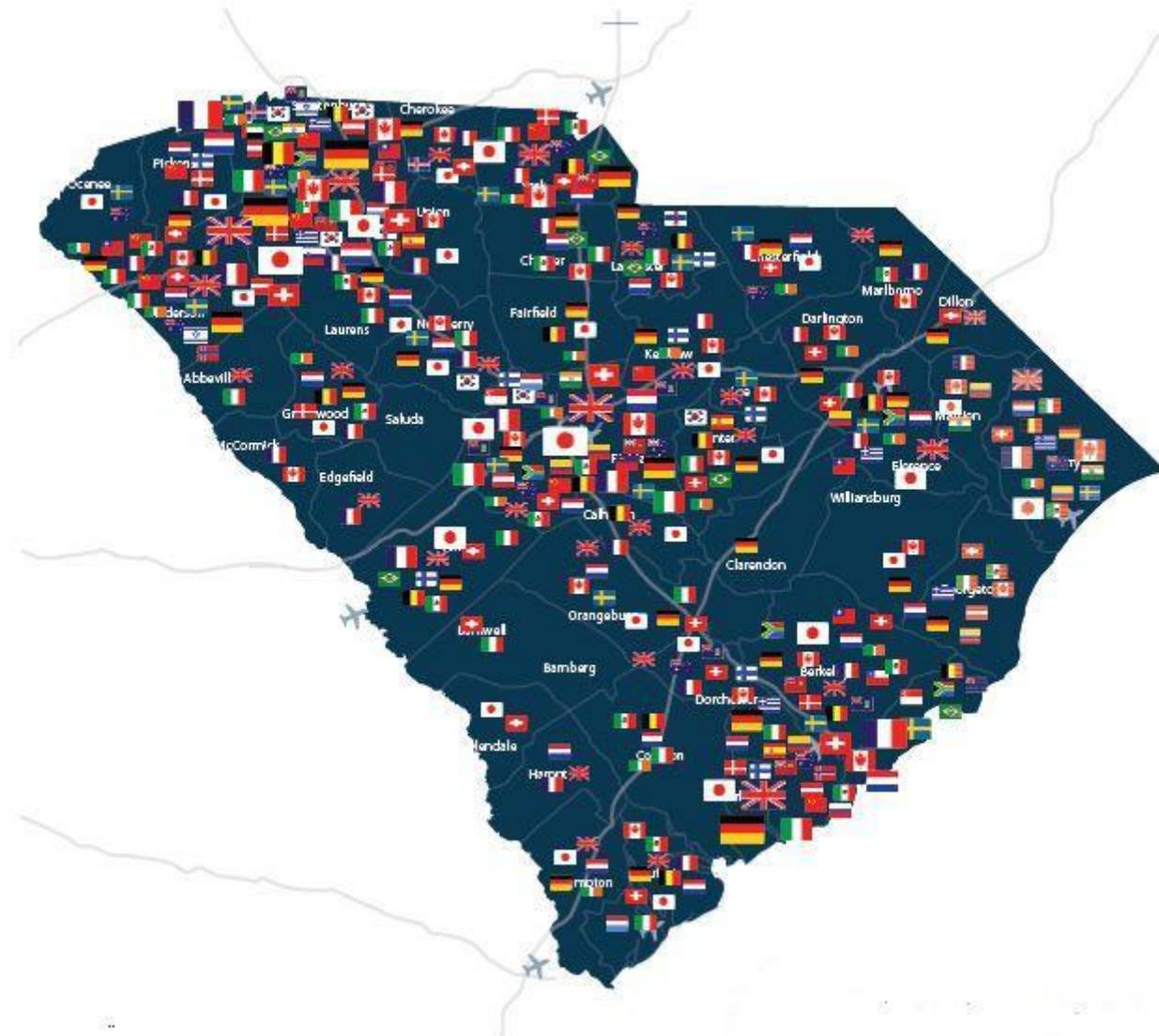


***SOUTH CAROLINA STANDARD
FOR
WORLD LANGUAGE PROFICIENCY***



**Dr. Mick Zais
State Superintendent
South Carolina Department of
Education
Columbia, South Carolina**

June 2013

2012 Foreign Investment Map of South Carolina
Courtesy of the South Carolina Department of Commerce

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, age, sex, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, SC 29201 (803-734-8781). For further information on federal nondiscrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.*i*

Acknowledgments

South Carolina owes a debt of gratitude to the following organizations and individuals for their assistance in the development of the new South Carolina standard document for world languages.

