

# Tennessee World Language Standards

August 2024

# Tennessee World Language Standards

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<i>Introduction</i> .....	1
The Process .....	1
Goal and Vision .....	1
How to Read the Standards.....	2
How to Interpret Examples .....	3
Acknowledgments .....	4
<i>Frequently Asked Questions</i> .....	5
<i>Glossary of Terms</i> .....	17
<i>Modern Language Standards</i> .....	21
Communication (C1).....	22
Culture (C2).....	32
Connections (C3).....	35
Comparisons (C4) .....	38
Communities (C5).....	41
<i>Classical Language Standards</i> .....	43
Communication (C1).....	44
Culture (C2).....	51
Connections (C3).....	54
Comparisons (C4) .....	57
Communities (C5).....	61

# Tennessee World Language Standards

## Introduction

### The Process

In 2024, the Tennessee World Language Standards were reviewed by Tennessee teachers for Tennessee students. The Department sent out an application to world language teachers across the state and selected a committee comprised of Tennessee world language educators representing elementary grades through higher education. Classical, alphabetic modern, and logographic modern languages were represented, and the standards were reviewed and updated. The committee was dedicated to representing all world languages at all levels.

### Goal and Vision

The educator committee aimed to create user-friendly, measurable standards that describe the skills students should acquire as they move along the path to proficiency. Further, the educator committee's vision is for students to show what they can do with language, rather than just what they know about language.

The Tennessee World Language Standards lay out a vision based on performance level and describe what all students should know and be able to do at the end of each level. The diverse committee of educators involved in the review and development of the standards came together from across the state of Tennessee and focused on ensuring that the standards:

- Are both clear and appropriate with user-friendly examples.
- Keep both teachers and students in mind.
- Are outcome-based.
- Set performance targets by level.
- Are sequenced according to the *ACTFL Proficiency Guidelines*.
- Allow for multiple entry points.
- Include clear coding.
- Are designed to meet the unique needs of Tennessee's students.

## How to Read the Standards

The Tennessee World Language Standards are broken into two main groupings, Modern (ML) and Classical (CL). Each set of standards are composed of five cornerstones (Communication, Culture, Connections, Comparisons, and Communities), which comprise the aspects and focus of language learning that are further clarified within the content standards.

The standards can be read using the following graphic (Figure 1):

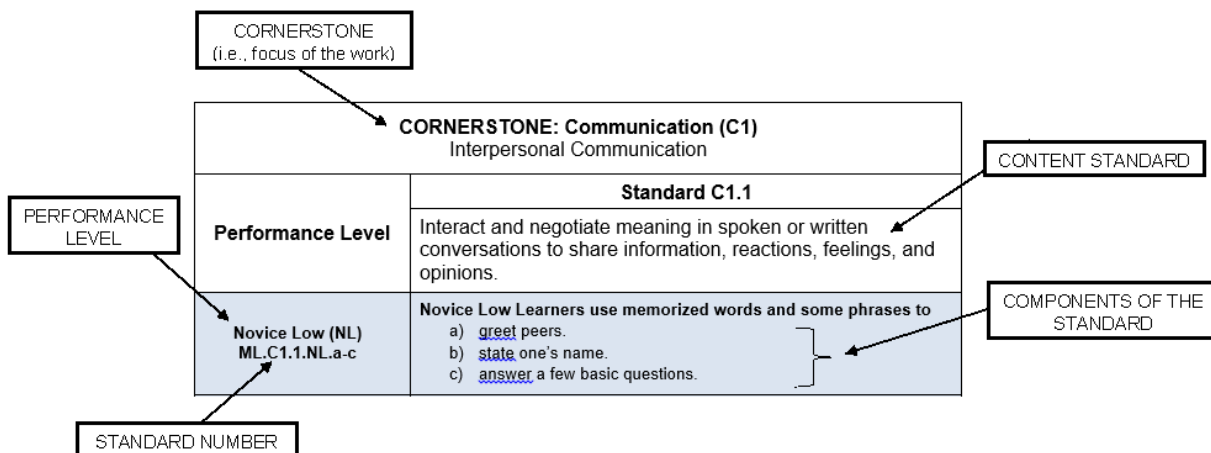


Figure 1

The revised World Language Standards are organized with the following traits:

**Cornerstone:** Also known as the “5 Cs,” these are the five goal areas of the standards that establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities.

- **Communication:** effectively communicate in more than one language in order to function in a variety of situations and for multiple purposes. This is done through 3 modes of communication: interpersonal, interpretive, and presentational.
- **Culture:** interact with cultural competence and understanding through relating cultural products and practices to perspectives.
- **Connections:** using other disciplines to acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- **Comparisons:** develop insight into the nature of language and culture in order to interact with cultural competence.
- **Communities:** communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world to promote lifelong learning.

**Performance Level:** The level at which students are able to use language that has been learned and practiced in an instructional setting.

**Content Standard:** The over-arching standard of what a student should know about each cornerstone.

**Components of the Standard:** Sub-sections of the over-arching standard that show the depths to which the student should meet the standard.

**Standard Number:** ML.C1.1.NL.a

## How to Interpret Examples

Within the standards, there are examples to aid in implementation. These examples are written in a variety of ways and should be interpreted based on the following explanations in Table 1 (below):

Term	Definition	Example
i.e.	“that is” or “in other words”; specific examples that should be used	ML.C4.1.AR.a Compare linguistic elements that allow expression of time frames ( <b>i.e.</b> , past, present, and future).
e.g.	“for example”; examples that could be used, but teachers are not limited to	CL.C1.2.IM.a Demonstrate understanding of grammatical relationships ( <b>e.g.</b> , verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
“such as”	Introduces an example or examples of something mentioned	ML.C3.1.NR.a Identify items on charts or visuals used as instructional materials in other content areas, <b>such as</b> math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).
“including”	Used to say that a listed item is part of a particular group	CL.C1.2.AR.f Identify metrical components and accurately scan some metrical patterns, <b>including</b> lines where there is consonantal <i>i</i> or elision with <i>m</i> or <i>h</i> .
“examples”	Context may be to “provide,” “describe,” etc.; allows teachers and students to select their own examples to apply to the standard	ML.C3.1.IR.e Contrast <b>examples</b> of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.

**Table 1**

**A special thanks to the members of the educator committee who devoted their time and expertise to revising these standards:**

Roxanna McCommon, Memphis-Shelby County Schools  
Michael Ball, Sevier County Schools  
Alessia Gupton, Blount County Schools  
Meg Foster, Elizabethton City Schools  
Christina Gilliland, Williamson County Schools  
Tiffany Church, Bedford County Schools  
Susan Rodriguez, Cleveland City Schools

**The educator committee would like to recognize the following for their guidance, resources, and/or inspiration:**

American Classical League (ACL)  
The College Board  
American Council on the Teaching of Foreign Languages (ACTFL)  
American Sign Language Teachers Association (ASLTA)  
Delaware World Language Standards  
Kentucky World Language Standards  
Louisiana World Language Standards  
New Jersey World Language Standards  
North Carolina World Language Standards  
South Carolina World Language Standards  
Dr. Christopher Craig, University of Tennessee at Knoxville  
Dr. Becky Peterson, Vanderbilt University  
Alyssa Villarreal, Shelby County Schools

## World Language Standards FAQ

- **What is the purpose of the Tennessee World Language Standards?**

Standards are “what” students learn—they address the skills and content students should know, understand, and be able to do by the end of a level or course. The standards do not dictate how the content is taught. Rather, how a teacher chooses to instruct their students is the curriculum, and the curriculum is determined on a local level.

The purpose of this document is to clarify the process of language learning. This standards document helps facilitate learning by showing the student how to set achievable goals, self-assess, and chart their progress. Learners thus take ownership of their individual language development. This standards document guides the facilitation of language learning toward more functional, communicative, and intercultural goals, rather than those of language structure and cultural fact. This document provides a clearer understanding of what learners need to know and be able to do to move from one level to the next.

The Tennessee World Language Standards provide **learners** with:

1. The opportunity to clarify language learning by simplifying the process.
2. Clear descriptions of what can be done with language at various levels, while making expectations more realistic.
3. Clear examples of small, achievable goals that they can use to become proficient in a language while monitoring their own progress.

The Tennessee World Language Standards provide **teachers** with:

1. The ability to guide the facilitation of language learning towards the application of the language instead of grammar, translation, and cultural fact.
2. Standards that can be used across ages, levels, or content studied.
3. A cross-check for ensuring that each mode of communication and skill is addressed at each learning level.
4. Clarity on what learners need to be able to do in order to move from one level to the next.

The Tennessee World Language Standards provide **parents, administrators, and other stakeholders** with:

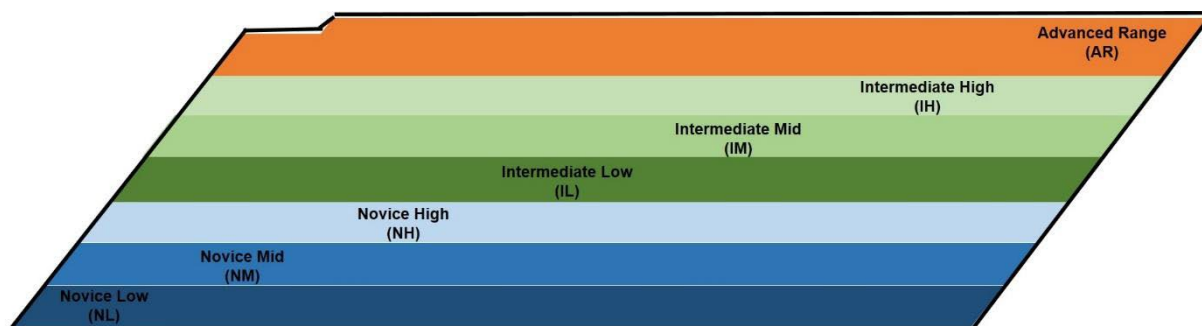
1. Improved world language learning that has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction.
2. Explanations on the shift in classical languages from decoding and translation to interpretive reading proficiency.
3. Expectations of a learner’s performance at different levels.
4. Examples of real-world application of language use.

The Tennessee World Language Standards provide **districts, schools, programs, and independent learners** with:

1. Long-range program performance goals that reflect a shared vision.
2. Performance benchmarks for assessment at designated intervals.
3. A backwards-design plan to support learners in meeting identified performance benchmarks.

- **What are performance targets, and how do they vary based on language?**

The Tennessee World Language Standards are a description of the competencies a Tennessee language learner should demonstrate at three performance levels (novice, intermediate, and advanced), as defined by the 2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and the ACTFL Performance Descriptors for Language Learners. These guidelines are a description of what students are able to do with language at the three levels (i.e. Novice, Intermediate, and Advanced) in the areas of speaking, writing, listening, and reading. For the purposes of this model, this means students are able to perform using language that has been practiced and is within familiar contexts and content areas. For the most part, the performance levels used for this document are further subdivided into low, mid and high sublevels, with the exception of advanced in some situations. The three performance levels are further broken down into sublevels, as displayed in Figure 2 (below).



**Figure 2**

When looking at performance targets, it is important to understand what language proficiency is and the overall goals of the world language classroom. The Tennessee World Language Standards hope to empower teachers to prepare students for communicating in the real world. This real-world, non-scripted, spontaneous communication is described as language proficiency. According to ACTFL’s *World Readiness Standards for Language Learning* (2012), proficiency is what students “can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.” The standards are not intended to be taught individually, but rather combined from across the cornerstones to create rich learning experiences.

