

Latin

Interpretive Communication — Listening **CL.C1.1**

A Demonstrate understanding, interpret, and analyze what is heard on a variety of topics. **CL.C1.1.0**

NL Novice Low Learners recognize memorized words and some phrases to **CL.C1.1.NL**

- a** identify the sound of a letter **CL.C1.1.NL.A**
- b** determine isolated words, particularly when accompanied by gestures or pictures. **CL.C1.1.NL.B**

NM Novice Mid Learners recognize memorized words and phrases to **CL.C1.1.NM**

- a** identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). **CL.C1.1.NM.A**
- b** isolate words and phrases learned for specific purposes **CL.C1.1.NM.B**

NH Novice High Learners begin to recognize simple sentences to **CL.C1.1.NH**

- a** comprehend simple questions or statements in the target language on familiar topics in context **CL.C1.1.NH.A**
- b** understand simple information when presented with visual support **CL.C1.1.NH.B**
- c** indicate the main idea of a simple conversation on familiar topics. **CL.C1.1.NH.C**
- d** follow the narrative of a simple story being read aloud. **CL.C1.1.NH.D**

IL Intermediate Low Learners recognize basic sentences to **CL.C1.1.IL**

- a** determine the basic purpose of a text **CL.C1.1.IL.A**
- b** follow questions and simple statements on familiar topics when participating in a conversation **CL.C1.1.IL.B**
- c** distinguish texts related to familiar topics in context. **CL.C1.1.IL.C**

IM Intermediate Mid Learners begin to recognize connected sentences to **CL.C1.1.IM**

- a** identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life **CL.C1.1.IM.A**
- b** determine the main idea of self-selected resources (e.g., music, spoken poetry, etc.) in the target language **CL.C1.1.IM.B**

IH Intermediate High Learners recognize connected sentences to **CL.C1.1.IH**

- a** comprehend straightforward information or interactions. **CL.C1.1.IH.A**
- b** determine details in stories, dialogues, and other spoken or recorded messages. **CL.C1.1.IH.B**
- c** understand situations with complicating factors. **CL.C1.1.IH.C**
- d** follow directions and instructions. **CL.C1.1.IH.D**

AR Advanced Range Learners recognize sequences of sentences **CL.C1.1.AR**

- a** comprehend and distinguish descriptions and stories of events in various time frames. **CL.C1.1.AR.A**
- b** determine the main idea and many details of a narrative in the target language from a variety of genres. **CL.C1.1.AR.B**
- c** understand detailed reports and narratives **CL.C1.1.AR.C**
- d** distinguish various viewpoints in extended arguments. **CL.C1.1.AR.D**
- e** understand discussions and presentations on many concrete and abstract topics. **CL.C1.1.AR.E**

**Interpretive
Communication —
Reading** **CL.C1.2**

A Interpret, analyze, and demonstrate understanding of written materials on a variety of topics. **CL.C1.2.0**

NL Novice Low Learners recognize memorized words and some phrases to **CL.C1.2.NL**

- a** identify Roman or Greek letters, including those that function differently from those of the English alphabet. **CL.C1.2.NL.A**
- b** connect some words or phrases to their meanings. **CL.C1.2.NL.B**

NM Novice Mid Learners recognize memorized words and phrases to **CL.C1.2.NM**

- a** identify words and phrases with the help of visuals **CL.C1.2.NM.A**
- b** use prefixes and roots of words to interpret the meaning of new words. **CL.C1.2.NM.B**
- c** distinguish the patterns in different parts of speech **CL.C1.2.NM.C**

NH Novice High Learners begin to recognize simple sentences to **CL.C1.2.NH**

- a** understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life **CL.C1.2.NH.A**
- b** understand the main idea of written materials. **CL.C1.2.NH.B**
- c** distinguish grammatical structures to comprehend the message of simple texts. **CL.C1.2.NH.C**
- d** use word endings and grammatical functions to understand texts. **CL.C1.2.NH.D**
- e** comprehend simple written questions related to a familiar text. **CL.C1.2.NH.E**