State World Languages Panel

The members of the state world languages committee reviewed and recommended revisions to the 2006 standards document, *South Carolina Academic Standards for Modern and Classical Languages*:

Kimberly Freeman Lexington School District One	Natalia Ramos-Silva Richland School District One	Stephanie Walters Lexington School District One
Catherine Hines-McCormack Charleston County School District	Kristen Petrovich Rock Hill School District	Margaret Young Barnwell School District 45 USC Salkehatchie
Jill Hnat Lexington School District One	Dawn Samples Lexington School District One	
Alicia Lewis Richland School District Two	Tracy Seiler SC Virtual School Program	
Sharon McCullough Retired District Coordinator	Lindsey Steven Spartanburg School District Two	

American Council on the Teaching of Foreign Languages (ACTFL)

Martha G. Abbott, ACTFL Executive Director, assisted the team of modern and classical content analysts who provided rigorous, high-quality proficiency level indicators for South Carolina's standard on the basis of national and state standards documents.

State Department of Education

This standards document was developed under the direction of B. Charmeka Childs, deputy superintendent, Division of School Effectiveness, Briana Timmerman, director, Office of Instructional Practice and Evaluations, and Ruta Couet, education associate for world languages.

Kentucky Department of Education

The committee is grateful for permission to use and adapt *The Kentucky Standard for World Languages Proficiency* to develop the *2013 South Carolina Standard for World Languages*.

TABLE OF CONTENTS

Acknowledgements.....	iii
Frequently Asked Questions <i>South Carolina Standard for World Language Proficiency</i>	1
Competencies, Benchmarks, Indicators, Sample Learning Targets for Modern Languages	11
Frequently Asked Questions <i>South Carolina Standard for World Language Proficiency</i> <i>Adapted for Classical Languages</i>	96
Competencies, Benchmarks, Indicators, Sample Learning Targets for Classical Languages	99
Benchmark Summary Chart for Modern Languages	154
Benchmark Summary Chart for Classical Languages	157

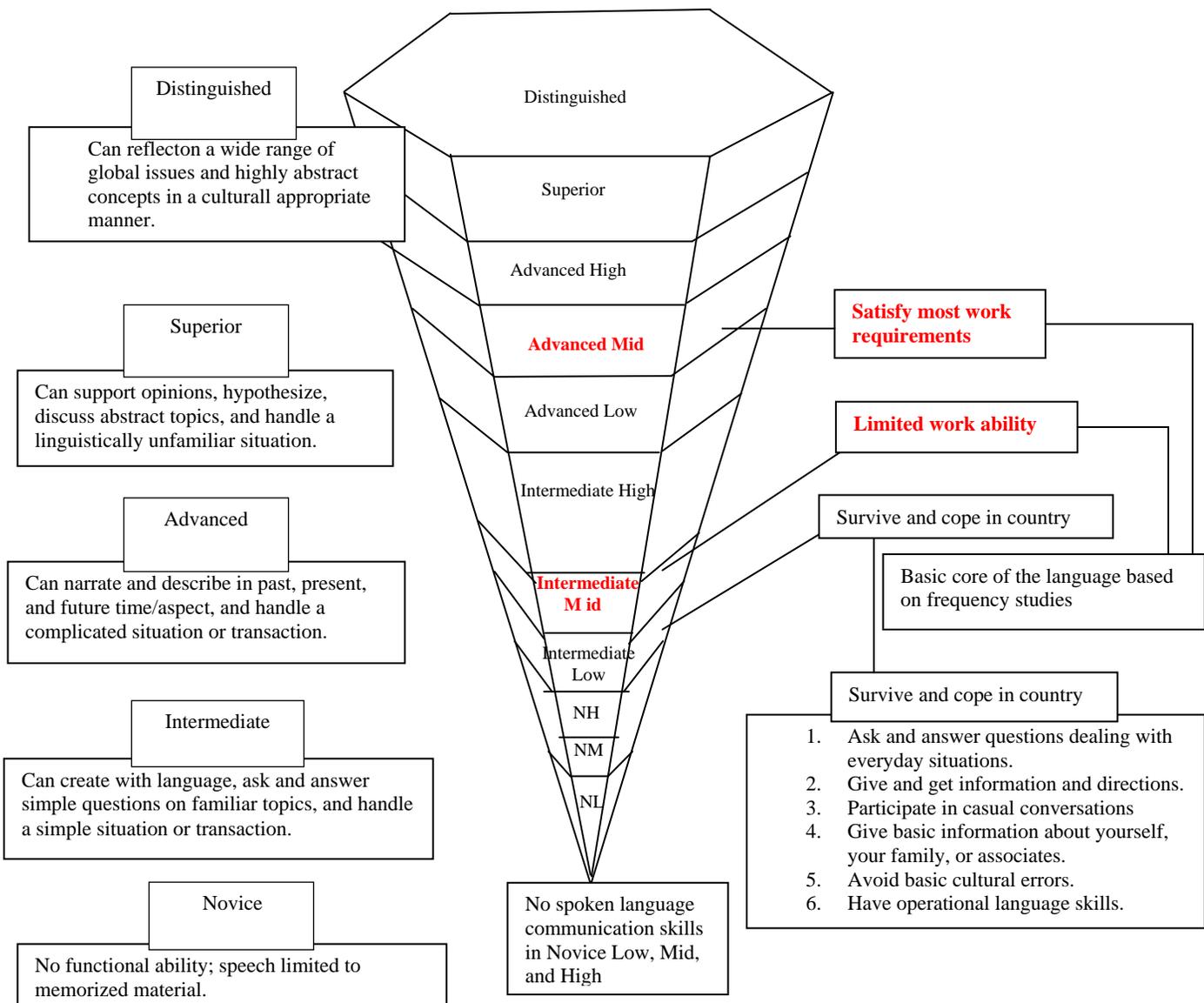
SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