While the Tennessee World Language Standards are meant to prepare students for real-world communication in unfamiliar language situations (proficiency), it is expected that teachers are preparing students in a classroom setting that attempts to mimic real-world situations within familiar language contexts (performance). A teacher can practice and prepare students for real-world language use but cannot recreate the exact conditions to measure proficiency. Therefore, many performances over time could indicate a learner’s proficiency level. Because of the



challenge in measuring proficiency, the educator committee referenced ACTFL's *World-Readiness Standards for Language Learning* and the NCSSFL-ACTFL *Can-Do Statements* to create standards that reflect, measure, and set goals for student performance. Tennessee students will strive to move up the proficiency scale by participating in many classroom performances over the course of their language study.

Tennessee's performance targets are based on a learner's ability to use language that has been learned and practiced in an instructional setting. The performance targets were set with the standard level (i.e., Spanish I) course in mind. Some performance targets do not change over multiple successive levels due to the amount of time it takes to acquire the language skills required for that performance target. These were designed to take into account that proficiency takes time to develop. An example of this developmental progression is shown in Table 2 (below).

**EXAMPLE**

**ML.C1.3: Interpretive Communication—Reading**

Novice Low	identify a few letters or characters.
Novice Mid	identify words, phrases, and characters with support of visuals.
Novice High	understand short, simple texts on familiar topics.
Intermediate Low	understand short texts of personal interest.
Intermediate Mid	understand simple written exchanges between other people.
Intermediate High	follow some accounts of events and experiences in various time frames.
Advanced Low	follow stories and descriptions in various time frames and genres.
Advanced Mid	follow stories and descriptions of considerable length in various time frames.
Advanced High	understand narrative, descriptive, and informational texts of any length.

**Table 2**

Teachers should not feel limited by the set targets, as featured in Tables 3-7, and are invited to incorporate standards associated with the next higher performance target than those set as the goals for that particular level. Classes taught above the standard level should use enrichment activities, extended readings, or more complex texts with higher performance targets than those appearing here.

**Elementary Performance Targets for Modern Languages (Alphabetic, Logographic, and Visual):**

Elementary grades K-5 can offer a variety of programs, this may include FLES (Foreign Language in the Elementary School) or FLEX (Foreign Language Exploratory) programs:

- FLES programs are designed to build proficiency. Research shows that, at a minimum, FLES students need to be learning a language for 90 minutes per week or having class sessions approximately 30 minutes long 3-5 times per week. Scheduling variations that do not meet the 90 minutes per week minimum are actually foreign language exploratory or FLEX programs, which are not designed to build proficiency.
- FLEX programs, which are less than 90 minutes a week or world language exposure

courses, can potentially lay the foundation for future interest in proficiency-based language study. FLEX programs are focused on goals such as introducing basic communication skills for one or more languages and teaching students about different cultures.

Program	Performance Target
FLEX	Novice Range (NR)
FLES	Novice High (NH)

**Table 3**

**Middle and High School Performance Targets for Alphabetic Modern Languages:**

Alphabetic Languages are written human languages in which symbols reflect the pronunciation of the words. Examples are English, the Romance languages, Modern Greek, Russian, Arabic, and Hebrew. The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Spanish I” or “French I,” level 2 is “Spanish II” or “French II,” and so on.

Level	Performance Target
Level 1	Novice High (NH)
Level 2	Intermediate Low (IL)
Level 3	Intermediate Mid (IM)
Level 4	Intermediate Mid (IM)
Level 5	Intermediate High (IH)

**Table 4**

**Middle and High School Performance Targets for Logographic Modern Languages:**

In written language, a logogram or logograph is a written character that represents a word or phrase, unlike in the romanticized alphabet. Logographic languages include Chinese and Japanese. The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Chinese I” or “Japanese I,” level 2 is “Chinese II” or “Japanese II,” and so on.

Level	Performance Target
Level 1	Novice Mid (NM)

Level 2	Novice High (NH)
Level 3	Intermediate Low (IL)
Level 4	Intermediate Mid (IM)
Level 5	Intermediate Mid (IM)

**Table 5**

**Middle and High School Performance Targets for Visual Modern Languages:** In visual language, thoughts and ideas are expressed through three-dimensional visual communication by using combinations of handshapes, palm orientations, and movements of the hands, arms, and body. Visual languages include American Sign Language (ASL). Table 6 (below) below pairs course levels with general performance targets; please note that level 1 is the same as “ASL I” or level 2 is “ASL II,” and so on.

For more information on ASL, please refer to pg. 16.

[1 ACTF performance descriptors for language learnings. \(2012\) ACTFL American Council on the Teaching of Foreign Language.](#)

Performance Target						
Level	Communication ( <i>see modes below</i> )					Culture, Connections, Comparisons, Communities
	<i>Interpersonal (Interactive)</i>	<i>Interpretive: Listening (Receptive)</i>	<i>Interpretive: Reading (Fingerspelling)</i>	<i>Presentational: Speaking (Expressive)</i>	<i>Presentational: Writing (Glossing)</i>	
Level 1	Novice Mid (NM)	Novice High (NH)	Novice Mid (NM)	Novice Mid (NM)	Novice Low (NL)	Novice Range (NR)
Level 2	Novice High (NH)	Intermediate Low (IL)	Novice High (NH)	Novice High (NH)	Novice Mid (NM)	Intermediate Range (IR)
Level 3	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Low (IL)	Novice High (NH)	Intermediate Range (IR)
Level 4	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Low (IL)	Intermediate Low (IL)	Advanced Range (AR)

**Table 6**

**High School Performance Targets for Classical Languages:** These include languages (i.e., Latin and Ancient Greek) which are taught with a focus on the written and not on the spoken word. The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Latin 1” or “Greek I,” level 2 is “Latin II” or “Greek II,” and so on.

Performance Target					
Level	Communication ( <i>see modes below</i> )				Culture, Connections, Comparisons, Communities
	<i>Interpretive: Listening</i>	<i>Interpretive: Reading</i>	<i>Presentational: Speaking</i>	<i>Presentational: Writing</i>	
Level 1	Novice Mid (NM)	Novice High (NH)	Novice Low (NL)	Novice Mid (NM)	Novice Range (NR)
Level 2	Novice High (NH)	Intermediate Low (IL)	Novice Low (NL)	Intermediate Low (IL)	Intermediate Range (IR)
Level 3	Intermediate Low (IL)	Intermediate Mid (IM)	Novice Mid (NM)	Intermediate Mid (IM)	Advanced Range (AR)
Level 4	Intermediate High (IH)	Intermediate High (IH)	Novice Mid (NM)	Intermediate High (IH)	Advanced Range (AR)

**Table 7**

- **How many years of language study do students need? What level of proficiency should a student attain for real-world readiness?**

The answer to these questions will vary from student to student and is determined by their purpose for learning language, as detailed below in ACTFL’s Oral Proficiency Levels in the Work World. Table 8 provides a synthesis of data collected from employers who describe their language proficiency requirements for specific jobs and professions.

Level	Language Functions	Corresponding Jobs	Who is Likely to Function at this Level?
<b>Advanced Range</b>	<i>Narrate and describe in past, present, and future and deal effectively with an unanticipated complication.</i>	Physician, Military Linguist, Human Resources Personnel, Financial Broker, Marketing Manager  Account Executive, Court Stenographer/Interpreter, Technical Service Agent  Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer	<ul style="list-style-type: none"> <li>• Advanced High-L2 learners with graduate degrees in a language-related area and extended educational experience in the target environment.</li> <li>• Advanced Mid-Heritage speakers, informal learners, or non-academic learners who have significant contact with language.</li> <li>• Advanced Low-Undergraduate language majors with year-long study abroad experience.</li> </ul>
<b>Intermediate Range</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Auto inspector, Aviation Personnel, Missionary, Tour Guide  Cashier, Sales Clerk (highly predictable contexts)  Receptionist, Restaurant Manager	<ul style="list-style-type: none"> <li>• Intermediate High-Undergraduate language majors without year-long study abroad experience.</li> <li>• Intermediate Mid-L2 learners with 6–8-year sequences of study (AP, etc.) or 4-6 semester college sequence.</li> <li>• Intermediate Low-L2 learners with 4-year high school sequence or 2-semester college sequence.</li> </ul>
<b>Novice Range</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	None	<ul style="list-style-type: none"> <li>• L2 learners after 2 years of high school study.</li> </ul>

**Table 8**

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As indicated in the chart above, language preparation for career readiness necessitates higher levels of proficiency than established by current language requirements for high school graduation and college entrance. The rigorous targets for Tennessee students will increase performance levels in order to create stronger connections between the educational system and the post-education professional world. This will allow learners to serve in a professional field as highly articulate and well-educated speakers. It should be noted that students should have opportunities for longer sequences of languages in order to obtain college or career readiness in a language.

- **What recognition opportunities are available for students who demonstrate language proficiency?**

The Seal of Biliteracy recognizes students who have attained a high level of proficiency in speaking, reading, listening, and writing in another language and English by high school graduation as outlined in Tennessee State Board of Education Rule 0510-01-03-.06. . The Seal of Biliteracy will be affixed to the student's diploma. The Seal of Biliteracy certifies evidence of a graduate's real-world language skills that are attractive to colleges and employers, preparing students with 21st century skills that will benefit them in the labor market and the global society.

- **How do the Tennessee World Language Standards apply to all learners regardless of grade levels?**

By placing the emphasis on proficiency in the target language, learners are given the opportunity to progress on their own language journey. Since learners begin language experiences at different ages and progress toward proficiency at different rates, language learning is an individual experience. The amount of quality time spent in the target language (i.e., immersion vs. high school level I) is a significant factor in the performance level that learners are able to reach. It is common for learners of similar ages to demonstrate varying performance levels in all three modes of communication when assessed.

- **Why do the standards extend through the Advanced level when the highest level of performance expected from our students is Intermediate High for Level 5?**

The Advanced standards were included in order to encourage districts to include longer sequences of language learning. For example, immersion programs that begin in elementary school should be able to obtain the advanced level due to the increased amount of time for language learning.

- **What portion of teaching should be in the target language?**

The use of target language refers to all that learners speak, read, hear, write, and view – that is, the production and reception of language by learners and educators. ACTFL recommends that learning take place through the target language for 90% or more of classroom time except in immersion program models where the target language is used exclusively.

Research has shown that learners need as much exposure as possible to the target language for acquisition to occur. Just like learning to ride a bike or any other important skill, learning is best achieved by doing. For many learners, the precious time in the classroom is the only opportunity to experience the target language. Educators must maximize this exposure by providing a language-rich environment that prepares students for success in the real-world. Likewise, if the goal is for learners to obtain the proficiency necessary to survive and thrive in the target culture, whether it be in a local neighborhood or across the world, then authentic target language experiences and materials must be provided.

Strategies that support using the target language in an immersive environment include:

- Supporting comprehension and production through context/gestures/visual support.
- Focusing on meaning before details.
- Conducting comprehension checks to ensure understanding.
- Negotiating meaning with students and encouraging negotiation among students.
- Eliciting talk that increases in fluency, accuracy, and complexity over time.

- Encouraging self-expression and spontaneous use of language.
- Teaching students strategies for requesting clarification and assistance when faced with comprehension difficulties.
- Not relying on English (or the native language) as the default for checking meaning or understanding.

*For classical languages, the instructional focus is on the interpretive mode; however, interpersonal conversations and presentational speaking and writing tasks develop fluency in looking for the “gist” and thinking in “chunks” rather than understanding, reading, or writing one word at a time.*

- **How do the Tennessee World Language Standards apply to heritage speakers?**

Learners bring a variety of languages and cultures to Tennessee. They may have learned a language at home, in another country, or through their local community. Some students may decide to pursue the study of their native language, while others may decide to study a different language. When heritage speakers choose to continue studying their native language, differentiated learning must take place to meet their needs.