IL Intermediate Low Learners recognize basic sentences to **CL.C1.2.IL**

- a** understand basic grammatical relationships (e.g., noun-adjective agreement, subject-verb agreement, prepositional phrases, or pronouns) in sentences with straightforward syntax. **CL.C1.2.IL.A**
- b** comprehend more difficult written passages with a variety of high frequency words and phrases. **CL.C1.2.IL.B**
- c** infer the meaning of unfamiliar vocabulary, based on knowledge of the target language. **CL.C1.2.IL.C**
- d** express an opinion of a passage by citing individual words or short phrases. **CL.C1.2.IL.D**
- e** produce a generally accurate summary of isolated parts of a passage. **CL.C1.2.IL.E**

IM Intermediate Mid Learners begin to recognize connected sentences to **CL.C1.2.IM**

- a** understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax. **CL.C1.2.IM.A**
- b** articulate the main idea and many details when reading some unadapted passages. **CL.C1.2.IM.B**
- c** distinguish between easily confused words **CL.C1.2.IM.C**
- d** demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context. **CL.C1.2.IM.D**
- e** identify rhetorical devices as they appear in passages. **CL.C1.2.IM.E**
- f** support discussion of a passage by citing and analyzing phrases. **CL.C1.2.IM.F**
- g** demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events. **CL.C1.2.IM.G**

IH Intermediate High Learners recognize connected sentences to **CL.C1.2.IH**

- a** understand a wide variety of grammatical relationships in sentences with complex syntax. **CL.C1.2.IH.A**
- b** articulate the main idea and many details when reading unadapted passages. **CL.C1.2.IH.B**
- c** support the analysis of a passage, including the identification of rhetorical or stylistic features. **CL.C1.2.IH.C**
- d** apply specific and generally relevant citations to support the analysis of a passage. **CL.C1.2.IH.D**
- e** support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events **CL.C1.2.IH.E**
- f** identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels. **CL.C1.2.IH.F**

AR Advanced Range Learners recognize sequences of sentence to **CL.C1.2.AR**

- a** demonstrate a balanced, nuanced understanding of an unadapted passage **CL.C1.2.AR.A**
- b** understand common words and several low frequency words in prepared passages as they are used in context. **CL.C1.2.AR.B**
- c** articulate the main idea and many details when reading unfamiliar passages. **CL.C1.2.AR.C**
- d** explain how a specific example of target language usage or stylistic feature is relevant to the analysis of an un-adapted passage. **CL.C1.2.AR.D**
- e** apply specific and relevant citations to support the analysis of a passage. **CL.C1.2.AR.E**
- f** identify metrical components and accurately scan some metrical patterns, including lines where there is consonantal i or elision with m or h. **CL.C1.2.AR.F**

**Presentational —
Speaking** **CL.C1.3**

A **Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.** **CL.C1.3.0**

NL Novice Low Learners use memorized words and some phrases to **CL.C1.3.NL**

- a** recite what they have learned **CL.C1.3.NL.A**
- b** state the names of familiar people, places, and objects with visual support. **CL.C1.3.NL.B**
- c** introduce oneself to a group **CL.C1.3.NL.C**

NM Novice Mid Learners use memorized words and phrases to **CL.C1.3.NM**

- a** describe familiar items in one's immediate environment **CL.C1.3.NM.A**
- b** describe oneself and others. **CL.C1.3.NM.B**
- c** state likes and dislikes. **CL.C1.3.NM.C**
- d** describe daily activities **CL.C1.3.NM.D**
- e** recite parts of poems or rhymes. **CL.C1.3.NM.E**

NH Novice High Learners begin to use simple sentences to **CL.C1.3.NH**

- a** present information about familiar items in one's environment **CL.C1.3.NH.A**
- b** discuss modern daily activities and/or the daily activities of the classical culture. **CL.C1.3.NH.B**

IL Intermediate Low Learners create basic sentences to **CL.C1.3.IL**

- a** describe modern people, activities, events, or experiences directly related to oneself or to the classical culture/history. **CL.C1.3.IL.A**
- b** express one's needs, wants, or preferences on topics of interest. **CL.C1.3.IL.B**
- c** interpret and discuss instructions, directions, and maps **CL.C1.3.IL.C**

