CONTINUUM OF PERFORMANCE IN THE INTERPERSONAL MODE

The Performance Descriptors describe the range of performance that is in an instructional setting. The performance is described in three levels: Novice, Intermediate, Advanced, and Superior. The Performance Descriptors' statements offer a summary of what the learner at that range can do well.

Learners in the Novice range of the Interpersonal Mode are good at engaging in conversations using formulaic, memorized, and practiced phrases and sentences. To move to the Intermediate range and beyond, instructors need to provide support for and practice in demonstrating what learners in more advanced ranges can do well. They often assume more responsibility in keeping the conversation going and communicating the purpose behind the conversation.

A NOVICE range student:

Engages in conversations on very familiar topics using words, phrases, or simple sentences that have been highly practiced and memorized and often uses signs and gestures to communicate.

An INTERMEDIATE range student:

Engages in conversations on familiar topics using sentences that blend prescribed and original responses and handles short social interactions by asking and answering a variety of questions.

An ADVANCED range student:

Engages in an extended conversation on familiar topics and on new concrete textual, social, and academic topics.

A SUPERIOR range student:

Engages in an extended conversation with fluency and accuracy in formal and informal settings and can form structured arguments and develop hypotheses on both concrete and abstract topics.

INTERPERSONAL MODE

The Global Statements summarize what learners at that level can do independently, without the scaffolded support of an instructor. The Sample Performance Indicators are intended to influence the design of curriculum and units of instruction, and describe the types of evidence to be collected through formative or summative assessments of performance. The Global Statements and Sample Performance Indicators point toward the communication strategies learners will need in order to move to higher levels of performance in the Interpersonal Mode.

GLOBAL STATEMENT	SAMPLE INDICATORS
NOVICE LEVEL	
Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.	Novice Low Learners can <ul style="list-style-type: none"> ● greet peers ● introduce self to someone ● answer simple questions about a familiar topic in single words or short phrases
Novice Mid Learners can communicate by asking highly predictable and formulaic questions in Latin or Greek, and respond to such questions by listing, naming, and identifying using single words or phrases they have learned and memorized.	Novice Mid Learners can <ul style="list-style-type: none"> ● answer simple questions about a familiar topic in short phrases ● ask simple questions about a familiar topic ● list, name, and identify objects or actions in a reading or cultural lesson
Novice High Learners can communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read.	Novice High Learners can <ul style="list-style-type: none"> ● formulate simple responses to questions about a reading or lesson ● formulate simple questions relevant to a reading or lesson ● interact with others in formulaic social situations
GLOBAL STATEMENT	SAMPLE INDICATORS
INTERMEDIATE LEVEL	
Intermediate Low Learners can communicate and exchange information about familiar topics in simple Latin or Greek sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and engage in conversation to satisfy basic needs.	Intermediate Low Learners can <ul style="list-style-type: none"> ● ask and answer questions on factual information that is familiar to them. ● ask and answer questions relevant to a topic of conversation or academic interest ● use the language to meet their basic needs in familiar situations.
Intermediate Mid Learners can communicate and exchange information about less familiar topics in full Latin or Greek sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and that are informed by vocabulary and grammar they have learned and accumulated.	Intermediate Mid Learners can <ul style="list-style-type: none"> ● ask questions for clarification ● rephrase readings to offer points of discussion about readings and other content

	<ul style="list-style-type: none"> formulate responses to a question that goes beyond the language of the question, and uses language they have from their own Latin or Greek vocabulary
<p>Intermediate High Learners can communicate and exchange information about less familiar topics in full Latin or Greek sentences, using sentences that are mostly composed from their understanding of Latin or Greek grammar, syntax and vocabulary.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> ask questions in regarding points of discussion formulate full sentences of some grammatical complexity to express thoughts and ideas engage in an extended conversational exchange on fairly familiar topics

GLOBAL STATEMENT	SAMPLE INDICATORS
ADVANCED LEVEL	
<p>Advanced Low Learners can communicate and exchange information in full Latin or Greek sentences about topics related to a reading or cultural lesson, using sentences that are composed from their understanding of Latin grammar, syntax and vocabulary.</p>	<p>Advanced Learners can</p> <ul style="list-style-type: none"> participate in conversations which go beyond their everyday lives. compare and contrast life in the ancient world with life now/in different places and different times ask and answer questions that explore beyond basic details of a text into broader themes
<p>Advanced Mid Learners can communicate and exchange information in full Latin or Greek sentences about any concrete textual, social, and academic topic, using sentences in multiple tenses, and sentences that display grammatical and syntactical complexity.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> communicate effectively on a wide variety of past, present, and future events explore themes and meaning within a work of literature in Latin or Greek discuss grammatical details in Latin or Greek
<p>Advanced High Learners can communicate and exchange information in series of sentences, using sentences of sophisticated grammatical complexity.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> explore themes and meaning within any piece of literature discuss syntax and rhetorical figures in Latin or Greek

GLOBAL STATEMENT	SAMPLE INDICATORS
SUPERIOR LEVEL	
<p>Superior Learners can communicate in Latin or Greek with ease and confidence by understanding and producing narrations and descriptions and arguments in all major time frames and deal efficiently with a situation with an unexpected turn of events.</p>	<p>Superior Learners can</p> <ul style="list-style-type: none"> support opinions clearly and precisely discuss complex information in debates or meetings participate with ease in complex discussions with multiple participants on a wide variety of topics speak in social conversations and also in

	<p>classroom discussions entirely in Latin or Greek</p> <ul style="list-style-type: none"> • function fully and effectively in textual or personal contexts using Latin or Greek
--	---

Sample Progress Indicators

These Sample Progress Indicators are examples of the variety of tasks that indicate how learners demonstrate language performance in the Novice, Intermediate, or Advanced, range of the Interpersonal Mode of communication. The tasks provide a glimpse into what learners can do to develop, practice, and assess interpersonal communication. Rather than being organized by grade levels, the Sample Progress Indicators are identified by performance range. Remember that learners at any age who are beginning a new language start in the Novice range, even postsecondary and adult learners; learners in elementary grades may be in the Novice or Intermediate range, depending on the program model and their prior background experience with the language. Notice how the other four areas (Cultures, Connections, Comparisons, and Communities) are embedded as the content (topic: What?) or context (situation: With whom, where, when?) for the Interpersonal task.

NOVICE Range

- Learners exchange greetings, leave takings, and common classroom interactions using appropriate verbal expressions.
- Learners give and follow simple instructions in Latin or Greek in order to participate in age-appropriate classroom and / or cultural activities.
- Learners ask and answer basic questions about topics such as family, school, and Roman and Greek culture.
- Learners share basic statements to describe or summarize classroom activities or readings.
- Learners share descriptions of people and tangible products of the culture.

INTERMEDIATE Range

- Learners share descriptions of people and tangible products of the culture.
- Learners rephrase readings to offer points of discussion.
- Learners exchange information about personal events, school topics, or topics related to the Classical world.

- Learners communicate in full sentences which contain some grammatical complexity.
- Learners discover new vocabulary and use it in grammatically and culturally appropriate ways.

ADVANCED Range

- Learners discuss literary themes and how syntax and rhetorical figures enhance a text's meaning.
- Learners use a variety of advanced grammatical forms with facility in as they engage in conversation.
- Learners converse on a range of topics which go beyond the classroom.

DRAFT

PRESENTATIONAL MODE

Learners present information, concepts and ideas to narrate, describe, inform, explain, and persuade, on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

DISCUSSION

The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade. While the interpersonal mode involves two-way communication, the setting/context of presentational mode typically requires one-way communication—from speaker or writer to others. Communication in the presentational mode may include WRITING (narratives, letters, recipes, inscriptions, poems, exegesis, persuasive discourse), SPEAKING (stories, speeches, songs, podcasts), or a combination of one of these with visual communication (slideshows, videos). Since the negotiation of meaning is limited in the presentational mode, it is necessary for the presenter to be attentive to organization, transitions, and cohesive devices. Graphic organizers such as pictures, maps, charts, outlines, storyboards, comic strips, and subtitles can help provide multisensory support and enhanced structure and meaning for the intended audience. Recognizing the language proficiency and cultural background of the intended audience will also help the presenter choose appropriate diction, syntax, and generic/rhetorical form/structure.

For students of classical languages, presentational tasks may include anything from a Novice level activity such as labeling a family tree with the appropriate terms for family members, to an Intermediate level activity where students act out a play in Latin or Greek, to an Advanced level activity where students take a poem in Latin or Greek and rewrite or paraphrase it in prose.

THE CONTINUUM OF PERFORMANCE IN PRESENTATIONAL MODE

The Performance Descriptors describe the range of performance that is in an instructional setting. The performance is described in three levels: Novice, Intermediate, Advanced, and Superior. The Performance Descriptors' statements offer a summary of what the learner at that range can do well.

A NOVICE range student:

Communicates information in Latin or Greek on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized; relies on a written text when necessary and appropriate.

An INTERMEDIATE range student:

Communicates information in Latin or Greek and expresses thoughts about familiar topics using sentences with conventional grammatical structures and vocabulary; refers to a written text when necessary and appropriate.

An ADVANCED range student:

Communicates information with detail and organization on a variety of topics using series of sentences and paragraphs containing varied and advanced grammatical structures and vocabulary; references a written text when necessary and appropriate.

A SUPERIOR range student:

Communicates information with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interest to areas of specialized expertise.

DRAFT

PRESENTATIONAL WRITING

The Global Statements summarize what learners at that level can do independently, without the scaffolded support of an instructor. The Sample Performance Indicators are intended to influence the design of curriculum and units of instruction, and describe the types of evidence to be collected through formative or summative assessments of performance.