When determining the placement of heritage speakers in language courses, consideration should be given to proficiency levels. Within language courses, teachers set class goals while allowing learners to modify them to meet their own personal learning goals. Heritage speakers may demonstrate varying levels of proficiency across the three modes of communication: interpersonal, interpretive, and presentational. For example, a student may perform at a higher level of proficiency in the interpersonal mode than in the presentational mode. The benchmarks and indicators identify the learner’s skill and modify the learning experience to meet the learner’s needs. When possible, specially designed language courses for heritage speakers are optimal.

**Middle and High School Performance Targets for Heritage Language Learner Performance Levels:** The Tennessee heritage language learners guidance is designed to address the unique needs and characteristics of heritage language learners within the diversifying educational landscape of Tennessee. Heritage language learners are students who have a familial or cultural connection to a language other than English and who bring a rich linguistic background to the learning environment. Recognizing the importance of nurturing and developing their language skills, the guidance aims to provide support to educators in effectively meeting the needs of heritage language learners across various proficiency levels.

While heritage language learners represent a wide variety of skill levels in the different domains, typically heritage language learners have stronger oral proficiency skills (the speaking and listening domains). This is not the case for all learners, and learners’ ability levels are unique to the individual.

**Entry Level Progression Possibilities:** While students enter at various levels, this chart demonstrates what a normal progression might look like for a heritage language learner. This chart does not encompass all students but may be used as a guide for average level progression and outcome expectations. It is typical for students to progress more quickly through the novice levels; however, once the intermediate levels have been reached, progression through the performance target levels may decelerate.

As students progress through intermediate and advanced levels, they typically require more time to progress to the next level of proficiency.

Middle and High School Performance Targets for Heritage Language Learner Performance Levels					
Level	Communication (see modes below)				Culture, Connections, Comparisons, Communities
	Interpretive: Listening	Interpretive: Reading	Presentational: Speaking	Presentational: Writing	
Level 1	Intermediate Low (IL)	Novice Mid (NM)	Intermediate Low (IL)	Novice Mid (NM)	Novice Range (NR)
Level 2	Intermediate Low (IL)	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Range (IR)
Level 3	Intermediate Mid (IM)	Intermediate Mid (IM)	Intermediate High (IH)	Intermediate Mid (IM)	Intermediate Range (IR)
Level 4	Intermediate Mid (IM)	Intermediate Mid (IM)	Advanced Low (AL)	Intermediate Mid (IM)	Advanced Range (AR)
Level 5	Intermediate High (IH)	Intermediate High (IH)	Advanced Mid (AM)	Intermediate High (IH)	Advanced Range (AR)

**Heritage language learners generally fall into the following major categories:** A heritage language learner typically refers to someone who has a personal or family connection to a particular language due to their cultural or familial background. Here are some scenarios where someone might be considered a heritage language learner:

- 1. Family Background:** Individuals who grew up in a household where a language other than the dominant language of their current environment (usually English) is spoken.
- 2. Cultural Affiliation:** People who have a cultural or ethnic affiliation with a particular language but may not have had formal education or training in that language.
- 3. Mixed Heritage:** Individuals with mixed cultural backgrounds who have exposure to a heritage language through family connections but may not be fully fluent.
- 4. Community Connection:** Individuals who are part of a cultural or ethnic community where the heritage language is spoken and have varying degrees of proficiency in that language.

In essence, heritage language learners have some degree of connection or exposure to a language through their family, community, or cultural background, which distinguishes them from learners who are acquiring the language solely through formal education or immersion.

### How does World Language support English Language Arts Literacy?

World Language supports English literacy through looping (reinforcing previous constructs through high frequency reinforcement review) skills gained in earlier grades to higher grades. For example, the ELA Standard 4.SL.CC.3 Identify the reasons and evidence a speaker provides to



support particular points is a 4th grade speaking standard, but it corresponds to an Intermediate High (10th-12th grade) World Language speaking standard ML.C1.4.IH.c Defend a point of view with supporting evidence.

The World Language standards support overall English literacy across content areas through the transference of literacy skills. By strengthening students' foundational literacy skills, such as phonemic awareness, reading comprehension, phonics, vocabulary, and fluency, in the target language, students will be able to have stronger foundational literacy skills in their ELA classes.

- **What is considered to be an authentic text or material?**

Authentic texts are defined as materials “written by members of a language and culture group for members of the same language and culture group.”<sup>1</sup> Interactive reading and listening comprehension tasks should be designed and carried out using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation. Scaffolding refers to the support provided for learners to promote acquisition of skills and concepts. Follow-up tasks include activities that provide learners with the opportunity to apply or practice the new skill or concept.

Authentic materials provide real-life examples of language use in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. Authentic materials can provide information about the target culture and provide that culture's perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition.

Authentic texts and materials should:

- Be context appropriate
- Be age appropriate
- Fit the student's linguistic level (with scaffolding as necessary)
- Help the student use background knowledge, contextual cues, and interpretive strategies (many times the ones acquired in their first language) to construct meaning

- **How should teachers determine the curriculum to support these standards?**

The Tennessee World Language Standards are the baseline for instruction. Teachers may go above and beyond what is written in this document to enable life-long world language learners. Curriculum, on the other hand, is developed at the local level. It is up to the teacher to determine “how” students learn the Tennessee World Language Standards.

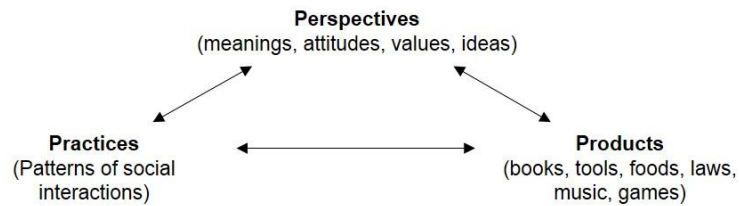
For example, standard CL.C4.NR.2a states that “Novice Range Learners in elementary and middle school contrast tangible and intangible products of classical cultures to one's own.” Notice that there are no examples of which products to use/discuss. This is left up to the local district, school, and teachers to determine what products to use as well as how to teach that standard. This includes determining appropriate instructional methods, resources, and any extra-curricular activities.

- **How do I incorporate culture into lessons?**

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<sup>2</sup>From Galloway, 1998, p. 133, as cited in Glisan, E. (2015). Core Practices Webinars. Alexandria, VA: ACTFL. Access at: <https://www.pathlms.com/actfl/courses/2074>.

The study of another language is synonymous with the study of another culture. The two are inextricably linked and language cannot be taught on its own, as discrete grammar points with no sense of the cultural products, practices, and perspectives of native speakers. It is through a strong cultural component that students can better make connections to other disciplines, can develop the insights necessary to make comparisons to their own native language and culture, and can discover ways to better participate with and relate to different communities at home and around the world. Culture can be expressed through the 3 Ps (Perspectives, Products, and Practices), showing how the products and practices are derived from the perspectives that form the world view of a cultural group (see Figure 3).



**Figure 3**

It is important for educators to realize that following a textbook and reading over the cultural points that pop up in the occasional sidebar is not sufficient to impart cultural knowledge to students. Nor is it enough to offer “Culture Fridays” or to think culture is addressed by celebrating a holiday, learning a few dances, or tasting some authentic food now and then. The selection of a theme should, instead, provoke discussion. Ideally, culture is incorporated into daily lessons via the use of authentic resources.

Teachers must look beyond any challenges to integrating culture into instruction and instead make it an opportunity to provide context for instruction. For example, standard ML.C1.3.IM.a reads “articulate the main idea of simple texts related to everyday life.” For this standard, teachers may want to present a variety of authentic texts from infographics, magazines, newspapers, etc. rather than teacher-created or textbook resources. This will allow students to connect with not only the language, but also with the important cultural aspects unique to the target culture. Moreover, this makes the culture real to students and allows a real-world connection. Teachers should consider the following questions when integrating culture: How does this help shape my students’ view of the world? What are they going to leave understanding about themselves and the cultures about which they are learning about?

- **How do the Tennessee World Languages Standards align with other subject areas?**

When possible, world language teachers should work with other educators to enhance student learning through multiple content areas. Many of Tennessee’s World Language Standards align with the four main content areas: English/Language Arts (ELA), Mathematics, Science, and Social Studies. Table 9 includes some examples of this alignment:

World Language Standard	Other Content Area Standard
<p><b>ML.C3.1.NR.f:</b> Novice Range Learners in high school discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.</p>	<p><b>5.MD.A.1:</b> Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals).</p>
<p><b>ML.C3.1.NR.d:</b> Novice Range Learners in elementary and middle schools read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).</p>	<p><b>3.RL.KID.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
	<p><b>8.RL.IKI.9:</b> Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.</p>

**Table 9**

In Table 9, the content area standards for other subjects are broken down below:

- **5.MD.A.1** is a 5th grade Math standard within the Measurement and Data (MD) domain. Cluster A describes that with standard #1, students will “convert like measurement units within a given measurement system from a larger unit to a smaller unit.”
- **3.RL.KID.2** is a 3rd grade ELA standard in the Reading Literature (RL) strand with the Key Ideas and Details (KID) category. For standard #2, the overarching cornerstone states that students will “determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.”
- **8.RL.IKI.9** is an 8th grade ELA standard in the Reading Literature (RL) strand with the Integration of Knowledge and Ideas (IKI) category. For standard #9, the overarching cornerstone states that students will “analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.”

- **Do ASL credits “count” for college admission?**

In 2017, the Tennessee General Assembly passed legislation (Pub. Ch. 270, now codified as T.C.A. § 49-6-1009(c)) recognizing American Sign Language (ASL) as a modern language which may fulfill the high school graduation requirement for world language credits. However, at this time, not all Tennessee colleges and universities accept ASL for the language units required for admission; thus, Tennessee students should ensure that the postsecondary institution they wish to attend permits ASL as a modern language requirement for admission.

- **How does a teacher adapt the Modes of Communication for ASL?**

Since ASL is a visual language, the communication modes involve different skills:

- *Interpretive Listening* is labeled *Interpretive Receptive*, meaning that information is received visually, not auditorily.
- *Interpretive Reading* is *Fingerspelling*, which is a series of individual hand shapes that represent the alphabet and letter combinations.
- *Presentational Speaking* is *Presentational Expressive*, because information is being conveyed visually through signs, not verbally.
- *Presentational Writing* is now *Presentational Glossing* or writing ASL on paper. Glossing is a written system to indicate which signs and other non-manual markers, such as facial expressions and body movements, should be used.

Further information on ASL can be found in the [Standards for Learning American Sign Language](#), from the American Sign Language Teachers Association.

## Glossary of Terms

**Authentic text or authentic resource:** Oral and written communication produced by native language users and directed to an audience of native language users in the target culture. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as a textbook reading passage. There is no such thing as a 'level 1 text', therefore the teacher is required to adapt the task students perform as to be appropriate for their level of language skills. Authentic texts are print, audio, and visual items using authentic resources. Examples include newspaper articles, books, websites, magazine articles, artwork, films, folktales, recordings, music, and advertisements.<sup>2</sup> *See also: Text.*

**Abstract language:** An expression that signifies a concept, quality, or idea rather than material or physical reality; the opposite of concrete language.

**Circumlocution:** The use of language that one does know in order to explain a specific word that one does not know.

**Classical culture:** Any culture which used a classical language as a form of communication. While this includes Greece and Rome, it is not limited to these two cultures.

**Classical language:** An ancient language with a large body of literature that usually exists over a long period of time, influences cultural traditions, and provides roots and models to living languages. While Greek and Latin are most well-known, languages such as Sanskrit is also considered to be classical.

**Cognates:** Words between languages that have a common origin and are therefore readily understood; for example, the French word "leçon" and the English word "lesson."

**Connected sentences:** A series or string of sentences or text that is topically related.

**Content area:** A discipline, subject, or field of study; for K-12 students in Tennessee, this often refers (broadly) to mathematics, English/Language arts, social studies, or science. More narrowly, this could also mean subjects such as algebra, creative writing, U.S. history, or meteorology.