- IM** Intermediate Mid Learners create and begin to connect sentences to **CL.C1.3.IM**
 - a** discuss one's personal and social experiences **CL.C1.3.IM.A**
 - b** research and describe a topic (e.g., the home, daily life, religion, and history) on the classical culture/history. **CL.C1.3.IM.B**
 - c** present on a classical cultural/historical issue and state one's viewpoint. **CL.C1.3.IM.C**
- IH** Intermediate High Learners create and connect sentences to **CL.C1.3.IH**
 - a** research and describe more sophisticated academic topics within the content areas **CL.C1.3.IH.A**
 - b** explain events and activities from the classical culture/history. **CL.C1.3.IH.B**
 - c** defend a point of view using supporting evidence **CL.C1.3.IH.C**
 - d** present information on general topics of the classical culture using technical terminology with a variety of tenses **CL.C1.3.IH.D**
- AR** Advanced Range Learners create sequences of sentences to **CL.C1.3.AR**
 - a** explain multiple viewpoints using supporting arguments in various time frames and moods. **CL.C1.3.AR.A**
 - b** describe topics of social concern in various time frames and moods. **CL.C1.3.AR.B**
 - c** present information on general topics of the classical culture using technical terminology in a variety of tenses and moods. **CL.C1.3.AR.C**

Presentational - Writing **CL.C1.4**

- A Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.** **CL.C1.4.0**
 - NL** Novice Low Learners use memorized and some phrases to **CL.C1.4.NL**
 - a** copy some letters, words, and phrases presented from a variety of texts. **CL.C1.4.NL.A**
 - b** label familiar people, places, and objects in a variety of texts. **CL.C1.4.NL.B**
 - NM** Novice Mid Learners use memorized words and phrases to **CL.C1.4.NM**
 - a** write about oneself. **CL.C1.4.NM.A**
 - NH** Novice High Learners begin to use simple sentences to **CL.C1.4.NH**
 - a** describe familiar items in the immediate environment. **CL.C1.4.NH.A**
 - b** discuss general topics of the classical culture and history **CL.C1.4.NH.B**
 - c** write about modern daily activities and/or the daily activities of the classical culture. **CL.C1.4.NH.C**
 - IL** Intermediate Low Learners create basic sentences to **CL.C1.4.IL**
 - a** discuss people, activities, events, and experiences. **CL.C1.4.IL.A**
 - b** prepare materials for a presentation. **CL.C1.4.IL.B**
 - c** give basic instructions on how to do something. **CL.C1.4.IL.C**

- IM** Intermediate Mid Learners create and begin to connect sentences to **CL.C1.4.IM**
 - a** write messages, announcements, and invitations **CL.C1.4.IM.A**
 - b** compose a simple paragraph about a learned or researched topic **CL.C1.4.IM.B**
 - c** create simple communications for public distribution (e.g. flyers, brochures, and posters). **CL.C1.4.IM.C**
- IH** Intermediate High Learners create and connect sentences to **CL.C1.4.IH**
 - a** write about school and social experiences. **CL.C1.4.IH.A**
 - b** explain historical topics of significance. **CL.C1.4.IH.B**
 - c** summarize basic narrative texts **CL.C1.4.IH.C**
- AR** Advanced Range Learners create sequences of sentences to **CL.C1.4.AR**
 - a** compose a well-organized message for a variety of purposes **CL.C1.4.AR.A**
 - b** employ a variety of verb tenses, moods, and other advanced grammatical structures in one's writing. **CL.C1.4.AR.B**
 - c** present and elaborate on a particular point of view. **CL.C1.4.AR.C**
 - d** use a variety of idioms in one's writing. **CL.C1.4.AR.D**
 - e** select precise language based on various audiences in one's writing. **CL.C1.4.AR.E**