GLOBAL STATEMENT	SAMPLE INDICATORS
NOVICE LEVEL	
Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.	Novice Low Learners can: <ul style="list-style-type: none"> • copy some letters and words that they see in various media. • write letters, words, and phrases that they've learned • label familiar people, places, and objects in visual media.
Novice Mid Learners can write lists and memorized phrases in Latin or Greek on familiar topics.	Novice Mid Learners can <ul style="list-style-type: none"> • write about themselves using learned phrases and memorized expressions • write notes about something they have learned using lists, phrases, and memorized expressions
Novice High Learners can write short messages and notes in Latin or Greek on familiar topics.	Novice High Learners can <ul style="list-style-type: none"> • write about familiar items in their immediate environment using words, phrases, and memorized expressions • write about general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) using words, phrases, and memorized expressions • write about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences

GLOBAL STATEMENT	SAMPLE INDICATORS
INTERMEDIATE LEVEL	
Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.	Intermediate Low Learners can <ul style="list-style-type: none"> • write about people, activities, events, and experiences • prepare materials for a presentation • write basic instructions on how to do something

<p>Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> • write messages and announcements • write a short paragraph about something they have learned or researched • compose short communications for public distribution
<p>Intermediate High Learners can write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time frames about events, experiences, and people</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> • write about school and social experiences • write about history topics • write about basic narrative texts

GLOBAL STATEMENT	SAMPLE INDICATORS
ADVANCED LEVEL	
<p>Advanced Low Learners can write on researched academic, social, and cultural topics in (properly phrased) connected sentences and paragraphs using various time frames and moods.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> • meet basic school and academic writing needs using a variety of verb tenses, moods, and other advanced grammatical structures in their writing • write an organized paragraph on an academic topic
<p>Advanced Mid Learners can write on researched academic, social, and cultural topics in paragraphs using various time frames and moods.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> • write well-organized text for a variety of academic purposes • write well-organized text for a variety of general interest purposes. • use a variety of verb tenses, moods, and other advanced grammatical structures in their writing
<p>Advanced High Learners can write extensively with significant precision and detail on a variety of topics and complex ideas</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> • present and elaborate a particular point of view in Latin or Greek • write using a variety of idioms in Latin or Greek • select correct high and low style vocabulary to meet the register of their writing in Latin or Greek • use a variety of verb tenses, moods, and other advanced grammatical structures in their writing

GLOBAL STATEMENT	SAMPLE INDICATORS
------------------	-------------------

SUPERIOR LEVEL

<p>Superior Learners can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structure, lexicon, and writing protocols.</p>	<p>Superior Learners can:</p> <ul style="list-style-type: none"> • write effectively about complex and abstract issues of general interest • write about complex and abstract issues on academic and professional topics • develop an argument using writing mechanics and organizational styles typical in Latin or Greek.
--	---

PRESENTATIONAL SPEAKING

The Global Statements summarize what learners at that level can do independently, without the scaffolded support of an instructor. The Sample Performance Indicators are intended to influence the design of curriculum and units of instruction, and describe the types of evidence to be collected through formative or summative assessments of performance.

GLOBAL STATEMENT	SAMPLE INDICATORS
NOVICE LEVEL	
<p>Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases</p>	<p>Novice Low Learners can:</p> <ul style="list-style-type: none"> • recite words and phrases that they have learned • state the names of familiar people, places, and objects depicted visually using words or memorized phrases. • introduce self to group using words or memorized phrases.
<p>Novice Mid Learners can present information in Latin or Greek about themselves or other very familiar topics using a variety of words, phrases, or memorized expressions.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> • recite short memorized phrases, parts of poems, and rhymes. • present information about familiar items in their immediate environment using words, phrases, and memorized expressions • present information about self and others using words, phrases, and memorized expressions • state likes and dislikes using words, phrases, and memorized expressions • describe their daily activities using words, phrases, and memorized expressions
<p>Novice High Speakers can present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p>	<p>Novice High Speakers can</p> <ul style="list-style-type: none"> • present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus)

	<p>using words, phrases, and memorized expressions</p> <ul style="list-style-type: none"> • talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
--	---

GLOBAL STATEMENT	SAMPLE INDICATORS
INTERMEDIATE LEVEL	
<p>Intermediate Low learners can present information in Latin or Greek on familiar topics using a series of properly phrased simple sentences.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> • describe people, activities, events, experiences directly related to themselves or to Roman and Greek culture/history • express their needs and wants or their preferences on topics of interest • present information on instructions, directions, and maps • present songs, short skits, or dramatic readings
<p>Intermediate Mid Learners can make presentations in Latin or Greek on familiar topics using properly phrased connected sentences.</p>	<p>Intermediate Mid Learners</p> <ul style="list-style-type: none"> • make a presentation about their personal and social experiences • make a presentation on something they have learned or researched on Roman or Greek culture/history • make a presentation about their interests or on Roman or Greek cultural/historical issues and state their viewpoint
<p>Intermediate High Learners can make generally organized presentations using properly phrased connected sentences in Latin or Greek in various time frames on events, experiences, people, and researched topics.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> • make a presentation on more sophisticated academic topics • make a presentation on events, activities, and topics of particular interest • present their point of view and provide reasons to support them • present information on general topics of Roman or Greek culture such as the home, daily life, religion and history using technical terminology in properly phrased connected sentences in a variety of tenses.

GLOBAL STATEMENT	SAMPLE INDICATORS
------------------	-------------------

ADVANCED LEVEL	
<p>Advanced Low Learners can make organized presentations in Latin or Greek using properly phrased connected sentences and paragraphs in various time frames and moods on researched academic, social, and cultural topics.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> • present viewpoints using properly phrased connected sentences and paragraphs in various time frames and moods • describe topics of personal or social concern using properly phrased connected sentences and paragraphs in various time frames and moods • present information on general topics of Roman or Greek culture such as the home, daily life, religion and history using technical terminology in properly phrased connected sentences and paragraphs in a variety of tenses and moods.
<p>Advanced Mid Learners can make well-organized presentations in Latin or Greek using properly phrased paragraphs in various time frames and moods on researched academic, social, and cultural topics.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> • present viewpoints using properly phrased paragraphs in various time frames and moods • describe topics of personal or social concern using properly phrased paragraphs in various time frames and moods • present information on general topics of Roman or Greek culture such as the home, daily life, religion and history using technical terminology in properly phrased paragraphs in a variety of tenses and moods.
<p>Advanced High Learners can make detailed presentations in Latin or Greek, usually with accuracy, clarity, and precision, using properly phrased connected paragraphs on a variety of topics and issues related to fields of expertise.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> • present viewpoints and supporting arguments using properly phrased connected paragraphs in various time frames and moods • describe topics of personal or social concern using properly phrased connected paragraphs in various time frames and moods • present information on general topics of Roman or Greek culture such as the home, daily life, religion and history using technical terminology in properly phrased connected paragraphs in a variety of tenses and moods.

GLOBAL STATEMENT	SAMPLE INDICATORS
SUPERIOR LEVEL	

<p>Superior Learners can make detailed presentations in Latin or Greek with accuracy, clarity, and precision on topics and issues ranging from broad general interests to areas of specialized expertise.</p>	<p>Superior Learners can</p> <ul style="list-style-type: none"> • give a clearly articulated and well-structured presentation about complex and abstract issues of general, academic, and professional interest • adapt the language in a presentation for casual, professional, or general public audiences • depart from the prepared text of a presentation when appropriate
--	---

Sample Progress Indicators

These Sample Progress Indicators are examples of the variety of tasks that indicate how learners demonstrate language performance in the Novice, Intermediate, or Advanced, range of the Presentational Mode of communication. The tasks provide a glimpse into what learners can do to develop, practice, and assess presentational communication. Notice how the other four goal areas (Cultures, Connections, Comparisons, and Communities) are embedded as the content (topic: What?) or context (situation: With whom, where, when?) for the Presentational task.

NOVICE range

- Learners prepare illustrated stories in Latin or Greek about activities or events in their environment and share these stories with an audience.
- Learners dramatize and record songs, short anecdotes, or poetry in Latin or Greek and share them with an audience.
- Learners create posters of “Do’s and Don’ts” for a particular cultural phenomenon from a culture that spoke Latin or Greek.
- Learners produce an advertisement about products and / or practices from a culture that spoke Latin or Greek.

INTERMEDIATE range

- Learners dramatize short plays or recite selected poems in Latin or Greek and perform them for an audience.
- Learners create a brochure written in Latin or Greek that highlights things to see and do in the ancient world.
- Learners prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.

ADVANCED range

- Learners write a report in Latin or Greek on a topic such as mythology, history, geography, the arts, or mathematics.
- Students perform scenes from a play and/or recite poems or excerpts from short stories in Latin or Greek.

- Learners create Latin or Greek stories, poems, or skits based on personal experiences or themes, ideas, and perspectives from the Classical world.
- Learners summarize the content of a letter, poem, or other piece of writing from the Classical world in Latin or Greek.
- Learners design a written or video production that analyzes expressive products of the culture, from literary genres or the fine arts.