**Contextual clues:** Hints within a communication or its context that facilitate the comprehension of unfamiliar words.

**Cornerstone(s):** Also known as the "5 Cs," these are the five goal areas of the standards that establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. *For more information, see page 3.*

**Cultural competence:** An understanding of the appropriateness of a response or reaction within a particular social context.

**Cultural framework:** The traditions, value systems, myths, and symbols that are common in a given society.

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<sup>3</sup> From The Annenberg Foundation videos of Teaching Foreign Languages K-12 Workshop.

**Cultural perspectives:** Popular beliefs, commonly held values, folk ideas, and assumptions that underlie the cultural practices and products of a society. Examples include:

- Importance of individual freedom
- Value of education
- Idea of personal space
- Youth valued over age or vice versa

**Cultural practices:** Patterns of social interactions and behaviors. Practices involve the use of products and represent the knowledge of “what to do when and where” and how to interact within a particular culture.<sup>3</sup> Examples include:

- Rites of passage
- Gestures
- Table manners
- Behaviors for dating, weddings, funerals, etc.

**Cultural products:** Tangible and intangible products that reflect the perspectives of a culture. Examples include:

- Tangible: clothing, food, household items, toys, sports equipment, traditional and contemporary dress
- Intangible: names of gods and heroes, myths, numeral systems, simple geography, rhymes, music, rituals, and political institutions

**Cultural references:** Allusions to shared ideas, beliefs, values, and knowledge of a particular culture/society.

**Demonstrate understanding:** An action by a learner to show comprehension of a given concept by describing, explaining, or giving examples; can be achieved in a variety of ways, including (but not limited to) informal/formal assessment, written activities, projects, or discussion.

**Formal/informal:** Features of speaking and writing that reflect different audiences and purposes for communication.

- *Formal setting:* A location or event requiring etiquette or decorum, such as academic conferences or the professional workplace.
- *Informal setting:* A location or event with a relaxed or familiar environment, such as being at home, with friends, with family, or in casual everyday situations.

**Functional language ability:** A language user's ability to accomplish real world communicative tasks, such as handling a simple social transaction or resolving a situation with a complication.

**Grammatical:** Relating to grammar and conforming to correct linguistic form or structure.

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<sup>4</sup> From “[Cultural Practices, Products, and Perspectives](#)” via the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota.

**Intercultural competence:** An understanding of the cultural nuances associated with practices (what people do, their patterns of social interactions), perspectives (the way people perceive things, their beliefs, attitudes, values), and products (what people create, their books, tools, laws, foods etc.). See Figure 4.



Figure 4

**L1 learner:** First language learner.

**L2 learner:** Second language learner.

**Level-appropriate:** When content, process, skill, or materials described require a student to function at the level he/she has attained. The same instructional materials, such as culturally authentic text or a digital or live media clip, may be used for various levels of instruction simply by making the linguistic task appropriate for the level of language proficiency of the learner.

**Message:** A communication intended for a specific audience that is conveyed through speaking or writing; can be formal or informal.

**Mode of communication:** Interpersonal, Interpretive, and Presentational (defined below). These approaches place the main emphasis on the purpose of communication and the context in which it happens, rather than on any one skill in isolation.

- *Interpersonal communication:* Interaction with others in informal, one-on-one, or small group conversations with opportunities for negotiation, such as face-to-face conversations, online discussions, instant messaging, or text messaging, or exchanging personal letters or emails. For visual languages (ASL), this is *interactive communication*.
- *Interpretive communication:* Reading, listening, or viewing authentic cultural content when the author or speaker is not available for communication. Cultural interpretations can include print, video, and online texts, movies, live or digital broadcasts and speeches. For visual languages (ASL), this is *receptive communication*.
- *Presentational communication:* Spoken and/or written presentations about information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction, such as a presentation to a group, posting an online video or webpage, creating a podcast, or writing an article. For visual languages (ASL), this is *expressive communication*.

**Modern language:** A living language currently in use; a language utilized in day-to-day communication by native speakers.

**Narrative:** The retelling of a story or account of events, experiences, etc., whether true or fictitious, told in a logical and chronological order.

**Performance:** The ability to use language that has been learned and practiced in an instructional setting; language ability that has been practiced and is within familiar contexts and content areas.

**Proficiency:** The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context in a manner acceptable and appropriate to native speakers of the language; demonstrates what a language user is able to do regardless of where, when, or how the language was acquired.

**Scaffolding:** Providing support via various instructional techniques to build a student's comprehension; with a student's skill acquisition and increased independence, teachers then gradually reduce support and transition responsibility to the student.

**Straightforward:** Presented orderly and logically in the traditional word-order; for example, in Latin, all words which make up a clause are actually in the clause, adjectives are next to the nouns they modify, or objects of prepositions follow the preposition.

**Target culture:** The culture of the people who speak a target language, including the history, literature, and arts.

**Target language:** The language that is being learned in the classroom.

**Text:** Material that includes but is not limited to the written word. Examples include visuals, images, film, statues, recordings, postcards from friends, entertainment magazines, social media posts, or art work. *See also: Authentic text or authentic resource*

**Time frames:** General periods of time, past, present, or future; these may be indicated in a particular language.



# Tennessee Standards for Modern Languages (ML)

<b>CORNERSTONE: Communication (C1)</b> Interpersonal Communication	
<b>Performance Level</b>	<b>Standard C1.1</b>
<b>Novice Low (NL)</b> <b>ML.C1.1.NL.a-c</b>	<b>Novice Low Learners use memorized words and some phrases to</b> <ul style="list-style-type: none"> <li>a) greet peers.</li> <li>b) state one's name.</li> <li>c) answer a few basic questions.</li> </ul>
<b>Novice Mid (NM)</b> <b>ML.C1.1.NM.a-g</b>	<b>Novice Mid Learners use memorized words and phrases to</b> <ul style="list-style-type: none"> <li>a) greet and leave people in a polite way.</li> <li>b) introduce oneself and others.</li> <li>c) answer a variety of basic questions.</li> <li>d) make some basic statements in a conversation.</li> <li>e) ask some basic questions.</li> <li>f) communicate basic information about oneself and familiar people.</li> <li>g) communicate some basic information about everyday life.</li> </ul>
<b>Novice High (NH)</b> <b>ML.C1.1.NH.a-e</b>	<b>Novice High Learners begin to use simple sentences to</b> <ul style="list-style-type: none"> <li>a) exchange some personal information.</li> <li>b) exchange information based on texts, graphs, or pictures.</li> <li>c) ask for and give simple directions.</li> <li>d) make plans with others.</li> <li>e) interact with others in everyday situations.</li> </ul>
<b>Intermediate Low (IL)</b> <b>ML.C1.1.IL.a-d</b>	<b>Intermediate Low Learners create basic sentences to</b> <ul style="list-style-type: none"> <li>a) have a conversation on a number of everyday topics.</li> <li>b) ask and answer questions about familiar factual information.</li> <li>c) use the language to meet basic needs in familiar situations.</li> <li>d) use practiced or memorized expressions to begin to indicate various time frames.</li> </ul>
<b>Intermediate Mid (IM)</b> <b>ML.C1.1.IM.a-e</b>	<b>Intermediate Mid Learners create and begin to connect sentences to</b> <ul style="list-style-type: none"> <li>a) start, maintain, and end a conversation on a variety of familiar topics.</li> <li>b) discuss daily activities and personal preferences.</li> <li>c) handle tasks related to personal needs.</li> <li>d) exchange information about subjects of special interest.</li> <li>e) use language in various time frames with occasional success.</li> </ul>

<p><b>Intermediate High (IH)</b> <b>ML.C1.1.IH.a-d</b></p>	<p><b>Intermediate High Learners create and connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) explore information related to areas of personal interest.</li> <li>b) handle a task that requires multiple steps.</li> <li>c) navigate a situation that may have a complication.</li> <li>d) use language in various time frames with regular success.</li> </ul>
<p><b>Advanced Low (AL)</b> <b>ML.C1.1.AL.a-e</b></p>	<p><b>Advanced Low Learners create sequences of sentences to</b></p> <ul style="list-style-type: none"> <li>a) participate in conversations on a wide variety of topics that go beyond everyday life.</li> <li>b) compare and contrast life in different locations and in different historical periods.</li> <li>c) resolve an unexpected complication that arises in a familiar situation.</li> <li>d) conduct or participate in interviews.</li> <li>e) use language in various time frames with frequent success.</li> </ul>
<p><b>Advanced Mid (AM)</b> <b>ML.C1.1.AM.a-c</b></p>	<p><b>Advanced Mid Learners create sequences of detailed sentences to</b></p> <ul style="list-style-type: none"> <li>a) communicate effectively on a wide variety of present, past, and future events.</li> <li>b) exchange general information on topics outside a field of interest.</li> <li>c) resolve a complication or unexpected turn of events.</li> </ul>
<p><b>Advanced High (AH)</b> <b>ML.C1.1.AH.a-c</b></p>	<p><b>Advanced High Learners create sequences of complex sentences to</b></p> <ul style="list-style-type: none"> <li>a) exchange complex information about academic and professional tasks.</li> <li>b) exchange detailed information on topics within and beyond a field of interest.</li> <li>c) support opinions and construct hypotheses.</li> </ul>

<b>CORNERSTONE: Communication (C1)</b> Interpretive Communication — Listening	
<b>Performance Level</b>	<b>Standard (C1.2)</b>
<b>Novice Low (NL)</b> <b>ML.C1.2.NL.a-b</b>	<p><b>Novice Low Learners recognize memorized words and some phrases to</b></p> <ul style="list-style-type: none"> <li>a) identify the sound of a letter or character.</li> <li>b) determine isolated words, particularly when accompanied by gestures or pictures.</li> </ul>
<b>Novice Mid (NM)</b> <b>ML.C1.2.NM.a-c</b>	<p><b>Novice Mid Learners recognize memorized words and phrases to</b></p> <ul style="list-style-type: none"> <li>a) identify simple greetings and a few courtesy phrases (e.g., greetings and basic commands/directions).</li> <li>b) isolate words and phrases that they have learned for specific purposes.</li> </ul>
<b>Novice High (NH)</b> <b>ML.C1.2.NH.a-c</b>	<p><b>Novice High Learners begin to recognize simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) comprehend basic questions or statements on familiar topics.</li> <li>b) understand simple information when presented with pictures, graphs, and other visual supports.</li> <li>c) indicate the main idea of a simple conversation on familiar topics.</li> <li>d) follow the narrative of a simple story being read aloud.</li> </ul>
<b>Intermediate Low (IL)</b> <b>ML.C1.2.IL.a-c</b>	<p><b>Intermediate Low Learners recognize basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) determine the main idea of texts and interactions related to everyday life.</li> <li>b) follow questions and simple statements on familiar topics when participating in a conversation.</li> </ul>
<b>Intermediate Mid (IM)</b> <b>ML.C1.2.IM.a-c</b>	<p><b>Intermediate Mid Learners begin to recognize connected sentences to</b></p> <ul style="list-style-type: none"> <li>a) determine some details of texts and interactions related to everyday life.</li> <li>b) recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.</li> </ul>