Relating Cultural Practices to Perspectives **CL.C2.1**

- A Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.** **CL.C2.1.0**
 - NR1** Novice Range Learners in elementary and middle school **CL.C2.1.NR.1**
 - a** identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations). **CL.C2.1.NR.A**
 - b** use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues). **CL.C2.1.NR.B**
 - c** draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. **CL.C2.1.NR.C**
 - d** list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture **CL.C2.1.NR.D**
 - NR2** In addition to the above, Novice Range Learners in high school **CL.C2.1.NR.2**
 - e.** describe practices observed in a visual representation or text in a classical culture. **CL.C2.1.NR.E**
 - f** describe simple interactions from daily life in the classical culture. **CL.C2.1.NR.F**

IR1 Intermediate Range Learners in elementary and middle school **CL.C2.1.IR.1**

- a** examine, analyze, and exchange information on patterns of typical behavior in classical culture. **CL.C2.1.IR.A**
- b** distinguish informal and formal ways to address peers and adults. **CL.C2.1.IR.B**
- c** simulate age-appropriate classical cultural practices from daily life. **CL.C2.1.IR.C**
- d** investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. **CL.C2.1.IR.D**

IR2 In addition to the above, Intermediate Range Learners in high school **CL.C2.1.IR.2**

- e** identify and analyze classical cultural practices using authentic materials. **CL.C2.1.IR.E**
- f** analyze the relationship between practices, products, and perspectives. **CL.C2.1.IR.F**

AR Advanced Range Learners **CL.C2.1.AR**

- a** simulate culturally-appropriate behaviors in a variety of situations from classical culture **CL.C2.1.AR.A**
- b** connect classical practices to associated products, giving evidence-based reasons for the perspectives proposed. **CL.C2.1.AR.B**
- c** identify and analyze various patterns of behavior or interactions typical of classical culture as represented in authentic materials. **CL.C2.1.AR.C**

**Relating Cultural
Products to
Perspectives** **CL.C2.2**

A Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied. **CL.C2.2.0**

NR1 Novice Range Learners in elementary and middle school **CL.C2.2.NR.1**

- a** observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture. **CL.C2.2.NR.A**
- b** identify cultural products and their purposes in classical culture **CL.C2.2.NR.B**
- c** demonstrate the relationship between products, practices, and perspectives **CL.C2.2.NR.C**

NR2 In addition to the above, Novice Range Learners in high school **CL.C2.2.NR.2**

- d.** identify the author and place of origin of short poems, stories, and plays from the classical culture. **CL.C2.2.NR.D**
- e** provide simple reasons for the role and importance of products from the classical culture **CL.C2.2.NR.E**

IR1 Intermediate Range Learners in elementary and middle school **CL.C2.2.IR.1**

- a** identify and investigate the functions of tangible products of classical culture. **CL.C2.2.IR.A**
- b** engage with tangible and intangible products of classical culture. **CL.C2.2.IR.B**

IR2 In addition to the above, Intermediate Range Learners in high school **CL.C2.2.IR.2**

- c** utilize authentic resources (e.g., images or facsimiles of papyri, manuscripts, and material culture) to identify and analyze products and their use in classical culture **CL.C2.2.IR.C**
- d** analyze the relationship between products, practices, and perspectives. **CL.C2.2.IR.D**

AR Advanced Range Learners **CL.C2.2.AR**

- a** describe how cultural products have changed or disappeared over time. **CL.C2.2.AR.A**
- b** identify, research, and analyze the role and importance of products from classical culture (e.g., products found in literature, art, and architecture). **CL.C2.2.AR.B**
- c** discuss and explore the relationships among social, economic, and political institutions (e.g. patron-client system) and the perspectives of classical culture. **CL.C2.2.AR.C**
- d** connect products to associated practices and give evidence-based cultural insights about the classical culture. **CL.C2.2.AR.D**

**Making
Connections** **CL.C3.1**

A **Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.** **CL.C3.1.0**

NR1 Novice Range Learners in elementary and middle school **CL.C3.1.NR.1**

- a** identify and label maps of the classical world. **CL.C3.1.NR.A**
- b** identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations). **CL.C3.1.NR.B**
- c** recognize and use Roman numerals and the vocabulary associated with counting. **CL.C3.1.NR.C**
- d** read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables). **CL.C3.1.NR.D**
- e** compare songs or chants with simple lyrics. **CL.C3.1.NR.E**
- f** identify the planets and some constellations and the inspirations for their names. **CL.C3.1.NR.F**