DRAFT

CULTURES GOAL

Rationale

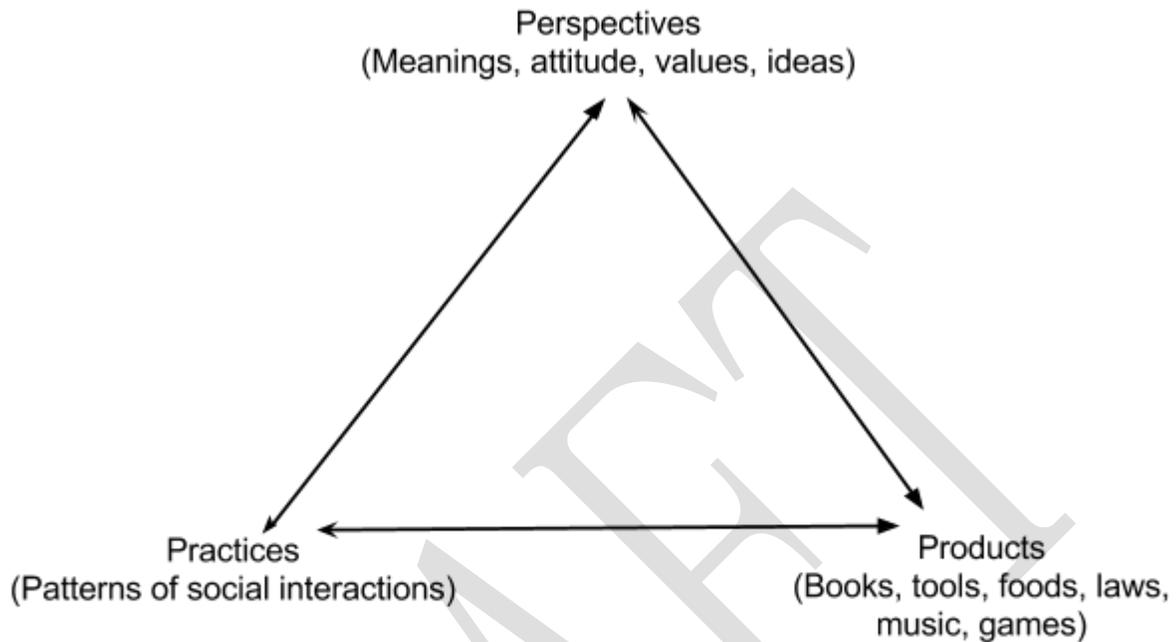
The study of ancient cultures is deeply intertwined with the study of classical languages. We learn to understand the world of the Greeks or Romans, and we demonstrate our understanding through the learning of ancient Greek or Latin and through communication in the Interpersonal, Interpretive, and Presentational Modes. The inherent connections between the culture that was lived and the language that was expressed can only be realized by those who possess knowledge and understanding of both. Learning about and experiencing another culture in both simulated and authentic situations, either real or virtual, enable students to understand that particular culture on its own terms. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence, an essential theme in preparing learners for life and work in the 21st century. It is fundamental to develop an awareness of other people's world views and the rituals and patterns of behavior that characterize their world, as well as the products that the culture has created. Additionally, learners in the 21st century must recognize the contributions of past cultures to the present world at large.

Discussion

What is Culture? The term “culture” is generally understood to include the perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram (on the next page) illustrates how the products and practices are derived from the perspectives that form the world view of a cultural group. It also shows how these three components of culture are closely interrelated.

Many models for the study of culture exist: the Framework presented here incorporates elements of a number of them. The interplay of products, practices, and perspectives acts as an organizer that is adaptable for learners of all ages, for educators at all levels, and for developers of educational materials. The model should also be considered as a dynamic one. Especially in today's rapidly changing world of the 21st century with its wealth of ever-increasing technological tools, both the study and the presentation of ancient culture undergo changes. Archaeologists uncover new evidence and scholars recognize new cross-cultural parallels that change our perception of an ancient society. What was viewed as a traditional or standard interpretation even a few decades ago may no longer be so today. Consequently, culture cannot be understood as being static in terms of its products, practices, and underlying perspectives but rather we must remain open to new hypotheses and questions as we seek to demonstrate cultural competence and understanding.

CULTURES FRAMEWORK



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a Latin or Greek provides multiple opportunities for learners to investigate the relationships between the perspectives and the practices and products of the Roman or Greek world, as well as to develop insights about a culture that are available in no other way. In reality, the true content of a language course or program is not discrete elements of grammar and vocabulary, but rather the cultures expressed through the language. Neither students nor their teachers can know every product, practice, or related perspective about the target cultures and the dynamic changes that occur as one is learning. What is important, however, is that they become skilled observers and interpreters of other cultures and that they maintain insights and hypotheses as they reflect upon their current knowledge and skills while also acquiring new information and experiences.

A significant shift in how culture is taught in the language classroom is the move away from teaching isolated facts to integrating culture with language. Traditionally, culture appeared as notes on the page of a textbook, and the learner was more of a passive observer, like a traveler who only looks at another culture through the lens of his or her own. At the heart of the World-Readiness Standards for Learning Languages is the attitude of being an explorer, using language to investigate, explain, and reflect on how perspectives are exhibited in the practices and products of a culture. Through language learning experiences, learners of ancient Greek and Latin increase their background knowledge of the cultures that spoke the language being studied and also develop the skills of observing and researching questions that surface around cultural perspectives, practices, and products.

Avoiding Cultural Misunderstandings. In studying the ancient world, it is important to recognize the many different periods and cultures that made up Greece and Rome. Culture changed over time and varied among regions. Attitudes towards slaves, women, and religion, for example, developed over the years, so that a perception that might be valid for Archaic Athens might not be so for Hellenistic Athens. An attitude or practice might well be different even within the same period—the lives of women in Classical Sparta were quite different from those of women in Classical Athens. Even though these two groups shared a language, factors such as time, geographical location, and various profound and unique experiences caused groups to differ from one another with different traditions and expressions. To apply a single set of criteria when teaching, learning, and interpreting those cultures would be to ignore the reality and fail to respect the practices, products, and underlying perspectives of disparate cultural groups. Without awareness of these profound differences, learners' ensuing impressions may result in misunderstandings and the inability to interpret appropriately. Such examples of cultural diversity within commonly shared languages are numerous and significant. Certainly, cultural diversity is found within a single country even today, as in the pluralistic and ever-changing society of the United States.

Ancient Greece and Rome provided the foundations for western civilization, so learners in the West most often see the similarities between the ancient world and their own rather than the differences. Learners often draw these conclusions based on simplistic or unexamined views of their own culture. Educators can help learners think critically and look out for their blind spots in understanding their own culture as they seek to understand other cultures. Opinions and attitudes, both hidden and expressed, are often based upon a superficial examination of other cultures using criteria that can be applied with validity only to one's own culture. The judgments that result from such assumptions, born of a lack of adequate information, understanding, and sensitivity, may lead to false interpretations of different cultures. To counteract this tendency, educators must provide learning activities appropriate to the learners' level and language ability that explore the process of differentiating between cultural practices and attitudes and the role that false or incomplete interpretations play in forming and sustaining prejudice. Finally, it is critical to provide opportunities for many different kinds of interaction, both real and virtual, with other cultures so that learners may draw informed conclusions; develop sensitivity to the perspectives, practices, and products of others; and gain confidence in interpreting appropriately.

Instructional Approaches. Interpretive language tasks with authentic materials and interpersonal communication, either in a real or virtual environment, can routinely include a focus on drawing out information about products and practices. Further discussion and research can bring forth insights into the perspectives—that is, the values and attitudes represented in the past, and their relationship to cultural products and practices. In terms of instructional approaches, it is also true that when one leads with culture, language will follow. Rather than adding culture as an afterthought, beginning a new unit of instruction by examining cultural images and artifacts and authentic materials, can tap learners' interests. As learners start asking questions about cultural products and practices, educators can provide the language they need to explore those questions. Motivated to explore culture, learners acquire the language they need. This is the opposite of starting with vocabulary or structures and searching for motivating content to get learners to use that language. Teachers might also want to explore some of the

models for intercultural competence to help them identify what is shared across cultures. These may include, but are not limited to, family or gender roles, religious beliefs, individual versus community responsibilities, the relationship of people versus nature, and the like. These overarching categories encompass a multitude of related products and practices.

Teaching Similarities and Differences. At every stage of language learning, both similarities and differences among the students' own culture and other cultures should be included in instructional opportunities. Although teachers should strive to avoid cultural misunderstandings as discussed above, "Avoiding Cultural Misunderstandings," a question that concerns many teachers is which to present first. There is some evidence to show that a positive point of departure—underscoring ways in which members of the other culture share (or shared) similar interests, behaviors, and belief systems with language learners in the United States—establishes a favorable mindset towards speakers of the other language and an easier entry into understanding the culture and its language. It is essential, however, that cultural differences not be swept under a pedagogical rug. It is important to help learners expect differences and learn how to explain and analyze observed differences in terms of their relationship to one or more cultural perspectives. Experience with a wide variety of cultural expressions (e.g., art and architecture, laws, letters, personal anecdotes, and poetry) help learners shape their own awareness and increase their abilities to function appropriately in diverse cultural and linguistic contexts. This personal exploration in the language of the culture enables learners to develop cross-cultural understanding and respect while also helping them reflect on their own culture in ways they may not have considered previously.

The Specific Role of Language Learning. One of the most enduring aspects of learning cultural knowledge and skills is the learner's better understanding of other cultures and ability to apply that understanding to his or her culture. In our society of the 21st century, language learning and cultural competence are key components not only to understanding and addressing global issues but also to living and working successfully within both the ever-increasing multicultural composition of the United States and the many cultures and subcultures existing outside our borders. The perspectives, practices, and products of cultures—be they historical or contemporary—can be shared through investigation, explanation, and reflection in real or virtual environments. This new "insider's perspective," only available through the study of another language, is the true catalyst for cross-cultural understanding.