<p><b>Intermediate High (IH)</b> <b>ML.C1.2.IH.a-c</b></p>	<p><b>Intermediate High Learners recognize connected sentences to</b></p> <ul style="list-style-type: none"> <li>a) comprehend straightforward information or interactions.</li> <li>b) determine many details in advertisements, announcements, and other simple texts.</li> <li>c) understand situations with complicating factors.</li> </ul>
<p><b>Advanced Low (AL)</b> <b>ML.C1.2.AL.a-c</b></p>	<p><b>Advanced Low Learners recognize sequences of sentences to</b></p> <ul style="list-style-type: none"> <li>a) follow stories and descriptions in various time frames.</li> <li>b) determine the details of advertisements, announcements, and other texts</li> </ul>
<p><b>Advanced Mid (AM)</b> <b>ML.C1.2.AM.a-c</b></p>	<p><b>Advanced Mid Learners recognize sequences of detailed sentences to</b></p> <ul style="list-style-type: none"> <li>a) isolate details of complex descriptions or interviews.</li> <li>b) comprehend accounts of events.</li> <li>c) follow directions and multi-step instructions.</li> </ul>
<p><b>Advanced High (AH)</b> <b>ML.C1.2.AH.a-c</b></p>	<p><b>Advanced High Learners recognize sequences of complex sentences to</b></p> <ul style="list-style-type: none"> <li>a) analyze detailed reports, debates, and interviews.</li> <li>b) evaluate various viewpoints in extended arguments.</li> <li>c) judge discussions and presentations on many concrete and abstract topics.</li> </ul>

**CORNERSTONE: Communication (C1)**  
Interpretive Communication — Reading

<b>Performance Level</b>	<b>Standard C1.3</b>
	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
<b>Novice Low (NL)</b> <b>ML.C1.3.NL.a-b</b>	<b>Novice Low Learners recognize memorized words and some phrases to</b> <ul style="list-style-type: none"> <li>a) identify a few letters or characters.</li> <li>b) connect some words, phrases, or characters to their meaning.</li> </ul>
<b>Novice Mid (NM)</b> <b>ML.C1.3.NM.a-b</b>	<b>Novice Mid Learners recognize memorized words and phrases to</b> <ul style="list-style-type: none"> <li>a) identify words, phrases, and characters with support of visuals.</li> <li>b) distinguish words, phrases, and characters associated with familiar topics.</li> </ul>
<b>Novice High (NH)</b> <b>ML.C1.3.NH.a-c</b>	<b>Novice High Learners begin to recognize simple sentences to</b> <ul style="list-style-type: none"> <li>a) understand short, simple texts on familiar topics.</li> <li>b) understand the main idea of short, published material (e.g., schedules, brochures, birthday cards, public notices, signs).</li> <li>c) comprehend simple descriptions with visual support.</li> </ul>
<b>Intermediate Low (IL)</b> <b>ML.C1.3.IL.a-c</b>	<b>Intermediate Low Learners recognize basic sentences to</b> <ul style="list-style-type: none"> <li>a) understand short texts of personal interest.</li> <li>b) identify some basic information needed to fill out forms.</li> <li>c) infer basic information from a variety of media (e.g., weather reports, job postings).</li> </ul>
<b>Intermediate Mid (IM)</b> <b>ML.C1.3.IM.a-c</b>	<b>Intermediate Mid Learners begin to recognize connected sentences to</b> <ul style="list-style-type: none"> <li>a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts).</li> <li>b) understand simple written exchanges between other people.</li> </ul>
<b>Intermediate High (IH)</b> <b>ML.C1.3.IH.a-b</b>	<b>Intermediate High Learners recognize connected sentences to</b> <ul style="list-style-type: none"> <li>a) articulate the main idea of texts related to everyday life, personal interests, and school studies.</li> <li>b) follow some accounts of events and experiences in various time frames.</li> </ul>

<p><b>Advanced Low (AL)</b> <b>ML.C1.3.AL.a-e</b></p>	<p><b>Advanced Low Learners recognize sequences of sentences to</b></p> <ul style="list-style-type: none"> <li>a) articulate the main idea and some supporting details on a variety of topics of personal and general interest.</li> <li>b) find and use information for practical purposes.</li> <li>c) follow stories and descriptions in various time frames and genres.</li> <li>d) research materials to make an informed choice.</li> <li>e) follow written multi-step instructions.</li> </ul>
<p><b>Advanced Mid (AM)</b> <b>ML.C1.3.AM.a-b</b></p>	<p><b>Advanced Mid Learners recognize sequences of detailed sentences to</b></p> <ul style="list-style-type: none"> <li>a) articulate the main idea and supporting details on some unfamiliar topics.</li> <li>b) follow stories and descriptions of considerable length in various time frames.</li> </ul>
<p><b>Advanced High (AH)</b> <b>ML.C1.3.AH.a-b</b></p>	<p><b>Advanced High Learners recognize sequences of complex sentences to</b></p> <ul style="list-style-type: none"> <li>a) understand narrative, descriptive, and informational texts of any length.</li> <li>b) read about topics of special interest and abstract concepts.</li> </ul>

**CORNERSTONE: Communication (C1)**  
Presentational — Speaking

<b>Performance Level</b>	<b>Standard C1.4</b>
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
<b>Novice Low (NL)</b> <b>ML.C1.4.NL.a-c</b>	<b>Novice Low Learners use memorized words and some phrases to</b> <ul style="list-style-type: none"> <li>a) present limited personal information.</li> <li>b) state the names of familiar people, places, and objects with visual support.</li> <li>c) recite short songs and simple rhymes or chants.</li> </ul>
<b>Novice Mid (NM)</b> <b>ML.C1.4.NM.a-e</b>	<b>Novice Mid Learners use memorized words and phrases to</b> <ul style="list-style-type: none"> <li>a) describe familiar items in one's immediate environment.</li> <li>b) describe oneself and others.</li> <li>c) state likes and dislikes.</li> <li>d) describe daily activities.</li> <li>e) present simple information about familiar topics.</li> </ul>
<b>Novice High (NH)</b> <b>ML.C1.4.NH.a-c</b>	<b>Novice High Learners begin to use simple sentences to</b> <ul style="list-style-type: none"> <li>a) describe a familiar event, experience, or topic.</li> <li>b) present basic information about a familiar person, place, or thing.</li> <li>c) give basic instructions.</li> </ul>
<b>Intermediate Low (IL)</b> <b>ML.C1.4.IL.a-e</b>	<b>Intermediate Low Learners create basic sentences to</b> <ul style="list-style-type: none"> <li>a) describe people, activities, events, and experiences.</li> <li>b) express needs, wants, and preferences on topics of interest.</li> <li>c) interpret and discuss instructions, directions, and maps.</li> <li>d) present songs, short skits, or dramatic readings.</li> <li>e) use practiced or memorized expressions to begin to indicate various time frames.</li> </ul>
<b>Intermediate Mid (IM)</b> <b>ML.C1.4.IM.a-d</b>	<b>Intermediate Mid Learners create and begin to connect sentences to</b> <ul style="list-style-type: none"> <li>a) discuss one's personal and social experiences.</li> <li>b) present information about something learned or researched.</li> <li>c) express a viewpoint about common interests and issues.</li> <li>d) use language in various time frames with occasional success.</li> </ul>



<p><b>Intermediate High (IH)</b> <b>ML.C1.4.IH.a-d</b></p>	<p><b>Intermediate High Learners create and connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) research and describe more sophisticated academic topics within the content areas.</li> <li>b) present information about events, activities, and topics of particular interest.</li> <li>c) defend a point of view with supporting evidence.</li> <li>d) use language in various time frames with some success.</li> </ul>
<p><b>Advanced Low (AL)</b> <b>ML.C1.4.AL.a-d</b></p>	<p><b>Advanced Low Learners create sequences of sentences to</b></p> <ul style="list-style-type: none"> <li>a) develop short, organized presentations on various academic, career-related, social, or cultural topics.</li> <li>b) explain issues of public and community interest, including different viewpoints.</li> <li>c) create short presentations for a specific audience.</li> <li>d) use language in various time frames with regular success.</li> </ul>
<p><b>Advanced Mid (AM)</b> <b>ML.C1.4.AM.a-c</b></p>	<p><b>Advanced Mid Learners create sequences of detailed sentences to</b></p> <ul style="list-style-type: none"> <li>a) develop well-organized information about events of public, professional, or personal interest.</li> <li>b) convey ideas and elaborate on a variety of topics.</li> <li>c) use language in various time frames with frequent success.</li> </ul>
<p><b>Advanced High (AH)</b> <b>ML.C1.4.AH.a-c</b></p>	<p><b>Advanced High Learners create sequences of complex sentences to</b></p> <ul style="list-style-type: none"> <li>a) present detailed information on abstract topics and issues.</li> <li>b) utilize precise language to clearly present a viewpoint with supporting arguments on a complex issue.</li> <li>c) use culturally authentic presentational conventions and strategies.</li> </ul>

<b>CORNERSTONE: Communication (C1)</b> Presentational - Writing	
<b>Performance Level</b>	<b>Standard C1.5</b>
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
<b>Novice Low (NL)</b> <b>ML.C1.5.NL.a-b</b>	<p><b>Novice Low Learners use memorized words and some phrases to</b></p> <ul style="list-style-type: none"> <li>a) copy some letters, words, and phrases presented from a variety of texts.</li> <li>b) label familiar people, places, and objects in pictures and posters.</li> </ul>
<b>Novice Mid (NM)</b> <b>ML.C1.5.NM.a-c</b>	<p><b>Novice Mid Learners use memorized words and phrases to</b></p> <ul style="list-style-type: none"> <li>a) fill out a simple form with some basic personal information.</li> <li>b) write about oneself.</li> <li>c) make lists that aid in day-to-day life.</li> </ul>
<b>Novice High (NH)</b> <b>ML.C1.5.NH.a-d</b>	<p><b>Novice High Learners begin to use simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) describe daily life in a letter, email, blog, or discussion board.</li> <li>b) describe a familiar experience or event using practiced material.</li> <li>c) ask for basic information.</li> </ul>
<b>Intermediate Low (IL)</b> <b>ML.C1.5.IL.a-f</b>	<p><b>Intermediate Low Learners create basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) discuss people, activities, events, and experiences.</li> <li>b) prepare materials for a presentation.</li> <li>c) give basic instructions on how to make or do something.</li> <li>d) write about topics of student interest.</li> <li>e) ask questions to obtain information.</li> <li>f) use practiced or memorized expressions to begin to indicate various time frames.</li> </ul>
<b>Intermediate Mid (IM)</b> <b>ML.C1.5.IM.a-d</b>	<p><b>Intermediate Mid Learners create and begin to connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) write messages, announcements, and invitations.</li> <li>b) compose a simple paragraph about a learned or researched topic.</li> <li>c) create communications for an authentic audience.</li> <li>d) use language in various time frames with occasional success.</li> </ul>
<b>Intermediate High (IH)</b> <b>ML.C1.5.IH.a-b</b>	<p><b>Intermediate High Learners create and connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) research a problem or topic (e.g., academic, career, community, entertainment, or social).</li> <li>b) use language in various time frames with some success.</li> </ul>

<p><b>Advanced Low (AL)</b> <b>ML.C1.5.AL.a-d</b></p>	<p><b>Advanced Low Learners create sequences of sentences to</b></p> <ul style="list-style-type: none"> <li>a) conduct basic academic tasks (e.g., peer review, essay revisions, note taking).</li> <li>b) respond to basic social and civic issues (e.g., letter to the editor, letter of advice, online journal, online discussion forum).</li> <li>c) conduct basic career tasks (e.g., memo, multi-step project plan, resumé).</li> <li>d) use language in various time frames with regular success.</li> </ul>
<p><b>Advanced Mid (AM)</b> <b>ML.C1.5.AM.a</b></p>	<p><b>Advanced Mid Learners create sequences of detailed sentences to</b></p> <ul style="list-style-type: none"> <li>a) write well-organized texts for a variety of academic, professional, and social purposes.</li> </ul>
<p><b>Advanced High (AH)</b> <b>ML.C1.5.AH.a-b</b></p>	<p><b>Advanced High Learners create sequences of complex sentences to</b></p> <ul style="list-style-type: none"> <li>a) write using the conventions of the target language and culture to present and elaborate on a point of view.</li> <li>b) write using the conventions of the target language and culture for formal purposes.</li> </ul>

