

Tennessee Standards for Modern Languages (ML)

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

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

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

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

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

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

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

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

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

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

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

<p>Advanced Range (AR) ML.C2.1.AR.a-c</p>	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none">a) simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture.b) use language and message appropriately for the intended audience.c) make inferences about cultural perspectives, based on associated practices.
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CORNERSTONE: Culture (C2) Relating Cultural Products to Perspectives	
Performance Level	Standard C2.2
Novice Range (NR) ML.C2.2.NR.a-d	Novice Range Learners in elementary and middle school <ul style="list-style-type: none"> 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.
	In addition to the above, Novice Range Learners in high school <ul style="list-style-type: none"> 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.
Intermediate Range (IR) ML.C2.2.IR.a-c	Intermediate Range Learners in elementary and middle school <ul style="list-style-type: none"> 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.
	In addition to the above, Intermediate Range Learners in high school <ul style="list-style-type: none"> c) identify and analyze cultural products found in literature, news stories, and films from the target culture.
Advanced Range (AR) ML.C2.2.AR.a-e	Advanced Range Learners in high school <ul style="list-style-type: none"> 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.

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

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

CORNERSTONE: Connections (C3) Acquiring Information and Diverse Perspectives	
Performance Level	Standard C3.2
Novice Range (NR) ML.C3.2.NR.a-d	Novice Range Learners in elementary and middle school a) identify the content areas and expand on vocabulary for each.
	In addition to the above, Novice Range Learners in high school 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.
Intermediate Range (IR) ML.C3.2.IR.a-e	Intermediate Range Learners in elementary and middle school a) use age-appropriate authentic sources to prepare presentations on familiar topics.
	In addition to the above, Intermediate Range Learners in high school 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.
Advanced Range (AR) ML.C3.2.AR.a-b	Advanced Range Learners in high school 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.

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

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

<p>Advanced Range (AR) ML.C4.2.AR.a-e</p>	<p>Advanced Learners in high school</p> <ul style="list-style-type: none">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.
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CORNERSTONE: Communities (C5) School and Global Communities	
Performance Level	Standard C5.1
Novice Range (NR) ML.C5.1.NR.a-d	Novice Range Learners in elementary school and middle school <ul style="list-style-type: none"> a) identify places in the community where the target language is spoken. b) research opportunities for participation in school, community, or language competitions. c) access speakers of the language either in person or using technology.
	In addition to the above, Novice Range Learners in high school <ul style="list-style-type: none"> d) explore professions that require proficiency in another language.
Intermediate Range (IR) ML.C5.1.IR.a-c	Intermediate Range Learners in elementary and middle school <ul style="list-style-type: none"> 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).
	In addition to the above, Intermediate Range Learners in high school <ul style="list-style-type: none"> b) research the use of the target language in various fields of work in today's world. c) explore real-world opportunities to connect with the target language community.
Advanced Range (AR) ML.C5.1.AR.a-b	Advanced Range Learners in high school <ul style="list-style-type: none"> a) discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers. 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).

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

Tennessee Standards for Classical Languages (CL)

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

**Advanced Range
CL.C1.1.AR.a-e**

Advanced Range Learners recognize sequences of sentences

- a) comprehend and distinguish descriptions and stories of events in various time frames.
- b) determine the main idea and many details of a narrative in the target language from a variety of genres.
- c) understand detailed reports and narratives.
- d) distinguish various viewpoints in extended arguments.
- e) understand discussions and presentations on many concrete and abstract topics.

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

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

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

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

CORNERSTONE: Culture (C2)
 Relating Cultural Practices to Perspectives

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

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

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

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

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

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

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

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

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