RELATING CULTURAL PRACTICES TO PERSPECTIVES

Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (i.e., perspectives) of a culture. “Cultural practices” refer to patterns of behavior accepted by a society and comprise aspects of culture such as greetings, when meals are served, at what age children start school, how people spend their leisure time, rites of passage, forms of discourse, social stratification, and the use of space. In short, they represent the knowledge of “what was done when and where.” It is important to understand and be able to explain the relationship between these practices and the underlying perspectives that represent the culture’s view of the world, with the learner’s ultimate goal of being able to understand functions appropriately in diverse contexts.

When dealing with the ancient world, one should be cognizant of the different periods and cultures that made up Greece and Rome. Military equipment and formations in Archaic Greece differed from those in the Classical period. Marriage rituals in mid-Republican Rome differed from those under the Principate. Social stratification in Sparta differed from that in Athens. Ostracism was peculiar to Athens, helotry to Sparta. Funerary practices in Roman Egypt differed from those in Roman Britain.

NOVICE RANGE LEARNERS

Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Novice Learners

- Learners use appropriate gestures and oral expressions for greeting, leave takings, and common classroom or social interactions (e.g., please, thank you, may I, ...).
- Learners participate in or simulate age-appropriate cultural activities such as games, coming-of-age rituals, storytelling, and dramatizations.
- Learners create or propose simple cultural triangles connecting practices to associated products and perspectives (e.g., connecting dining rituals, foods, and social stratification).

Novice Learners in Elementary School

- Learners in grades pre-K-5 observe and imitate simple patterns of behavior at school (e.g., greeting teacher at the start of class).
- Learners in grades pre-K-5 use words and phrases to describe what people from Roman or ancient Greek culture are doing in texts or visual media (e.g., images, film, vase paintings, statues) and ask simple questions about characteristics of daily life after looking at the resource.
- Learners in grades 3-5 list practices observed in visual representation or a text concerning a festival or holiday celebrated in Roman or ancient Greek culture.

Novice Learners in Middle School and High School

- Learners use appropriate gestures in classroom interactions (e.g., greeting teacher at the start of class, using fingers to count).
- Learners imitate appropriate mealtime etiquette in Roman or ancient Greek culture.
- Learners list practices observed in visual representation or a text of a practice in Roman or ancient Greek culture.
- Learners role play simple interactions from daily life in Roman or ancient Greek culture.

Novice Learners at the Postsecondary Level

- Learners observe, identify, and/or imitate simple patterns of behavior or interactions in various settings in the ancient world including public or private life.
- Learners list and identify practices observed in visual representation or a text that are outcomes of perspectives of Roman or ancient Greek culture.

INTERMEDIATE RANGE LEARNERS

Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Intermediate Learners

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).
- Learners participate in age-appropriate Roman or ancient Greek cultural practices such as games, sports, and entertainment (e.g., music, dance, drama).

Intermediate Learners in Elementary School

- Learners in grades 3-5 distinguish informal and formal ways to address classmates and adults (e.g., teachers or principal).
- Learners in grades 3-5 role play simple situations from the Roman or ancient Greek culture such as buying a snack (e.g., bread, dormouse, or *garum*) using culturally appropriate gestures and language.
- Learners in grades 3-5 use some culturally appropriate gestures and expressions in their interactions with others.
- Learners in grades 3-5 create cultural triangles connecting practices to associated products and perspectives, beginning to analyze the relationship among the practices, products, and perspectives.

Intermediate Learners in Middle School and High School

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.
- Learners use formal and informal forms of address appropriately in rehearsed situations.
- Learners role play culturally appropriate interactions from daily life in Roman or ancient Greek culture.
- Learners begin to adjust language and message to acknowledge audiences with different cultural backgrounds while being culturally respectful.
- Learners suggest cultural triangles with reasons connecting practices to associated products and perspectives.

Intermediate Learners at the College Level

- Learners observe, analyze, and exchange information found in authentic materials on patterns of typical behavior in Roman or ancient Greek culture.
- Learners use culturally appropriate verbal and nonverbal behaviors in daily activities.

- Learners explore, analyze, and present to others how and why common cultural practices and procedures are carried out (e.g., such as setting up a formal *cena*, participating in an election, and accepting or declining an invitation).
- Learners role play a variety of situations from Roman or ancient Greek culture, using culturally appropriate behaviors and gestures.
- Learners suggest cultural triangles with reasons connecting practices to associated products and perspectives.
- Learners interpret authentic materials to identify and analyze practices (e.g., public versus private persona in media, marriage, child-rearing, serving in the military or other professions).

ADVANCED RANGE LEARNERS

Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Advanced Learners

- Learners use formal and informal forms of address appropriately.
- Learners use authentic materials in order to identify and analyze various patterns or behavior typical of the Roman or ancient Greek culture.
- Learners use authentic materials in the performance of Roman or ancient Greek cultural practices (e.g. games, sports, music, dance, and drama).

Advanced Learners in Middle School and High School

- Learners role-play culturally-appropriate behaviors in a variety of situations from Roman or ancient Greek culture.
- Learners use cultural triangles to connect practices to associated products, giving evidence-based reasons for the perspectives proposed.
- Learners identify and analyze various patterns of behavior or interactions typical of Roman or ancient Greek culture as represented in authentic materials.

Advanced Learners at the Postsecondary Level

- Learners role-play culturally-appropriate behaviors in a variety of situations from Roman or ancient Greek culture.
- Learners identify, analyze, and discuss various patterns of behavior or interactions typical of Roman or ancient Greek culture as represented in authentic materials.
- Learners prepare oral and written presentations with attention to various patterns of behavior or interactions typical of Roman or ancient Greek culture.
- Learners identify, examine, and analyze connections between socially accepted behavioral practices and cultural perspectives by conducting online and library research.

RELATING CULTURAL PRODUCTS TO PERSPECTIVES

Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

This Standard focuses on the products of the culture studied and on how they reflect the perspectives of that culture. Products may be tangible (e.g., a vase painting, a statue, a temple, a piece of literature, a tool) or intangible (e.g., dance, a ritual, a governing body, educational institutions). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture. In addition, the use of the product is incorporated into one or more cultural practices.

When dealing with the ancient world, one should be cognizant of the different periods and cultures that made up Greece and Rome. Moreover, cultural products changed in style over time, often in response to interactions with other cultures. The development of drama in Athens and its exploration of social and political issues intersected with the growth of Athenian democratic ideology. Interaction with Egypt led to the construction of massive stone temples across Greece, statements of power and glory by city-states and ruling families. The importation of Greek vases and their images of mythology to Italy brought new theological ideas to Etruria and, ultimately, to Rome. Grave markers and tombs from Athens and Rome reflect different attitudes toward equality, class, family and community. Even something as simple and basic as an item of clothing could symbolize a foundational cultural statement (e.g., only a Roman male citizen was entitled to wear a *toga virilis*).

NOVICE RANGE LEARNERS

Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Novice Learners

- Learners identify and observe tangible products of Roman or ancient Greek culture (e.g., toys, dress, homes, monuments, currency, and images of famous people).
- Learners identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made within Roman or ancient Greek culture (e.g., models of monuments, mosaics, murals, traditional recipes, and curse tablets).

Novice Learners in Elementary School

- Learners in grades pre-K-5 identify cultural products and their purposes in Roman or ancient Greek culture.
- Learners in grades pre-K-5 listen to or read about products expressive of Roman or ancient Greek culture (e.g., selections from age-appropriate literature and art).
- Learners in grades pre-K-5 illustrate products associated with Roman or ancient Greek culture.
- Learners in grades pre-K-5 make simple cultural triangles showing the relationship of products, practices, and perspectives.

Novice Learners in Middle School and High School

- Learners identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture.
- Learners listen to and/or read short poems, stories, and plays from the Roman or ancient Greek culture, identifying the author and place of origin.
- Learners listen to and/or sing songs expressive of Roman or ancient Greek culture.
- Learners make simple cultural triangles connecting products to associated practices and possible perspectives.

Novice Learners at the College Level

- Learners observe and demonstrate how products are used in Roman or ancient Greek culture.
- Learners listen to and/or read short poems, stories, or plays from Roman or ancient Greek culture, identifying the author and place of origin.
- Learners may begin to use authentic resources (e.g., texts and material culture) in order to identify products and their use in Roman or ancient Greek culture.
- Learners listen to and/or sing songs expressive of Roman or ancient Greek culture.
- Learners create cultural triangles and describe the connections of products to associated practices and perspectives.

INTERMEDIATE RANGE LEARNERS

Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Intermediate Learners

- Learners experience (read, listen to, observe, perform) expressive products of Roman or ancient Greek culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.

Intermediate Learners in Elementary School

- Learners in grades 3-5 identify and investigate the functions of products of Roman or ancient Greek culture (e.g., sports equipment, household items, tools, foods, clothing), comparing those functions to the function of similar products within the learner's' homes and communities.
- Learners in grades 3-5 create cultural triangles connecting products to associated practices and perspectives, beginning to analyze the relationship among the products, practices, and perspectives.

Intermediate Learners in Middle School and High School

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
- Learners create a model of e.g., a home, camp, sanctuary, bath, or basilica, and explain who was allowed in these spaces and what they did there.
- Learners create cultural triangles connecting products to associated practices along with suggested perspectives based on background information.

Intermediate Learners at the College Level

- Learners identify, investigate, and analyze the function of everyday objects produced in Roman or ancient Greek culture (e.g., household items, tools, foods, clothing).
- Learners identify, compare, and analyze perspectives reflected in creative works of Roman or ancient Greek culture (e.g., literature, art, and architecture).
- Learners suggest cultural triangles with reasons connecting products to associated practices and perspectives.