<b>CORNERSTONE: Culture (C2)</b> Relating Cultural Practices to Perspectives	
<b>Proficiency Level</b>	<b>Standard C2.1</b>
<b>Novice Range (NR)</b> <b>ML.C2.1.NR.a-h</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) use appropriate gestures and oral expressions in social interactions.</li> <li>b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).</li> <li>c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).</li> <li>d) list practices and ask simple questions after viewing media about everyday life.</li> <li>e) identify characteristics of culturally specific events.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>f) simulate age-appropriate practices from the target culture.</li> <li>g) identify cultural practices from authentic materials (e.g., videos or news articles).</li> </ul>
<b>Intermediate Range (IR)</b> <b>ML.C2.1.IR.a-h</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.</li> <li>b) identify and begin to use both formal and informal methods to interact with peers and adults.</li> <li>c) observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).</li> <li>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>e) identify and analyze cultural practices using authentic materials.</li> <li>f) simulate culturally appropriate community interactions.</li> <li>g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.</li> <li>h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</li> </ul>

<p><b>Advanced Range (AR)</b> <b>ML.C2.1.AR.a-c</b></p>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"><li>a) simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture.</li><li>b) use language and message appropriately for the intended audience.</li><li>c) make inferences about cultural perspectives, based on associated practices.</li></ul>
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<b>CORNERSTONE: Culture (C2)</b> Relating Cultural Products to Perspectives	
<b>Performance Level</b>	<b>Standard C2.2</b>
<b>Novice Range (NR)</b> <b>ML.C2.2.NR.a-e</b>	<b>Novice Range Learners in elementary and middle school</b> a) identify tangible and intangible products of the target culture and their purpose. b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.
	<b>In addition to the above, Novice Range Learners in high school</b> c) identify the author and country of origin of short poems, stories, and plays from the target culture. d) provide simple reasons for the role and importance of products from the target culture.
<b>Intermediate Range (IR)</b> <b>ML.C2.2.IR.a-c</b>	<b>Intermediate Range Learners in elementary and middle school</b> a) identify and investigate the function of products of the target culture. b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.
	<b>In addition to the above, Intermediate Range Learners in high school</b> c) identify and analyze cultural products found in literature, news stories, and films from the target culture.
<b>Advanced Range (AR)</b> <b>ML.C2.2.AR.a-e</b>	<b>Advanced Range Learners in high school</b> a) describe how some cultural products have changed or disappeared over time. b) identify, research, and analyze the role and importance of tangible and intangible products from the target culture. c) use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture. d) connect products to associated practices and give evidence-based cultural insights about the target culture. e) identify and analyze the role and importance of cultural products found in literature, news stories, and/or film.

<b>CORNERSTONE: Connections (C3)</b> Making Connections	
<b>Performance Level</b>	<b>Standard C3.1</b>
	Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
<b>Novice Range (NR)</b> <b>ML.C3.1.NR.a-i</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) identify the target countries on a map.</li> <li>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).</li> <li>c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).</li> <li>d) use technology and resources introduced in other content areas to explore authentic resources in the target language.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>e) identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size.</li> <li>f) discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.</li> <li>g) observe climate around the world, giving reasons for weather patterns based on location and time of year.</li> <li>h) compare typical food items from the target countries and one's own.</li> <li>i) explore people from the past and present who have had an influence locally and/or globally.</li> </ul>
<b>Intermediate Range (IR)</b> <b>ML.C3.1.IR.a-f</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) identify and locate the target countries and their geographic features on a map.</li> </ul>

	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>b) relate topics from other content areas to the target culture.</li> <li>c) explain and sequence the significant events that shaped the identity of the target countries.</li> <li>d) compare attitudes and reactions regarding current events of global importance.</li> <li>e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.</li> </ul>
<p><b>Advanced Range (AR)</b> <b>ML.C3.1.AR.a-d</b></p>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>a) give and defend one's opinion of media (e.g., movie, book) from the target countries.</li> <li>b) examine different forms of government to compare how leaders in target language countries are chosen or elected.</li> <li>c) research a historically significant innovation or invention and explain its impact on the target countries.</li> </ul>



<b>CORNERSTONE: Connections (C3)</b> Acquiring Information and Diverse Perspectives	
<b>Performance Level</b>	<b>Standard C3.2</b>
<b>Novice Range (NR)</b> <b>ML.C3.2.NR.a-e</b>	<b>Novice Range Learners in elementary and middle school</b> a) identify the content areas and expand on vocabulary for each.
	<b>In addition to the above, Novice Range Learners in high school</b> b) interpret information from infographics. c) use media from the target culture to increase knowledge of topics from other content areas. d) identify the main idea of current events reported in news from the target culture.
<b>Intermediate Range (IR)</b> <b>ML.C3.2.IR.a-e</b>	<b>Intermediate Range Learners in elementary and middle school</b> a) use age-appropriate authentic sources to prepare presentations on familiar topics.
	<b>In addition to the above, Intermediate Range Learners in high school</b> b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States. c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture. d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities). e) compare the perspective of local advertisements with advertisements of the target culture.
<b>Advanced Range (AR)</b> <b>ML.C3.2.IR.a-c</b>	<b>Advanced Range Learners in high school</b> a) research and analyze an issue of global importance from the perspective of the target countries. b) examine literature or artwork from the target culture from a historical perspective and explain the importance of the work to the target culture.

<b>CORNERSTONE: Comparisons (C4)</b> Language Comparisons	
<b>Performance Level</b>	<b>Standard C4.1</b>
<b>Novice Range (NR)</b> <b>ML.C4.1.NR.a-f</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) recognize and use words that are similar in the target language and their own language and predict the reasons for borrowing such words.</li> <li>b) identify idioms and their functions in one's own language and target language.</li> <li>c) compare formal and informal speech in one's own and target language.</li> <li>d) compare and contrast the sounds and writing systems of one's own language with the target language.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>e) identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components).</li> <li>f) compare word order between one's own and the target language.</li> </ul>
<b>Intermediate Range (IR)</b> <b>ML.C4.1.IR.a-d</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) identify expressions that communicate respect and status in one's own and the target language.</li> <li>b) compare words in one's own and target language that have no direct translation.</li> <li>c) recognize how different time frames are expressed in the target language and one's own.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>d) predict language origins based on awareness of cognates and linguistic similarities.</li> <li>e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.</li> </ul>
<b>Advanced Range (AR)</b> <b>ML.C4.1.AR.a-d</b>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>a) compare linguistic elements that allow expression of time frames (i.e., past, present, and future).</li> <li>b) analyze linguistic features and hypothesize how they may or may not reflect the ways in which cultures organize information and view the world.</li> </ul>

<b>CORNERSTONE: Comparisons (C4)</b> Cultural Comparisons	
<b>Performance Level</b>	<b>Standard C4.2</b>
<b>Novice Range (NR)</b> <b>ML.C4.2.NR.a-h</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) contrast tangible and intangible products of the target culture to one's own.</li> <li>b) compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).</li> <li>c) compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>d) compare games, stories, songs, and rhymes from the target culture and one's own.</li> <li>e) contrast daily life, celebrations, and communities from the target culture and one's own.</li> </ul>
<b>Intermediate Range (IR)</b> <b>ML.C4.2.IR.a-f</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) discuss products' origins and importance by comparing products in one's own and the target culture.</li> <li>b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture.</li> <li>c) compare and contrast the role and importance of family in one's own and the target culture.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.</li> <li>e) compare and contrast career choices and preparation in one's own and the target culture.</li> <li>f) explore entertainment and leisure options in one's own and the target culture.</li> </ul>

**Advanced Range  
(AR)  
ML.C4.2.AR.a-e**

**Advanced Learners in high school**

- a) discuss the value placed on resources in one's own and the target culture.
- b) explain attitudes toward health and wellness in one's own and the target culture.
- c) compare and contrast the importance placed on individual needs versus community/global needs in one's own and the target culture.
- d) draw conclusions about the impact of technology use in one's own and the target culture.
- e) compare and contrast political systems in one's own and the target culture.

<b>CORNERSTONE: Communities (C5)</b> School and Global Communities	
<b>Performance Level</b>	<b>Standard C5.1</b>
<b>Novice Range (NR)</b> <b>ML.C5.1.NR.a-d</b>	<b>Novice Range Learners in elementary school and middle school</b> <ul style="list-style-type: none"> <li>a) identify places in the community where the target language is spoken.</li> <li>b) research opportunities for participation in school, community, or language competitions.</li> <li>c) access speakers of the language either in person or using technology.</li> </ul>
	<b>In addition to the above, Novice Range Learners in high school</b> <ul style="list-style-type: none"> <li>d) explore professions that require proficiency in another language.</li> </ul>
<b>Intermediate Range (IR)</b> <b>ML.C5.1.IR.a-c</b>	<b>Intermediate Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).</li> </ul>
	<b>In addition to the above, Intermediate Range Learners in high school</b> <ul style="list-style-type: none"> <li>b) research the use of the target language in various fields of work in today's world.</li> <li>c) explore real world opportunities to connect with the target language community.</li> </ul>
<b>Advanced Range (AR)</b> <b>ML.C5.1.AR.a-b</b>	<b>Advanced Range Learners in high school</b> <ul style="list-style-type: none"> <li>a) discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers.</li> <li>b) research opportunities to provide a service to the community utilizing the target language (e.g., interpreting the target language at a community event or clinic, create local maps, brochures, or school/community announcements).</li> </ul>

<b>CORNERSTONE: Communities (C5)</b> Lifelong Learning	
<b>Performance Level</b>	<b>Standard C5.2</b>
<b>Novice Range (NR)</b> <b>ML.C5.2.NR.a-h</b>	<b>Novice Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) interpret materials and/or media from the target language and culture.</li> <li>b) exchange information about topics of personal interest</li> <li>c) identify music or songs in the target language.</li> </ul>
	<b>In addition to the above, Novice Range Learners in high school</b> <ul style="list-style-type: none"> <li>d) set learning goals for language acquisition.</li> </ul>
<b>Intermediate Range (IR)</b> <b>ML.C5.2.IR.a-b</b>	<b>Intermediate Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) consult various sources in the target language to obtain information on topics of personal interest.</li> </ul>
	<b>In addition to the above, Intermediate Range Learners in high school</b> <ul style="list-style-type: none"> <li>b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.</li> </ul>
<b>Advanced Range (AR)</b> <b>ML.C5.2.AR.a-b</b>	<b>Advanced Range Learners in high school</b> <ul style="list-style-type: none"> <li>a) regularly consult authentic materials above one's ability in order to increase language proficiency.</li> </ul>