NR2 In addition to the above, Novice Range Learners in high school **CL.C3.1.NR.2**

- h** investigate schools in the classical world and compare them to their own school. **CL.C3.1.NR.H**
- g** examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures. **CL.C3.1.NR.G**
- i** distinguish how the diets of classical culture relate to our eating habits today. **CL.C3.1.NR.I**
- j** identify how classical languages are used to name scientific terms (e.g. parts of the human body, animals, and plants). **CL.C3.1.NR.J**

IR1 Intermediate Range Learners in elementary and middle school **CL.C3.1.IR.1**

- a** compare maps of the classical world to the modern world **CL.C3.1.IR.A**
- b** explain the significance of aspects of classical life (e.g., the home, a military camp, the baths) and compare to the [modern] United States. **CL.C3.1.IR.B**
- c** discuss classical influences on modern writings. **CL.C3.1.IR.C**

IR2 In addition to the above, Intermediate Range Learners in high school **CL.C3.1.IR.2**

- d.** describe a major figure from the classical world that influenced history, science, or the arts. **CL.C3.1.IR.D**
- e** compare political campaign material from the classical world to similar material from the [modern] United States **CL.C3.1.IR.E**
- f.** explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world **CL.C3.1.IR.F**
- g.** research historical or cultural events from the classical world and compare them to similar events in United States history. **CL.C3.1.IR.G**
- h** relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world. **CL.C3.1.IR.H**

AR Advanced Range Learners in high school **CL.C3.1.AR**

- a** determine the influence of historic events from the classical culture on current issues or events. **CL.C3.1.AR.A**
 - b** compare and contrast themes from classical literature to modern day literature. **CL.C3.1.AR.B**
 - c** compose a fable, narrative, drama, or speech in response to a text. **CL.C3.1.AR.C**
 - d** explain the importance and historical context of a classical piece of art **CL.C3.1.AR.D**
 - e** analyze how classical literature had influenced modern English literature. **CL.C3.1.AR.E**
 - f** explore the concepts of hospitality and xenophobia in classical cultures. **CL.C3.1.AR.F**
 - g.** assess the musical and mathematical aspects of meter found in classical poetry. **CL.C3.1.AR.G**
 - h.** identify and analyze characteristics of different text types and genres **CL.C3.1.AR.H**
 - i** describe how a modern film or story retells a classical story. **CL.C3.1.AR.I**
 - j** analyze inscriptions to discover common attitudes in the classical world (e.g. military service, relationships with the gods, public service, or death and commemoration). **CL.C3.1.AR.J**
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**Acquiring Information
and Diverse
Perspectives** CL.C3.2

**A Access and evaluate information and diverse perspectives that are available
through the target language and its cultures.** CL.C3.2.1

NR1 Novice Range Learners in elementary and middle school CL.C3.2.NR.1

- a identify classical elements of a work of art. CL.C3.2.NR.A
- b determine words that originate from the target language. CL.C3.2.NR.B
- c predict the nature of planets based on the characteristics of the Roman gods after which they are named. CL.C3.2.NR.C
- d identify the properties of plants based the classical roots of their names. CL.C3.2.NR.D

NR2 In addition to the above, Novice Range Learners in high school CL.C3.2.NR.2

- e identify the roots of words that originate from the target language and begin to explain the connections implied by those roots. CL.C3.2.NR.E
- f examine specific family-related vocabulary that may not have equivalents in one's native language. CL.C3.2.NR.F

IR1 Intermediate Range Learners in elementary and middle school CL.C3.2.IR.1

- a identify the influence of Greek and Roman elements on a work of modern art. CL.C3.2.IR.A
- b identify appropriations of ancient mythology in modern culture, and note the differences between ancient and modern versions. CL.C3.2.IR.B

IR2 In addition to the above, Intermediate Range Learners in high school CL.C3.2.IR.2

- c identify the roots of words that originate from the target language and explain the connections and/or biases implied by those roots CL.C3.2.IR.C
- d compare an original classical text with other interpretations or versions. CL.C3.2.IR.D
- e explore short passages from classical mathematical, geographical, and scientific texts (e.g. Pythagorean theorem, travel, medicine, and public health) CL.C3.2.IR.E