ADVANCED RANGE LEARNERS

Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Advanced Learners in Middle School and High School

- Learners identify, research in detail, and analyze the role and importance of products from Roman or ancient Greek culture (e.g., products found in literature, art, and architecture).
- Learners identify, examine, and analyze the relationship between cultural products and perspectives by conducting online and library research and/or field work.
- Learners identify and discuss social, economic, and political institutions, and explore relationships among these institutions and the perspectives of Roman or ancient Greek culture.
- Learners describe how cultural products have changed or disappeared over time.
- Learners create cultural triangles connecting products to associated practices and giving evidence-based insights to the cultural perspective.

Advanced Learners at the Postsecondary Level

- Learners identify, discuss, and analyze social, economic, and political institutions, and explore relationships among these institutions and the perspectives of Roman or ancient Greek culture.
- Learners identify, analyze, and discuss tangible and intangible products and their use as represented in authentic materials (e.g., products found in literature, art, and architecture).
- Learners identify, examine, and analyze the relationship between cultural products and perspectives by conducting online and library research and/or field work.

CONNECTIONS GOAL

Learners connect with other disciplines and acquire information and diverse perspectives in order to use their knowledge of Latin, Greek or the Classics in academic and career-related situations

Rationale

Interdisciplinary learning is at the core of studying Classical languages. The goals of learning Latin or Greek are manifold. A student not only can learn to read, interpret, and communicate the language, but also can connect his/her learning to other disciplines and to the world outside of school. In other words, learning the Latin or Greek languages and about classical civilizations supports and enhances the skills being learned in other disciplines.

Students can connect gapping a verb to the distributive property in math. Likewise, they can connect Latin or Greek conditional statements with the conditions they learn for mathematical proofs. Students can connect Latin meter to the rhythms of music class and the rhythms they hear in music outside of a classroom setting. They can connect imagery and epic similes to the skills they learn in art class about how to view and depict the world around them through realism and abstraction. Students can connect images conveyed in ancient texts as well as narrative or poetic structures and rhetorical devices to literature they read in English classes or on their own. Students access historical accounts of encountering the New World through the primary documents.

Connections can still be made even if there is mismatch between students' knowledge of the content area and their Latin or Greek skills. For example, a novice level Latin student in 9th grade can connect with the content in their biology class through the Latin or Greek roots of nomenclature, or the words for scientific equipment. An advanced Latin student in the 12th grade who is taking an advanced biology class would be able to read some of the observations in Latin by Pliny the Elder about the scientific world and appreciate the differences in ancient and modern knowledge of the biological world. Teachers can help students acquire skills and knowledge in learning Latin or Greek by connecting with the wealth of knowledge students have based on their own life experiences or varied interests.

Discussion

Sometimes teachers may be reluctant to create interdisciplinary tasks or units, thinking, "I'm not a scientist or an art historian." The Connections goal does not require expertise in other content areas; rather it seeks a teacher who is willing to help learners locate materials, to collaborate with other teachers, and to assist learners in communicating their knowledge. As a result, language acquisition benefits student growth across the curriculum, encourages the transfer, enrichment, and strengthening of knowledge, develops critical thinking and creative problem solving, and creates potential opportunities for teachers to learn from each other and to model interdisciplinary learning. The Connections goal includes two Standards. The first focuses on exploring content from other disciplines in the target language. The second focuses on information now available to the learner through the target language that adds one or more diverse perspectives not provided through multimedia and print sources available in the English language.

MAKING CONNECTIONS

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

NOVICE RANGE LEARNERS

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Novice Learners in Elementary School

- Learners in grades pre-K-5 recognize and use Roman numerals and the vocabulary associated with counting.
- Learners in grades pre-K-5 label objects or concepts that are used in their other classes, including animals, weather symbols, a calendar, or maps using Latin or Greek words
- Learners in grades pre-K-5 sing songs or chants with simple Latin or Greek lyrics.
- Learners in grades pre-K-5 read or listen to stories from the Greek or Roman world and compare them to familiar stories from the same genre (e. g., myths, legends, fables).
- Learners in grades pre-K-5 name planets and some constellations and identify the gods or heroes that inspired their names.

Novice Learners in Middle and High School

- Learners interpret the main idea(s) from infographics showing statistics of populations of cities and countries, popularity of various cultural activities.
- Learners research schools in the Greek and Roman world and compare it to their own school.
- Learners sing songs or chants with Latin or Greek lyrics.
- Learners draw and mark plans of houses, sanctuaries, and mixed use spaces, such as the agora or forum.
- Learners use knowledge from health and science classes to compare the diets of the ancient Greeks or Romans with their own eating habits and those of their peers.
- Learners use knowledge from health and science classes to identify parts of the human body, of animals, and of plants.
- Learners explore constellations and other space terms and retell the myths behind them.

Novice Learners at the College level

- Learners identify, label, and describe works of art from antiquity or later works that depict classical themes.
- Learners identify and label cities, topographical features, and historical events on maps.
- Learners identify different text types and genres which they encounter in their Latin or Greek class.
- Learners identify and explain mythology, historical, and cultural images on pottery, temples, and tombs

INTERMEDIATE RANGE LEARNERS

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Intermediate Learners in Elementary School

- Learners in grades 3-5 use their knowledge of geography to create and label maps of the ancient Greek or Roman world.
- Learners in grades 3-5 create and explain dioramas, 3-D models, and other visual presentations depicting specific spheres of life (e.g., the home, a military camp, the baths).
- Learners in grades K-5 create plays, poems or stories partially in Latin or Greek relying on their understanding of these genres gained in their language arts classes
- Learners in grades K-5 explore constellations with Greek or Roman names and retell the mythological stories behind them.
- Learners label days of the week in English as well as identify them in Latin and explain the origin of the names that derive from Latin.

Intermediate Learners in Middle and High School

- Learners use a text, article, or broadcast on a topic from the Greek or Roman world and chart how it compares to the same topic reported in the United States.
- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.
- Learners write and produce an original play or story to highlight a challenge which faced people in the Greek or Roman world.
- Learners view political campaign material from the Greek and Roman world and compare it to similar material in the United States.
- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world
- Learners create in the target language a historical timeline of key events in a specific historical period of the ancient world.
- Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.
- Learners relate lines and themes in music of the last fifty years to similar expressions of love, grief, and excitement expressed by authors from the Greek or Roman world
- Learners research houses in the Greek or Roman world and compare them to homes in the United States.

Intermediate Learners at the College level

- Learners draw on knowledge they have gained in another academic subject to discuss topics in the Latin or Greek classroom.
- Learners describe gendered and social hierarchies and circulation patterns within the lived spaces of the ancient world.
- Learners explain how coins and other artifacts from the Greek or Roman world serve as propaganda and reveal values in society as well as compare these to modern forms of propaganda.

ADVANCED RANGE LEARNERS

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Advanced Learners in Middle and High School

- Learners research an issue of current cultural or historical importance in order to provide insights from the perspective of the Greek or Roman world.
- Learners read Latin or Greek literature and analyze the universality of the message.
- Learners compose their own fable, narrative, drama, or speech in response to a text they have read.
- Learners prepare a virtual exhibit of artwork from the Greek or Roman world, situating the contents historically, and explaining the importance of the artwork.
- Learners create a visual depiction of the influence a Greek or Roman piece of literature has had on a piece of English literature.
- Learners compare through a diagram the Greek and Roman treatment of foreigners and their concepts of hospitality and xenophobia to current multicultural issues.
- Learners read Latin or Greek poetry in meter with attention to accentuation and possibly the incorporation of a beat rhythm thus observing both the musical and mathematical aspects of meter

Advanced Learners at the Postsecondary Level

- Learners will identify and analyze characteristics of different text types and genres.
- Learners summarize the events of a film or story within the classical tradition and evaluate the actions and decisions of the characters or explain how the author or director changed the original story.
- Learners read ancient inscriptions to uncover Greek and Roman attitudes toward military service, relationships with the gods, public service, or death and commemoration.

ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

NOVICE RANGE LEARNERS

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Novice Learners in Elementary School

- Learners in grades pre-K-5 identify Greek and Roman elements of a work of art.
- Learners in grades pre-K-5 identify words that are Latin or Greek in origin.
- Learners in grades 3-5 use the names of Roman gods to predict the nature of different planets.

Novice Learners in Middle and High School

- Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots.
- Learners use knowledge of Latin or Greek words to identify properties of plants based on their Latin names.
- Learners examine a family tree and specific family related vocabulary that may not have equivalents in their L1.

Novice Learners in the College Level

- Learners select a few pages from the *Oxford Latin Dictionary* to search for and record words that pertain to men's and women's roles and experiences or that provide some insight into distinct attitudes toward men and women.
- Learners access an ancient or pre-modern map labeled in Greek or Latin and discuss different attitudes toward geography and the organization of space.
- Learners read the names of mythological figures on Greek vases and discuss the development of the alphabet and the different conventions of writing

INTERMEDIATE RANGE LEARNERS

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Intermediate Learners in Elementary School

- Learners identify Greek and Roman elements of a work of art, even when modified or modernized.
- Learners identify the roots of words that are Latin or Greek in origin and explain the connections implied by those roots.
- Learners identify and correct corruptions of ancient mythology in modern culture.

Intermediate Learners in Middle and High School

- Learners identify Greek and Roman elements of a work of art, even when modified or modernized.
- Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots
- Learners identify and correct corruptions of ancient mythology in modern culture.