# Tennessee Standards for Classical Languages (CL)

<b>CORNERSTONE: Communication (C1)</b> Interpretive Communication — Listening	
<b>Performance Level</b>	<b>Standard C1.1</b>
<b>Novice Low (NL)</b> <b>CL.C1.1.NL.a-b</b>	<p><b>Novice Low Learners recognize memorized words and some phrases to</b></p> <ul style="list-style-type: none"> <li>a) identify the sound of a letter.</li> <li>b) determine isolated words, particularly when accompanied by gestures or pictures.</li> </ul>
<b>Novice Mid (NM)</b> <b>CL.C1.1.NM.a-b</b>	<p><b>Novice Mid Learners recognize memorized words and phrases to</b></p> <ul style="list-style-type: none"> <li>a) identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions).</li> <li>b) isolate words and phrases learned for specific purposes.</li> </ul>
<b>Novice High (NH)</b> <b>CL.C1.1.NH.a-d</b>	<p><b>Novice High Learners begin to recognize simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) comprehend simple questions or statements in the target language on familiar topics in context.</li> <li>b) understand simple information when presented with visual support.</li> <li>c) indicate the main idea of a simple conversation on familiar topics.</li> <li>d) follow the narrative of a simple story being read aloud.</li> </ul>
<b>Intermediate Low (IL)</b> <b>CL.C1.1.IL.a-c</b>	<p><b>Intermediate Low Learners recognize basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) determine the basic purpose of a text.</li> <li>b) follow questions and simple statements on familiar topics when participating in a conversation.</li> <li>c) distinguish texts related to familiar topics in context.</li> </ul>
<b>Intermediate Mid (IM)</b> <b>CL.C1.1.IM.a-c</b>	<p><b>Intermediate Mid Learners begin to recognize connected sentences to</b></p> <ul style="list-style-type: none"> <li>a) identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.</li> <li>b) determine the main idea of self-selected resources (e.g., music, spoken poetry, etc.) in the target language</li> </ul>
<b>Intermediate High (IH)</b> <b>CL.C1.1.IH.a-d</b>	<p><b>Intermediate High Learners recognize connected sentences to</b></p> <ul style="list-style-type: none"> <li>a) comprehend straightforward information or interactions.</li> <li>b) determine details in stories, dialogues, and other spoken or recorded messages.</li> <li>c) understand situations with complicating factors.</li> <li>d) follow directions and instructions.</li> </ul>



<p><b>Advanced Range</b> <b>CL.C1.1.AR.a-e</b></p>	<p><b>Advanced Range Learners recognize sequences of sentences</b></p> <ul style="list-style-type: none"><li>a) comprehend and distinguish descriptions and stories of events in various time frames.</li><li>b) determine the main idea and many details of a narrative in the target language from a variety of genres.</li><li>c) understand detailed reports and narratives.</li><li>d) distinguish various viewpoints in extended arguments.</li><li>e) understand discussions and presentations on many concrete and abstract topics.</li></ul>
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<b>CORNERSTONE: Communication (C1)</b> Interpretive Communication — Reading	
<b>Performance Level</b>	<b>Standard C1.2</b>
<b>Novice Low (NL)</b> <b>CL.C1.2.NL.a-b</b>	<p><b>Novice Low Learners recognize memorized words and some phrases to</b></p> <ul style="list-style-type: none"> <li>a) identify Roman or Greek letters, including those that function differently from those of the English alphabet.</li> <li>b) connect some words or phrases to their meanings.</li> </ul>
<b>Novice Mid (NM)</b> <b>CL.C1.2.NM.a-c</b>	<p><b>Novice Mid Learners recognize memorized words and phrases to</b></p> <ul style="list-style-type: none"> <li>a) identify words and phrases with the help of visuals.</li> <li>b) use prefixes and roots of words to interpret the meaning of new words.</li> <li>c) distinguish the patterns in different parts of speech.</li> </ul>
<b>Novice High (NH)</b> <b>CL.C1.2.NH.a-e</b>	<p><b>Novice High Learners begin to recognize simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.</li> <li>b) understand the main idea of written materials.</li> <li>c) distinguish grammatical structures to comprehend the message of simple texts.</li> <li>d) use word endings and grammatical functions to understand texts.</li> <li>e) comprehend simple written questions related to a familiar text.</li> </ul>
<b>Intermediate Low (IL)</b> <b>CL.C1.2.IL.a-e</b>	<p><b>Intermediate Low Learners recognize basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) understand basic grammatical relationships (e.g., noun-adjective agreement, subject-verb agreement, prepositional phrases, or pronouns) in sentences with straightforward syntax.</li> <li>b) comprehend more difficult written passages with a variety of high-frequency words and phrases.</li> <li>c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.</li> <li>d) express an opinion of a passage by citing individual words or short phrases.</li> <li>e) produce a generally accurate summary of isolated parts of a passage.</li> </ul>

<p><b>Intermediate Mid (IM)</b> <b>CL.C1.2.IM.a-g</b></p>	<p><b>Intermediate Mid Learners begin to recognize connected sentences to</b></p> <ul style="list-style-type: none"> <li>a) understand of grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.</li> <li>b) articulate the main idea and many details when reading some un-adapted passages.</li> <li>c) distinguish between easily confused words.</li> <li>d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.</li> <li>e) identify rhetorical devices as they appear in passages.</li> <li>f) support discussion of a passage by citing and analyzing phrases.</li> <li>g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.</li> </ul>
<p><b>Intermediate High (IH)</b> <b>CL.C1.2.IH.a-f</b></p>	<p><b>Intermediate High Learners recognize connected sentences to</b></p> <ul style="list-style-type: none"> <li>a) understand a wide variety of grammatical relationships in sentences with complex syntax.</li> <li>b) articulate the main idea and many details when reading un-adapted passages.</li> <li>c) support the analysis of a passage, including the identification of rhetorical or stylistic features.</li> <li>d) apply specific and generally relevant citations to support the analysis of a passage.</li> <li>e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.</li> <li>f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.</li> </ul>
<p><b>Advanced Range (AR)</b> <b>CL.C1.2.AR.a-f</b></p>	<p><b>Advanced Range Learners recognize sequences of sentence to</b></p> <ul style="list-style-type: none"> <li>a) demonstrate a balanced, nuanced understanding of an un-adapted passage.</li> <li>b) understand common words and several low frequency words in prepared passages as they are used in context.</li> <li>c) articulate the main idea and many details when reading unfamiliar passages.</li> <li>d) explain how a specific example of target language usage or stylistic feature is relevant to the analysis of an un-adapted passage.</li> <li>e) apply specific and relevant citations to support the analysis of a passage.</li> <li>f) identify metrical components and accurately scan some metrical patterns, including lines where there is consonantal <i>i</i> or elision with <i>m</i> or <i>h</i>.</li> </ul>

<b>CORNERSTONE: Communication (C1)</b> Presentational — Speaking	
<b>Performance Level</b>	<b>Standard C1.3</b>
<b>Novice Low (NL)</b> <b>CL.C1.3.NL.a-c</b>	<p><b>Novice Low Learners use memorized words and some phrases to</b></p> <ul style="list-style-type: none"> <li>a) recite what they have learned.</li> <li>b) state the names of familiar people, places, and objects with visual support.</li> <li>c) introduce oneself to a group.</li> </ul>
<b>Novice Mid (NM)</b> <b>CL.C1.3.NM.a-e</b>	<p><b>Novice Mid Learners use memorized words and phrases to</b></p> <ul style="list-style-type: none"> <li>a) describe familiar items in one's immediate environment.</li> <li>b) describe oneself and others.</li> <li>c) state likes and dislikes.</li> <li>d) describe daily activities.</li> <li>e) recite parts of poems or rhymes.</li> </ul>
<b>Novice High (NH)</b> <b>CL.C1.3.NH.a-b</b>	<p><b>Novice High Learners begin to use simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) present information about familiar items in one's environment.</li> <li>b) discuss modern daily activities and/or the daily activities of the classical culture.</li> </ul>
<b>Intermediate Low (IL)</b> <b>CL.C1.3.IL.a-c</b>	<p><b>Intermediate Low Learners create basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) describe modern people, activities, events, or experiences directly related to oneself or to the classical culture/history.</li> <li>b) express one's needs, wants, or preferences on topics of interest.</li> <li>c) interpret and discuss instructions, directions, and maps.</li> </ul>
<b>Intermediate Mid (IM)</b> <b>CL.C1.3.IM.a-c</b>	<p><b>Intermediate Mid Learners create and begin to connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) discuss one's personal and social experiences.</li> <li>b) research and describe a topic (e.g., the home, daily life, religion, and history) on the classical culture/history.</li> <li>c) present on a classical cultural/historical issue and state one's viewpoint.</li> </ul>
<b>Intermediate High (IH)</b> <b>CL.C1.3.IH.a-d</b>	<p><b>Intermediate High Learners create and connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) research and describe more sophisticated academic topics within the content areas.</li> <li>b) explain events and activities from the classical culture/history.</li> <li>c) defend a point of view using supporting evidence.</li> <li>d) present information on general topics of the classical culture using technical terminology with a variety of tenses.</li> </ul>

<p><b>Advanced Range (AR) CL.C1.3.AR.a-c</b></p>	<p><b>Advanced Range Learners create sequences of sentences to</b></p> <ul style="list-style-type: none"><li>a) explain multiple viewpoints using supporting arguments in various time frames and moods.</li><li>b) describe topics of social concern in various time frames and moods.</li><li>c) present information on general topics of the classical culture using technical terminology in a variety of tenses and moods.</li></ul>
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<b>CORNERSTONE: Communication (C1)</b> Presentational - Writing	
<b>Performance Level</b>	<b>Standard C1.4</b>
<b>Novice Low (NL)</b> CL.C1.4.NL.a-b	<p><b>Novice Low Learners use memorized and some phrases to</b></p> <ul style="list-style-type: none"> <li>a) copy some letters, words, and phrases presented from a variety of texts.</li> <li>b) label familiar people, places, and objects in a variety of texts.</li> </ul>
<b>Novice Mid (NM)</b> CL.C1.4.NM.a	<p><b>Novice Mid Learners use memorized words and phrases to</b></p> <ul style="list-style-type: none"> <li>a) write about oneself.</li> </ul>
<b>Novice High (NH)</b> CL.C1.4.NH.a-c	<p><b>Novice High Learners begin to use simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) describe familiar items in the immediate environment.</li> <li>b) discuss general topics of the classical culture and history.</li> <li>c) write about modern daily activities and/or the daily activities of the classical culture.</li> </ul>
<b>Intermediate Low (IL)</b> CL.C1.4.IL.a-c	<p><b>Intermediate Low Learners create basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) discuss people, activities, events, and experiences.</li> <li>b) prepare materials for a presentation.</li> <li>c) give basic instructions on how to do something.</li> </ul>
<b>Intermediate Mid (IM)</b> CL.C1.4.IM.a-c	<p><b>Intermediate Mid Learners create and begin to connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) write messages, announcements, and invitations.</li> <li>b) compose a simple paragraph about a learned or researched topic.</li> <li>c) create simple communications for public distribution (e.g. flyers, brochures, and posters).</li> </ul>
<b>Intermediate High (IH)</b> CL.C1.4.IH.a-c	<p><b>Intermediate High Learners create and connect sentences to</b></p> <ul style="list-style-type: none"> <li>a) write about school and social experiences.</li> <li>b) explain historical topics of significance.</li> <li>c) summarize basic narrative texts.</li> </ul>
<b>Advanced Range (AR)</b> CL.C1.4.AR.a-e	<p><b>Advanced Range Learners create sequences of sentences to</b></p> <ul style="list-style-type: none"> <li>a) compose a well-organized piece for a variety of purposes.</li> <li>b) employ a variety of verb tenses, moods, and other advanced grammatical structures in one's writing.</li> <li>c) present and elaborate on a particular point of view.</li> <li>d) use a variety of idioms in one's writing.</li> <li>e) select precise language based on various audiences in one's writing.</li> </ul>

**CORNERSTONE: Culture (C2)**  
 Relating Cultural Practices to Perspectives

<b>Performance Level</b>	<b>Standard C2.1</b>
<b>Novice Range (NR)</b> <b>CL.C2.1.NR.a-g</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) use appropriate gestures and oral expressions in social interactions.</li> <li>b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).</li> <li>c) 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)</li> <li>d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.</li> <li>e) list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>f) describe practices observed in a visual representation or text in a classical culture.</li> <li>g) describe simple interactions from daily life in the classical culture.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C2.1.IR.a-f</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.</li> <li>b) distinguish informal and formal ways to address peers and adults.</li> <li>c) simulate age-appropriate classical cultural practices from daily life.</li> <li>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>e) identify and analyze classical cultural practices using authentic materials.</li> <li>f) analyze the relationship between practices, products, and perspectives.</li> </ul>