AR Advanced Range Learners in high school CL.C3.2.AR

- a identify appropriations of ancient mythology in modern culture, noting the differences between ancient and modern versions, and theorize reasons why modern artists may have made decisions to diverge from the traditional form. CL.C3.2.AR.A
- b compare Stoic and Epicurean philosophies with modern-day philosophies and discuss perspectives on how to live life well. CL.C3.2.AR.B

**Language
Comparisons** CL.C4.1

**A Investigate, explain, and reflect on the nature of language through comparisons of
the classical language and one's own.** CL.C4.1.0

NR1 Novice Range Learners in elementary and middle school **CL.C4.1.NR.1**

- a.** cite and use examples of words from the target language that are similar to one's own language. **CL.C4.1.NR.A**
- b** recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language. **CL.C4.1.NR.B**
- c** compare word order in simple sentences of the target language to one's own language. **CL.C4.1.NR.C**
- d** compare and contrast the sounds and writing systems of one's own language with the target language **CL.C4.1.NR.D**

NR2 In addition to the above, Novice Range Learners in high school **CL.C4.1.NR.2**

- e** identify cognates and derivatives between the target language and one's own language and explain the patterns that connect them. **CL.C4.1.NR.E**
- f** recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work. **CL.C4.1.NR.F**

IR1 Intermediate Range Learners in elementary and middle school **CL.C4.1.IR.1**

- a** identify words in the target language that have no direct or simple translation in one's native language. **CL.C4.1.IR.A**
- b** compare word order in increasingly complex sentences in the target language to those in one's native language. **CL.C4.1.IR.B**
- c** notice how different time frames are expressed in the target language and one's own **CL.C4.1.IR.C**

IR2 In addition to the above, Intermediate Range Learners in high school **CL.C4.1.IR.2**

- d** analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language. **CL.C4.1.IR.D**
- e** compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language. **CL.C4.1.IR.E**
- f** compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text. **CL.C4.1.IR.F**
- g** compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins. **CL.C4.1.IR.G**

AR Advanced Range Learners in high school **CL.C4.1.AR**

- a** compare the choices and uses of prepositions and inflected forms among languages. **CL.C4.1.AR.A**
- b** draw conclusions about the evolution of language based on the variance in meaning among cognates and derivatives of multiple languages. **CL.C4.1.AR.B**
- c** analyze elements of the target language (e.g., tense, voice, aspect, mood or linguistic elements) in one's native language and describe how languages use forms to express time and tense relationships. **CL.C4.1.AR.C**
- d** compare complex syntactic functions (e.g., subordination of clauses and participial constructions) to express meaning in the target and native languages **CL.C4.1.AR.D**
- e** observe elements of genre and style in the target language and examine the authors purpose for using the specific language **CL.C4.1.AR.E**
- f** discuss the relationship between word order and meaning and how this may or may not reflect the ways in which cultures organize information and view the world. **CL.C4.1.AR.F**

Cultural Comparisons **CL.C4.2**

A Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own. **CL.C4.2.0**

NR1 Novice Range Learners in elementary and middle school **CL.C4.2.NR.1**

- a** contrast tangible and intangible products of classical cultures to one's own **CL.C4.2.NR.A**
- b** compare simple patterns of behavior of classical cultures to one's own **CL.C4.2.NR.B**
- c** explore celebrations and holidays from one's own culture and those in the classical cultures. **CL.C4.2.NR.C**

NR2 In addition to the above, Novice Range Learners in high school **CL.C4.2.NR.2**

- d** identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one's own. **CL.C4.2.NR.D**

IR1 Intermediate Range Learners in elementary and middle school **CL.C4.2.IR.1**

- a** examine daily routines of one's own culture in contrast with those in the classical culture **CL.C4.2.IR.A**
- b** compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values in one's own culture. **CL.C4.2.IR.B**

IR2 In addition to the above, Intermediate Range Learners in middle school and high school **CL.C4.2.IR.2**