Intermediate Learners at the College Level

- Learners read a passage from the Bible or Aesop's Fables in Latin or Greek and compare the original with other translations or versions.
- Learners read the frontispiece of an early printed edition or an inscription on a painting, engraving, or sculpture to elucidate the meaning of the image.
- Learners read short passages from ancient mathematical, geographical, and scientific texts to learn about ancient mathematics, travel, medicine, and public health.

ADVANCED RANGE LEARNERS

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Advanced Learners in Middle and High School

- Learners identify and correct corruptions of ancient mythology in modern culture and theorize reasons modern artists may have made decisions to diverge from the received tradition.
- Learners use their knowledge of Latin to research a topic on Vicipaedia and present what they learned

Advanced Learners at the Postsecondary Level

- Learners use their knowledge of Latin to learn about current events from a website such as Ephemeris, Vicipaedia, and Nuntii Latini.
- Learners compare ancient myths with modern variants of those myths and contrast the ancient shifts with modern artists' decisions to diverge from the received tradition.
- Learners read about Stoic and Epicurean philosophy and discuss perspectives on how to live life well

COMPARISONS GOAL

Develop insight into the nature of language and culture in order to interact with cultural competence

Rationale

The general concept that fosters this standard is that language learners discover and come to understand and use diverse patterns and perspectives inherent in both language systems and cultures in order to function competently in varied linguistic and cultural contexts. Through the study of a new language system and of how such a system expresses meanings in culturally appropriate ways, learners gain insights into the nature of language and the communicative functions of language in society, as well as the multifaceted nature of interaction between language and culture. Students of Latin and Ancient Greek gain insights to the societies of ancient Rome and Greece as they come to understand the nature of their languages. Moreover, because they are learning languages that are greatly influential upon many modern languages, including English, they will appreciate how the vocabularies that derive from these ancient languages bear qualities of the cultures in which they were originally formed as well as the more recent qualities that reflect historical changes and the nature of their own, modern culture. The sub-disciplines of classical scholarship known as “classical tradition” (influences from ancient Greece or Rome on the western world through the present day) and “classical reception” (how the various subsequent cultures and periods understood Greek and Roman influences) will, in particular, help learners understand both their own cultures and similarities and differences between cultures.

Discussion

Research on the effects of second language learning indicates that learners are better able to reflect on their first language and culture after having experienced learning a second. By engaging in comparisons between their native language and the language studied, learners come to develop a greater understanding of their own language and culture and of language and culture in the broadest sense. Study of a second language provides another path to understanding the role that language conventions, functions, and vocabulary play in communication and how languages often convey meaning in different ways. Similarly with cultural products, practices and perspectives, learners often do not recognize and understand the cultural roots of many of the behaviors and beliefs in their own society until they see how these are manifested in another culture. For example, the English word *republic* bears only nominal or referential political meaning before students learn about the Latin word *respublica*. Once students learn not only the word’s meaning, but also how republican ideals and institutions worked and established values in ancient Rome, they gain a far greater appreciation of its application in the modern political context.

Learners often come to the study of another language with the assumption that all languages are like their own. Soon, however, they discover categories that exist in other languages (e.g., grammatical gender) that do not exist in their own. They discover that elements to which they gave scant attention in their own language (e.g., inflection, clause subordination) may be quite important in another language. Moreover, they realize that ideas expressed in one cultural system may not have direct parallels in another (e.g, the lack of a word for “wife” in Ancient Greek, or the distinction that must be made between “servant” and the Latin *servus*). These experiences direct attention to a comparison of language

and cultural systems. In turn, such awareness enhances the ability not only to use the target language, but also to gain insights into the strategies their own language uses to communicate meaning.

The Comparisons goal area is about much more than simply recognizing cognates or exploring a culture's variety of vocabulary, as seen in the various Latin words built around the verb *fero, ferre*. Comparisons gives attention to how language and culture combine to express concepts such as, within the Roman context, how the calendar is organized, or how relationships are expressed between people, between mortals and gods, and between individuals and government. This deeper understanding of expression through language and culture supports learners' development of literacy, history, and cultural and social awareness at the elementary, secondary, and postsecondary levels. Indeed, the appreciation that young people often have for classical mythology offers teachers of Latin and Ancient Greek a convenient and engaging platform for discussing ancient concepts and beliefs in their language classes. Whether or not learners continue the study of a particular language throughout their formal education, the understandings gained about the nature of language and its interaction with culture carry over into future circumstances where they, as learners and workers in the 21st century, will have the confidence and competence to interact in other cultural settings. By studying an ancient language, students learn ways of hypothesizing and making predictions about how language is likely to work in settings unfamiliar to them, and thus they are less likely to make assumptions about other languages and cultures based solely upon knowledge of their own. Students therefore learn to express and analyze similarities and differences between the two languages and cultures. The long-term experience of studying another language leads learners to understand the nature of culture and to discover that other cultures view the world from a perspective different from their own. Learners view cultural practices, products, and perspectives in a new light as they probe apparently similar concepts in the target culture. In the study of ancient languages in particular, the vast array of observable cultural differences enables a continuous process of comparison between modern and ancient societies. To name a few examples, the constituents of a familial household, the practices of religious observance, and the means of travel and transport in ancient Greece or Rome allow students to appreciate the aspects of their daily lives within a historical and social continuum of behaviors and developments, and to view these aspects as elements subject to change, overriding the complacency that can arise from viewing cultural practices as predetermined and fixed.

The study of another language and the resulting intercultural exploration expand a learner's view of the world. This study creates an awareness of the existence of alternative views of other cultures while at the same time providing insights into the learner's native language and culture. In addition, by comparing both cultural and linguistic systems and understanding the interconnections among systems, students develop skills in literacy, critical thinking, and problem solving in valuable and important ways.

LANGUAGE COMPARISONS

Learners use Classical languages to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

This Standard focuses on the impact that learning the linguistic elements in a new language has on students' abilities to examine their own language, and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages and the ways in which they express meaning in both sound and writing systems in all three modes of communication (interpretive, interpersonal, and presentational). As learners come to understand how language works in Latin and Ancient Greek, their understanding of language conventions and functions expands considerably, given the range and rules of inflection, syntax, and compositional artistry in these ancient languages. This awareness carries over to their first language as they apply this deeper understanding to improve their effectiveness at communicating and understanding messages. Additionally, learners acquire vocabulary in Latin and Ancient Greek that will aid them in determining the meanings of words in their first language. Moreover, students will learn that some words in Latin and Ancient Greek cannot be translated literally or with obvious cognates because they carry different significance in their cultures (e.g.: *pietas* or *θυμός*); and certain expressions have no translation (e.g.: *fascēs* or *consul*). Building such awareness develops the learner's skills in all languages they may use in their life and work.

NOVICE RANGE LEARNERS

To develop insight into the nature of language in order to interact with cultural competence

Novice Learners

- Learners cite and use examples of words in Latin or Greek that are similar to their native languages.
- Learners identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them.
- Learners recognize idiomatic expressions in both their native language and in Latin or Greek and talk about how idiomatic expressions work in general.

Novice Learners in Elementary School

- Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.
- Learners compare word order in simple sentences of Latin or Greek to their native languages.
- Learners observe and identify formulaic expressions in greetings and departures and compare them with their own.
- Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

Novice Learners in Middle School and High School

- Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.
- Learners compare word order in simple sentences of Latin or Greek to their native languages.
- Learners observe and identify formulaic expressions in greetings and departures and compare them with their own.
- Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

Novice Learners at the College Level

- Learners identify cognates and derivatives between Latin or Greek and their native languages and hypothesize their meaning.
- Learners compare word order in simple sentences of Latin or Greek to their native languages.
- Learners observe and identify formulaic expressions in greetings and departures and compare them with their own.
- Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

INTERMEDIATE RANGE LEARNERS

To develop insight into the nature of language in order to interact with cultural competence

Intermediate Learners in Elementary School

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.
- Learners compare word order in increasingly complex Latin or Greek sentences to their native languages.
- Learners notice how different time frames are expressed in Latin or Greek and their own.

Intermediate Learners in Middle School and High School

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.
- Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.
- Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.
- Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

- Learners compare and analyze idiomatic expressions in Latin or Greek and their native languages and hypothesize about their origins.

Intermediate Learners at the College Level

- Learners identify and use derivatives and cognates in Latin or Greek and their native languages, and hypothesize about their origins.
- Learners compare and analyze idiomatic expressions in Latin or Greek and their native languages and hypothesize about their origins.
- Learners identify patterns and explain discrepancies between the sound and writing system in Latin or Greek and their own.
- Learners observe stylistic elements in the Latin or Greek and compare them with their own.
- Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.
- Learners compare how different time frames are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

ADVANCED RANGE LEARNERS

To develop insight into the nature of language in order to interact with cultural competence

Advanced Learners in Middle School and High School

- Learners compare the choices and uses of prepositions and inflected forms among languages.
- Learners recognize that cognates and derivatives have the same as well as different meanings among languages and speculate about the evolution of language.
- Learners analyze elements of Latin or Greek such as tense, aspect, and mood and comparable linguistic elements in their native languages and conjecture about how languages use forms to express time and tense relationships.
- Learners compare complex syntax functions (e.g. subordination of clauses and participial constructions) to express meaning in Latin or Greek and their native languages.
- Learners observe elements of genre and style in Latin or Greek and hypothesize about their effect on the audience.
- Learners report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
- Learners compare the writing system of Latin or Greek and their native languages. They also examine other writing systems and report about the nature of those writing systems.

Advanced Learners at the Postsecondary Level

- Learners compare the choices and uses of prepositions and inflected forms among languages.
- Learners recognize that cognates and derivatives have the same as well as different meanings among languages and speculate about the evolution of language.
- Learners identify and analyze lexical and grammatical changes in Latin or Greek and their native languages and speculate about the evolution of language.