<p><b>Advanced Range (AR)</b> <b>CL.C2.1.AR.a-c</b></p>	<p><b>Advanced Range Learners</b></p> <ul style="list-style-type: none"><li>a) simulate culturally appropriate behaviors in a variety of situations from classical culture.</li><li>b) connect classical practices to associated products, giving evidence-based reasons for the perspectives proposed.</li><li>c) identify and analyze various patterns of behavior or interactions typical of classical culture as represented in authentic materials.</li></ul>
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<b>CORNERSTONE: Culture (C2)</b> Relating Cultural Products to Perspectives	
<b>Performance Level</b>	<b>Standard C2.2</b>
<b>Novice Range (NR)</b> <b>CL.C2.2.NR.a-e</b>	<b>Novice Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.</li> <li>b) identify cultural products and their purposes in classical culture.</li> <li>c) demonstrate the relationship between products, practices, and perspectives.</li> </ul>
	<b>In addition to the above, Novice Range Learners in high school</b> <ul style="list-style-type: none"> <li>d) identify the author and place of origin of short poems, stories, and plays from the classical culture.</li> <li>e) provide simple reasons for the role and importance of products from the classical culture.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C2.2.IR.a-d</b>	<b>Intermediate Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) identify and investigate the functions of tangible products of classical culture.</li> <li>b) engage with tangible and intangible products of classical culture.</li> </ul>
	<b>In addition to the above, Intermediate Range Learners in high school</b> <ul style="list-style-type: none"> <li>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.</li> <li>d) analyze the relationship between products, practices, and perspectives.</li> </ul>
<b>Advanced Range (AR)</b> <b>CL.C2.2.AR.a-d</b>	<b>Advanced Range Learners</b> <ul style="list-style-type: none"> <li>a) describe how cultural products have changed or disappeared over time.</li> <li>b) identify, research, and analyze the role and importance of products from classical culture (e.g., products found in literature, art, and architecture).</li> <li>c) discuss and explore the relationships among social, economic, and political institutions (e.g. patron-client system) and the perspectives of classical culture.</li> <li>d) connect products to associated practices and give evidence-based cultural insights about the classical culture.</li> </ul>

<b>CORNERSTONE: Connections (C3)</b> Making Connections	
<b>Performance Level</b>	<b>Standard C3.1</b>
<b>Performance Level</b>	Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
<b>Novice Range (NR)</b> <b>CL.C3.1.NR.a-i</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) identify and label maps of the classical world.</li> <li>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).</li> <li>c) recognize and use Roman numerals and the vocabulary associated with counting.</li> <li>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).</li> <li>e) compare songs or chants with simple lyrics.</li> <li>f) identify the planets and some constellations and the inspirations for their names.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>g) investigate schools in the classical world and compare them to their own school.</li> <li>h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.</li> <li>i) distinguish how the diets of classical culture relate to our eating habits today.</li> <li>j) identify how classical languages are used to name scientific terms (e.g. parts of the human body, animals, and plants).</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C3.1.IR.a-h</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) compare maps of the classical world to the modern world.</li> <li>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.</li> <li>c) discuss classical influences on modern writings.</li> </ul>

	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>d) describe a major figure from the classical world that influenced history, science, or the arts.</li> <li>e) compare political campaign material from the classical world to similar material from the [modern] United States.</li> <li>f) explore political sentiments, discourse from the classical world, and compare them to recent and current political discourse in the United States and around the world.</li> <li>g) research historical or cultural events from the classical world and compare them to similar events in United States history.</li> <li>h) relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world.</li> </ul>
<p><b>Advanced Range (AR) CL.C3.1.AR.a-j</b></p>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>a) determine the influence of historic events from the classical culture on current issues or events.</li> <li>b) compare and contrast themes from classical literature to modern day literature.</li> <li>c) compose a fable, narrative, drama, or speech in response to a text.</li> <li>d) explain the importance and historical context of a classical piece of art.</li> <li>e) analyze how classical literature had influenced modern English literature.</li> <li>f) explore the concepts of hospitality and xenophobia in classical cultures.</li> <li>g) assess the musical and mathematical aspects of meter found in classical poetry.</li> <li>h) identify and analyze characteristics of different text types and genres.</li> <li>i) describe how a modern film or story retells a classical story.</li> <li>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).</li> </ul>

**CORNERSTONE: Connections (C3)**  
Acquiring Information and Diverse Perspectives

<b>Performance Level</b>	<b>Standard C3.2</b>
<b>Novice Range (NR)</b> <b>CL.C3.2.NR.a-f</b>	<b>Novice Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) identify classical elements of a work of art.</li> <li>b) determine words that originate from the target language.</li> <li>c) predict the nature of planets based on the characteristics of the Roman gods after which they are named.</li> <li>d) identify the properties of plants based the classical roots of their names.</li> </ul>
	<b>In addition to the above, Novice Range Learners in high school</b> <ul style="list-style-type: none"> <li>e) identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.</li> <li>f) examine specific family-related vocabulary that may not have equivalents in one’s native language.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C3.2.IR.a-f</b>	<b>Intermediate Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) identify the influence of Greek and Roman elements on a work of modern art.</li> <li>b) identify appropriations of ancient mythology in modern culture and note the differences between ancient and modern versions.</li> </ul>
	<b>In addition to the above, Intermediate Range Learners in high school</b> <ul style="list-style-type: none"> <li>c) identify the roots of words that originate from the target language and explain the connections and/or biases implied by those roots.</li> <li>d) compare an original classical text with other interpretations or versions.</li> <li>e) explore short passages from classical mathematical, geographical, and scientific texts (e.g. Pythagorean theorem, travel, medicine, and public health).</li> </ul>
<b>Advanced Range (AR)</b> <b>CL.C3.2.AR.a-b</b>	<b>Advanced Range Learners in high school</b> <ul style="list-style-type: none"> <li>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.</li> <li>b) compare Stoic and Epicurean philosophies with modern-day philosophies and discuss perspectives on how to live life well.</li> </ul>

<b>CORNERSTONE: Comparisons (C4)</b> Language Comparisons	
<b>Performance Level</b>	<b>Standard C4.1</b>
	Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
<b>Novice Range (NR)</b> <b>CL.C4.1.NR.a-f</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) cite and use examples of words from the target language that are similar to one's own language.</li> <li>b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.</li> <li>c) compare word order in simple sentences of the target language to one's own language.</li> <li>d) compare and contrast the sounds and writing systems of one's own language with the target language.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>e) identify cognates and derivatives between the target language and one's own language and explain the patterns that connect them.</li> <li>f) recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C4.1.IR.a-g</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) identify words in the target language that have no direct or simple translation in one's native language.</li> <li>b) compare word order in increasingly complex sentences in the target language to those in one's native language.</li> <li>c) notice how different time frames are expressed in the target language and one's own.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>d) analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language.</li> <li>e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.</li> <li>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.</li> <li>g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.</li> </ul>

<p><b>Advanced Range (AR) CL.C4.1.AR.a-f</b></p>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"><li>a) compare the choices and uses of prepositions and inflected forms among languages.</li><li>b) draw conclusions about the evolution of language based on the variance in meaning among cognates and derivatives of multiple languages.</li><li>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.</li><li>d) compare complex syntactic functions (e.g., subordination of clauses and participial constructions) to express meaning in the target and native languages.</li><li>e) observe elements of genre and style in the target language and examine the authors purpose for using the specific language.</li><li>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.</li></ul>
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<b>CORNERSTONE: Comparisons (C4)</b> Cultural Comparisons	
<b>Performance Level</b>	<b>Standard C4.2</b>
<b>Novice Range (NR)</b> <b>CL.C4.2.NR.a-d</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) contrast tangible and intangible products of classical cultures to one's own.</li> <li>b) compare simple patterns of behavior of classical cultures to one's own.</li> <li>c) explore celebrations and holidays from one's own culture and those in the classical cultures.</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one's own.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C4.2.IR.a-j</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) examine daily routines of one's own culture in contrast with those in the classical culture.</li> <li>b) compare characteristics and attributes of Greek and Roman gods and contrast them with religious figures and values in one's own culture.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in middle school and high school</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>d) analyze the effect of physical spaces (e.g. the Coliseum) upon the classical culture and explain their influence on today's spaces.</li> <li>e) compare the role and importance of family and friends in the classical culture with one's own.</li> <li>f) juxtapose educational practices, subject matter, and attitudes toward school in the classical culture with one's own.</li> <li>g) compare the role of social networking and patronage in the classical culture with one's own.</li> <li>h) explore entertainment and leisure options from the classical culture and describe the similarities and differences to today's world.</li> </ul>

<p><b>Advanced Range (AR)</b> <b>CL.C4.2.AR.a-e</b></p>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"><li>a) differentiate sources of political power (e.g., oligarchic structures, populism) in the classical cultures to one's own.</li><li>b) explain similarities in the value placed on work and leisure time in the classical culture with one's own.</li><li>c) compare the value of common practices (e.g., ancestral worship, funerary practices) throughout time in the classical culture and one's own.</li><li>d) explain the importance placed on individual needs versus community needs in the classical culture with one's own.</li><li>e) compare the construction of gender roles in the classical culture with one's own.</li></ul>
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<b>CORNERSTONE: Communities (C5)</b> School and Global Communities	
<b>Performance Level</b>	<b>Standard C5.1</b>
<b>Novice Range (NR)</b> <b>CL.C5.1.NR.a-g</b>	<p><b>Novice Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements).</li> <li>b) research opportunities for participation in school, community, or language competitions.</li> <li>c) explore words from the Classical world that are present in the English and Romance languages.</li> <li>d) identify professions in which knowledge the Classical world is beneficial.</li> <li>e) explore the classical world's presence in the community (e.g., museum exhibitions, documentaries).</li> </ul>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>f) communicate with other target language learners in person or through use of technology.</li> <li>g) simulate interactions that might have taken place in the Classical world.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C5.1.IR.a-c</b>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <ul style="list-style-type: none"> <li>a) research the use of the target language or knowledge of the Classical world in various fields of work in today's world.</li> <li>b) explore the classical world's presence in the community and explain its impact on its community members.</li> </ul>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>c) discuss career opportunities available to people with knowledge of the Classical world.</li> </ul>
<b>Advanced Range (AR)</b> <b>CL.C5.1.AR.a</b>	<p><b>Advanced Range Learners in high school</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

<b>CORNERSTONE: Communities (C5)</b> Lifelong Learning	
<b>Performance Level</b>	<b>Standard C5.2</b>
<b>Novice Range (NR)</b> <b>CL.C5.2.NR.a-d</b>	<b>Novice Range Learners in elementary school</b> <ul style="list-style-type: none"> <li>a) interpret materials and/or use media from the target language and culture.</li> <li>b) exchange information about topics of personal interest.</li> <li>c) identify music or songs in the target language.</li> </ul>
	<b>In addition to the above, Novice Range Learners in middle school and high school</b> <ul style="list-style-type: none"> <li>d) set learning goals for language acquisition.</li> </ul>
<b>Intermediate Range (IR)</b> <b>CL.C5.2.IR.a-b</b>	<b>Intermediate Range Learners in elementary and middle school</b> <ul style="list-style-type: none"> <li>a) consult various sources in the target language to obtain information on topics of personal interest.</li> </ul>
	<b>In addition, Intermediate Range Learners in high school</b> <ul style="list-style-type: none"> <li>b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.</li> </ul>
<b>Advanced Range (AR)</b> <b>CL.C5.2.AR.a</b>	<b>Advanced Range Learners in high school</b> <ul style="list-style-type: none"> <li>a) regularly consult Classical resources above one's ability in order to increase language proficiency.</li> </ul>