- c** draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one's own. **CL.C4.2.IR.C**
- d** analyze the effect of physical spaces (e.g. the Coliseum) upon the classical culture and explain their influence on today's spaces. **CL.C4.2.IR.D**
- e** compare the role and importance of family and friends in the classical culture with one's own **CL.C4.2.IR.E**
- f** juxtapose educational practices, subject matter, and attitudes toward school in the classical culture with one's own. **CL.C4.2.IR.F**
- g** compare the role of social networking and patronage in the classical culture with one's own. **CL.C4.2.IR.G**
- h** explore entertainment and leisure options from the classical culture, and describe the similarities and differences to today's world. **CL.C4.2.IR.H**

AR Advanced Range Learners in high school **CL.C4.2.AR**

- a** differentiate sources of political power (e.g., oligarchic structures, populism) in the classical cultures to one's own. **CL.C4.2.AR.A**
- b** explain similarities in the value placed on work and leisure time in the classical culture with one's own. **CL.C4.2.AR.B**
- c** compare the value of common practices (e.g., ancestral worship, funerary practices) throughout time in the classical culture and one's own. **CL.C4.2.AR.C**
- d** explain the importance placed on individual needs versus community needs in the classical culture with one's own **CL.C4.2.AR.D**
- e** compare the construction of gender roles in the classical culture with one's own **CL.C4.2.AR.E**

NR1 Novice Range Learners in elementary and middle school **CL.C5.1.NR.1**

- a** identify places where the target language is used (e.g., finding Latin words on inscriptions, modern signs, or advertisements). **CL.C5.1.NR.A**
- b** research opportunities for participation in school, community, or language competitions **CL.C5.1.NR.B**
- c** explore words from the Classical world that are present in the English and Romance languages. **CL.C5.1.NR.C**
- d** identify professions in which knowledge the Classical world is beneficial. **CL.C5.1.NR.D**
- e** explore the classical world's presence in the community (e.g., museum exhibitions, documentaries). **CL.C5.1.NR.E**

NR2 In addition to the above, Novice Range Learners in high school **CL.C5.1.NR.2**

- f** communicate with other target language learners in person or through use of technology **CL.C5.1.NR.F**
- g** simulate interactions that might have taken place in the Classical world. **CL.C5.1.NR.G**

IR1 Intermediate Range Learners in elementary and middle school **CL.C5.1.IR.1**

- a.** research the use of the target language or knowledge of the Classical world in various fields of work in today's world. **CL.C5.1.IR.A**
- b** explore the classical world's presence in the community and explain its impact on its community members. **CL.C5.1.IR.B**

IR2 In addition to the above, Intermediate Range Learners in high school **CL.C5.1.IR.2**

- c** discuss career opportunities available to people with knowledge of the Classical world. **CL.C5.1.IR.C**

AR Advanced Range Learners in high school **CL.C5.1.AR**

- a** discuss career opportunities available to people with knowledge of the Classical world, and explore the steps one might take to become a professional in that field. **CL.C5.1.AR.A**

Lifelong Learning **CL.C5.2**

A Use the target language for enrichment and advancement. **CL.C5.2.0**

NR1 Novice Range Learners in elementary school **CL.C5.2.NR.1**

- a** interpret materials and/or use media from the target language and culture **CL.C5.2.NR.A**
- b** exchange information about topics of personal interest. **CL.C5.2.NR.B**
- c** identify music or songs in the target language. **CL.C5.2.NR.C**

NR2 In addition to the above, Novice Range Learners in middle school and high school **CL.C5.2.NR.2**

- d** set learning goals for language acquisition. **CL.C5.2.NR.D**

IR1 Intermediate Range Learners in elementary and middle school **CL.C5.2.IR.1**

- a** consult various sources in the target language to obtain information on topics of personal interest. **CL.C5.2.IR.A**

IR2 In addition, Intermediate Range Learners in high school **CL.C5.2.IR.2**

- b** reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process. **CL.C5.2.IR.B**

AR Advanced Range Learners in high school **CL.C5.2.AR**

- a** regularly consult Classical resources above one's ability in order to increase language proficiency **CL.C5.2.AR.A**