- Learners identify and analyze lexical and grammatical gaps between Latin or Greek and their native languages in order to develop strategies for expressing concision and nuance.
- Learners compare the writing system of Latin or Greek and their native languages. They also examine other writing systems and report about the nature of those writing systems.
- Learners analyze and compare differences between the genres and registers of Latin or Greek and their native languages, taking into account audience, purpose and stylistic elements.

DRAFT

CULTURAL COMPARISONS

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Inherent in learning a language is learning about one or more cultures associated with it. As learners expand their knowledge of cultures through language learning, they gain a deeper understanding of perspectives, practices, and products that are similar to and different from those in their own culture. Regarding the Interpretive Mode of communication, students develop the ability to identify and understand cultural conventions in the ancient world as they analyze texts in Latin and Ancient Greek. Analysis of a Latin or Ancient Greek text can bring students to a richer understanding of cultural attitudes and practices (e.g.: political organization, social hierarchies). In the Interpersonal and Presentational Modes of communication, students learn to apply their understanding of the cultural and compositional conventions in the ancient languages and combine them with their own modes of self-expression. As we know, the writers of some of the greatest speeches in English often applied their understanding of classical languages and rhetoric to achieve the styles that make their speeches so memorable. Additionally, students learn to analyze and hypothesize about cultural systems in general and they develop a level of global awareness in which they become open and responsive to new and diverse perspectives. This Standard provides for the integration of investigative and reflective processes regarding cultures into instruction at all levels of learning.

NOVICE RANGE LEARNERS

To develop insight into the nature of culture in order to interact with cultural competence

Novice Learners in Elementary School

- Learners compare tangible products (e.g. clothing, food, household items, toys) of the cultures studied and their own.
- Learners compare intangible products (e.g. names of gods and heroes, numeral systems, and simple geography) of the cultures studied and their own.
- Learners compare simple patterns of behavior (e.g. reclining to dine, bathing, sport and spectacle) of studied cultures and their own.

Novice Learners in Middle School and High School

- Learners compare tangible products (e.g. clothing, food, household items, toys, portraiture, architecture) of cultures studied and their own.
- Learners compare stories from their own culture to those in the cultures studied (e.g. Olympics, myths and stories)
- Learners compare daily routines of their own culture to those in the cultures studied (e.g. going to school, bathing, and eating).

- Learners compare celebrations and holidays from their own culture to those in cultures studied.

Novice Learners at the College Level

- Learners identify, describe, and compare products of the culture studied (e.g., tools, toys, clothing, homes, food) to their own.
- Learners identify, describe, and compare daily routines of their own culture to those in the cultures studied.
- Learners identify, describe, and compare celebrations, life events, and holidays from their own culture to those in the cultures studied.
- Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters)
- Learners identify, describe, and compare differences in creative works (e.g., literature, artwork, and architecture) from the cultures studied and their own.

INTERMEDIATE RANGE LEARNERS

To develop insight into the nature of culture in order to interact with cultural competence

Intermediate Learners in Elementary School

- Learners compare daily routines of their own culture to those in the cultures studied (e.g. going to school, bathing, and eating).
- Learners speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the cultures studied and their own.
- Learners hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, social roles, daily life) by analyzing selected practices from Classical culture and their own.
- Learners compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures in their own cultures.

Intermediate Learners in Middle School and High School

- Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature, visual arts, music) by analyzing selected products from the cultures studied and their own.
- Learners compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures.
- Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries)
- Learners compare the role and importance of family and friends (e.g., *familia*, *clientele*) in the cultures studied to their own.
- Learners compare educational practices, subject matter, and attitudes toward school in the cultures studied to their own.
- Learners compare the role of social networking and patronage in the cultures studied and their own.

- Learners compare entertainment and leisure options in the cultures studied and their own.

Intermediate Learners at the College Level

- Learners identify, investigate, and compare the function of everyday objects (e.g., household items, tools, foods, clothing) produced in the cultures and their own.
- Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature, visual arts, music) by analyzing selected products from the cultures studied and their own.
- Learners compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures.
- Learners identify, describe, and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries)
- Learners compare the role and importance of family and friends (e.g., familia, clientela) in the cultures studied to their own.
- Learners compare educational practices, subject matter, and attitudes toward school in the cultures studied to their own.
- Learners compare the role of social networking and patronage in the cultures studied and their own.
- Learners compare entertainment and leisure options in the cultures studied and their own.

ADVANCED RANGE LEARNERS

To develop insight into the nature of culture in order to interact with cultural competence

Advanced Learners in Middle School and High School

- Learners compare sources of political power (e.g., oligarchic structures, populism) in the cultures studied and their own.
- Learners compare the value placed on work and leisure time in the cultures studied and their own.
- Learners compare the relative value placed on the past, present, and future (e.g., displays of wealth, ancestral worship, funerary practices) in the cultures studied and their own.
- Learners compare the importance placed on individual needs versus community needs in the cultures studied and their own.
- Learners compare the construction of gendered identities in the cultures studied and their own.

Advanced Learners at the Postsecondary Level

- Learners compare the multicultural aspects and issues of the ancient world and their own.
- Learners compare the ancient conception of xenophobia and *hospitium* and their own.
- Learners compare the treatment and function of various economic/social classes and their own.
- Learners explore the role of slaves in maintaining the political, social, and economic structures of ancient Greece and Rome and compare it with today.

COMMUNITIES GOAL

Rationale

This goal area focuses on the application of the knowledge of Latin or Ancient Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Ancient Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language learning situations. Students understand the link between classical languages and certain professional fields through their specialized terminology. Their knowledge of the wide range of social situations and religious practices in the ancient world allows them to acknowledge and appreciate other cultural constructs, and understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. Additionally, students have access to a wide range of research and informational tools as well as social media to connect with and contribute to the resources of the worldwide classical community.

Language proficiency and cultural competence are developed and sustained by continued opportunities to learn and use a language over a long period of time. Moreover, learners tend to become more engaged in and excited about language learning in any environment when they see immediate applications beyond the classroom for the competencies that they learn. They find that their ability to communicate in other languages and to interact in culturally appropriate ways better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them as lifelong learners to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, learners realize the interdependence of people throughout the world.

The Communities goal combines elements from each of the other four goal areas, and careful application of the components of language and culture are vital for learner success. The Standards in this goal are dependent not only on appropriate language use at each level of language learning, but also on the ability to apply knowledge of the relationships among the perspectives, products, and practices of a culture, the ability to connect with other disciplines, and the development of insight into one's own language and culture. In many ways, the Communities Standards are the ultimate rationale for learning the languages of the world in order to prepare learners to participate effectively in communities, both at home and across the globe. Additionally, recent research on university student attitudes toward the Standards indicates that the Communities Standards rank highest for them (Magnan, Murphy, Sahakyan, & Kim, 2012). Learners do not need to wait until they reach a high level of proficiency in Latin or Greek to be able to engage with the language and its cultural constructs beyond the classroom. They must have opportunities throughout the language learning experience to practice and exhibit their communicative and cultural competencies in both individual and community settings that occur face-to-face or in a virtual environment.

Discussion

A rapidly changing American society and a world of instant global communications require a workforce that meets the needs of global economies. A heightened need for national security places additional demands on today's workforce. Knowledge of another language and culture positions workers to serve the needs of a global society by interacting effectively and competently with others around the world. Recognizing the need for a productive and competitive workforce in the global environment, schools across our nation are emphasizing a curriculum that incorporates 21st century skills and literacy in order to better prepare students for postsecondary educational opportunities and the world in which they will live and work. These educational efforts extend directly to the Latin and Greek classroom preparing competent and self-confident learners skilled not only in communication, critical thinking, problem solving, and creativity but also in information, media, and technology literacy.

The Communities goal area includes attention to identifying one's goals and motivation for language learning and reflecting on progress toward reaching those goals. Educators need to consider the learners' goals for learning Latin and Greek – enjoyment, enrichment, or advancement when making choices of content and classroom activities, thus creating a learner-centered language experience. In addition, learners need to know they are making progress toward their goals. The use of portfolios, learning targets stated in terms of what the learner “can do” with the language, and performance demonstrations based on applications of language and cultural competence help learners chart their progress with meaningful evidence.

The Communities goal area should not be narrowly interpreted as referring only to opportunities for learners to physically travel abroad, or engage in a field trip for interaction with Latin and Greek learning opportunities. The virtual world provides all learners with multiple opportunities for interaction with peers and others who study Latin and Greek. Through all types of digital and print media, we now have direct links with the entire contemporary and ancient world. Competence in the universal constructs of language and a knowledge and understanding of other cultures empowers learners to communicate more effectively in the various environments that they will experience during their lifetime.

SCHOOL AND GLOBAL COMMUNITIES

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

NOVICE RANGE LEARNERS

To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world

Novice Learners

- Learners write and illustrate short stories or reports to present to others.
- Learners perform for school, campus, or community celebrations.
- Learners explore English and Romance Language words that developed from Greek and Latin words.

Novice Range Learners in Elementary School

- Learners in grades pre-K-5 identify places where Latin or Greek was used and attempt to interact with the language in some way (e.g., finding Latin words found on inscriptions, modern signs, or advertisements)
- Learners in grades pre-K-5 identify professions in which knowledge of Latin or Greek or the Classical world is beneficial.
- Learners in grades pre-K-5 conduct online research into cultural events related to the Greek or Roman presence in various places (e.g., museum exhibitions, documentaries, modern rediscovery of ancient sites, modern use of ancient Greek or Roman theaters and other buildings).

Novice Range Learners in Middle or High School

- Learners communicate on a personal level with other Greek or Latin learners in person or via email, video chats, instant messaging, and shared video clips.
- Learners identify professions in which knowledge of Latin or Greek or the Classical world is beneficial.
- Learners create imaginary situations to role play interactions that might have taken place in a Greek or Roman community setting.
- Learners do WebQuests and report on a Greek or Roman cultural event or another topic of interest.

Novice Learners at the College Level

- Learners exchange basic information about themselves, their studies, their family, or their fictional persona from antiquity with speakers of the target language, including students in other

classes, in face-to-face or virtual settings (e.g., social media, instant messaging, video conferencing).

- Learners identify professions of interest to them in which knowledge of Latin or Greek or the Classical world is beneficial.
- Learners simulate interactions that might have taken place in a Greek or Roman community setting.
- Learners write and illustrate short texts intended for a specific audience in collaboration with students in other classes.
- Learners prepare a group presentation or performance for a school, campus, or community event.

INTERMEDIATE RANGE LEARNERS

To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world.

Intermediate Learners in Elementary School

- Learners in grades 3-5 interact with members of the local community or with contacts made electronically to hear how they use Latin or Greek or knowledge of the Classical world in their various fields of work.
- Learners in grades 3-5 participate in club activities that benefit the school or community.
- Learners travel to museums and re-enactments to add to their understanding of aspects of Greek and Roman cultures.

Intermediate Learners in Middle School and High School

- Learners discuss their preferences in leisure activities and current events, or the preferences and contemporary events of their fictional persona from antiquity, in written form or orally, with peer Greek or Latin language learners.
- Learners interact with members of the local community or with contacts made electronically to hear how they use Latin or Greek or knowledge of the Classical world in their various fields of work.
- Learners discuss steps to becoming a professional in a field in which Latin or Greek or knowledge of the Classical world is beneficial.
- Learners present information gained from research into a Greek or Roman cultural event or another topic of interest.
- Learners use their knowledge of the target language to tutor others in the language
- Learners participate in language club activities that benefit the school or community.
- Learners write and illustrate stories to present to others.
- Learners perform for a school or community celebration.
- Learners travel to museums and re-enactments to add to their understanding of aspects of Greek and Roman cultures.

Intermediate Learners at the Postsecondary Level

- Learners discuss topics of personal interest through interpersonal oral or written exchanges with speakers of the target language, including students in other classes, in face-to-face or virtual settings (e.g., social media, instant messaging, video conferencing).
- Learners interview members of communities, whether local or beyond, about how they use their knowledge of Greek or Latin personally and professionally, in face-to-face or virtual settings.
- Learners present information gained from research using both primary and secondary sources into a Greek or Roman cultural event or another topic of interest.
- Learners participate in language club activities that benefit the school, community, or other organizations.
- Learners travel both to local museums and library special collections and to sites in the Greek or Roman world to add to their understanding of aspects of the cultures they have studied.

ADVANCED RANGE LEARNERS

To communicate and interact with cultural competence in order to participate in communities of Latin and Greek learners at home and around the world.

Advanced Learners in High School

- Learners communicate orally or in writing with speakers of the target language, including students in other classes, regarding topics of mutual interest.
- Learners participate in a career-exploration project which requires knowledge of Latin or Greek or the Classical world.
- Learners present information gained from research using both primary and secondary sources into a topic related to culture and/or language and literature.
- Learners design and organize a multimedia presentation about the target language and culture to present to others.
- Learners participate in language club activities that benefit the school or community.
- Learners write and illustrate stories to present to others.
- Learners read, add information, and monitor edits on wikis in the target language.
- Learners use their knowledge of the target language to tutor others in the language.

Advanced Learners at the Postsecondary Level

- Learners discuss and express opinions on topics of personal interest through interpersonal oral or written exchanges with speakers of the target language, including students in other classes, in face-to-face or virtual settings (e.g., social media, instant messaging, video conferencing).
- Learners participate in a career-exploration project which requires knowledge of Latin or Greek or the Classical world.
- Learners present information gained from research using both primary and secondary sources into a topic related to culture and/or language and literature.
- Learners initiate and organize club activities that benefit the school, community, or other organizations.
- Learners write and illustrate stories to present to others.
- Learners conduct research in the target language or assist in the translation of resources for the benefit of others.
- Learners read, add information, and monitor edits on wikis in the target language.

Learners use their knowledge of the target language to tutor others in the language.

LIFELONG LEARNING

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

NOVICE RANGE LEARNERS

To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world

Novice Learners

- Learners write and illustrate short stories or reports to present to others.
- Learners perform for school, campus, or community celebrations.

Novice Learners in Elementary School

- Learners in grades pre-K-5 interpret materials and/or use media from Latin or Greek language and culture for enjoyment.
- Learners in grades pre-K-5 exchange information about topics of personal interest.
- Learners in grades pre-K-5 plan real, historical, or imaginary travel.
- Learners in grades pre-K-5 attend or use media to view cultural events and social activities.
- Learners in grades pre-K-5 listen to music or sing songs in Latin or Greek.
- Learners in grades 3-5 create can-do statements with the help of their teachers of what they want to communicate in Latin or Greek for each unit of instruction.
- Learners in grades 3-5 collect evidence showing that they have achieved the can-do statements for each unit.

Novice Learners in Middle School and High School

- Learners use the NCSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on their progress.
- Learners collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- Learners interpret materials and/or use media from Latin or Greek language and culture for enjoyment.
- Learners exchange information about topics of personal interest.
- Learners plan real, historical, or imaginary travel.
- Learners attend or use media to view cultural events and social activities.
- Learners listen to music or sing songs in Latin or Greek.
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.

Novice Learners at the Postsecondary Level

- Learners use the NCSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on their progress.
- Learners collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- Learners seek out and explore authentic materials in Latin or Greek related to their goals and interests, and expand their vocabulary in these areas.
- Learners attend or use media to view cultural events and social activities.
- Learners listen to music or sing songs in Latin or Greek.

- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.

INTERMEDIATE RANGE LEARNERS

To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world.

Intermediate Learners

- Use various media from Latin or Greek language and culture for enjoyment.
- Can create personal can-do statements of what they want to communicate in Latin or Greek

Intermediate Learners in Elementary School

- Learners in grades 3-5 use various media from Latin or Greek language and culture for enjoyment.
- Learners in grades 3-5 consult various sources in Latin or Greek to obtain information on topics of personal interest.
- Learners in grades 3-5 exchange information about topics of personal interest.
- Learners in grades 3-5 attend or use media to view cultural events and social activities.
- Learners in grades 3-5 listen to music or sing songs in Latin or Greek.
- Learners in grades 3-5 create can-do statements with the help of their teachers of what they want to communicate in Latin or Greek for each unit of instruction.
- Learners in grades 3-5 collect evidence showing that they have achieved the can-do statements for each unit.

Intermediate Learners in Middle School and High School

- Learners use the NCSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on their progress.
- Learners collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- Learners consult various sources in Latin or Greek to obtain information on topics of personal interest.
- Learners exchange information about topics of personal interest.
- Learners use various media from the language and culture for entertainment.
- Learners attend or use media to view cultural events and social activities.
- Learners listen to music or sing songs in Latin or Greek.
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.

Intermediate Learners at the Postsecondary Level

- Learners use the NCSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on their progress.
- Learners collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- Learners seek out and interact with speakers of Latin or Greek who share their interests in face-to-face or virtual settings.
- Learners join community or international groups that organize cultural events and social activities.

- Learners access news and entertainment media in Latin or Greek.
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.

ADVANCED RANGE LEARNERS

To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world.

Advanced Learners

- Learners collect evidence showing that they have achieved SMART goals they have set
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills

Advanced Learners in High School

- Learners use the NCSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on their progress.
- Learners collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- Learners consult various sources in Latin or Greek to obtain information on topics of personal interest.
- Learners exchange information about topics of personal interest.
- Learners read and/or use various media from the language and culture for entertainment or personal growth.
- Learners establish and/or maintain interpersonal relations with other learners of Latin or Greek.
- Learners attend or use media to view cultural events and social activities.
- Learners listen to music or sing songs in Latin or Greek.
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.

Advanced Learners at the Postsecondary Level

- Learners use the NCSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on their progress.
- Learners collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- Learners regularly consult Latin or Greek resources for personal enrichment, entertainment, or professional advancement.
- Learners help organize and participate in cultural events and social activities.
- Learners travel to places where Latin or Greek was spoken or participate in Latin or Greek immersion experiences.
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.
- Learners regularly consult Latin or Greek resources for personal enrichment, entertainment, or professional advancement.
- Learners help organize and participate in cultural events and social activities.
- Learners travel to places where Latin or Greek was spoken.
- Learners explore the Internet to find sites of personal interest where they can use Latin or Greek to maintain and increase their communication skills.

ad hoc Committee on Standards

Kathy Elifrits, Highland Heights, Kentucky, Co-Chair
Mary English, Montclair, New Jersey, Co-Chair
Sherwin Little, Hamilton, Ohio, Project Manager

Chris Amanna, New York, New York
Kevin Ballestrini, Norwich, Connecticut
Nava Cohen, Chicago, Illinois
John Gruber-Miller, Mt. Vernon, Iowa
Ian Hochberg, Alexandria, Virginia
Liane Houghtalin, Fredericksburg, Virginia
Thomas J. Howell, Belchertown, Massachusetts
Bartolo Natoli, Ashland, Virginia
Teresa Ramsby, Amherst, Massachusetts
Logan Searl, Seattle, Washington
Karin Suzadail, Pottstown, Pennsylvania