FREQUENTLY ASKED QUESTIONS SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

- **What is the *South Carolina Standard for World Language Proficiency*?**

The *South Carolina Standard for World Language Proficiency* is a description of the competencies a South Carolina world language learner should demonstrate at three of five proficiency levels as defined in the *2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines*. These guidelines are a description of what individuals can do at five levels of proficiency in speaking, writing, listening, and reading. They imply spontaneous and non-rehearsed performance in a real-world context. The three proficiency levels used for this document, novice through advanced, are further subdivided into low, mid and high sublevels.

The ACTFL Proficiency Pyramid



SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

These proficiency levels are widely used in professional circles in the United States to determine language competencies for many jobs.

Given the changing role of world languages in the 21st century global economy, what is the rationale for revising the 2006 South Carolina Academic Standards for Modern and Classical Languages?

This proficiency approach to learning languages prepares students to be college and career ready and builds state and national language capacity to improve economic competitiveness and strengthen national defense strategies. Equally, it answers the growing need for the critical skills of language and cultural competencies for relationship building—a keystone for success in global business and diverse social environments.

It is the responsibility of the state's educational system to prepare students to compete in an increasingly international job market and to live in an increasingly diverse world. Foreign investment and international trade in South Carolina have grown dramatically in recent years. Foreign visitors are equally important to the state's tourism industry. All are significant and vital parts of the state economy.

Demonstrating proficiency in a language other than English has potential benefits to learners. Career and technical education programs provide opportunities for learners to obtain industry-recognized certificates that document their skill attainment. Language proficiency can also be documented through a variety of nationally recognized assessments and used in portfolios for potential employment. Military careers now require officers to have second language proficiency and offer incentive pay to recruits and Reserve Officers' Training Corps (ROTC) members. Additionally, candidates with world language proficiency are highly recruited for career opportunities in agriculture, health care, law enforcement, and business.

The rationale for the creation of this document stems from the need to provide a more transparent, learner-friendly document that clearly describes benchmarks of what learners can do with language at various stages. Its intent is to recognize that everyone can learn a language, to motivate learning and increase achievement through goal setting and self-assessment, and to facilitate building functional language skills and interculturality. The standard, benchmarks, indicators and targets are meant to guide learning and should be shared with learners and made available to parents and other stakeholders.

- **What is the purpose of the *South Carolina Standard for World Language Proficiency*?**

In general, the purpose is to clarify the process of language learning. The standard document helps motivate learning by showing how to set achievable goals, self-assess and chart progress by using “I can” statements that facilitate this process. Learners thus take ownership of their individual language development. The standard document guides the facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact. It provides examples of learning targets that can be used regardless of age, class level, or content studied. By posting or citing daily learning targets and celebrating success, teachers can model behavior that leads students to become autonomous learners. 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.

For learners, the purpose is to:

1. demystify language learning by simplifying and clarifying the process.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

2. provide clear descriptions of what can be done with language at various levels and make expectations more realistic.
3. offer examples of small, incremental, and achievable goals that learners can use as models to set personal goals, self-assess, and chart their own progress.

For teachers, the purpose is to:

1. guide facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact.
2. provide examples of learning targets that can be used across ages, class levels, or content studied.
3. suggest learning experiences, scenarios, and integrated performance assessment tasks.
4. provide a cross-check for ensuring that each mode of communication and skill is addressed at each level.
5. clarify what learners need to be able to do in order to move from one level to the next.

For parents, administrators, and other stakeholders, the purpose is to:

1. demonstrate how world language learning has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction.
2. demonstrate how the shift has occurred in classical languages from decoding and translation to interpretive reading proficiency.
3. define exactly what is expected of learners at different levels of proficiency.
4. emphasize real-world application for language use.

- **Why does the *South Carolina Standard for World Language Proficiency* apply to all learners regardless of grade level?**

Learners begin new language experiences at different ages and progress toward proficiency at different rates. The amount of quality time spent in the target language (i.e., immersion vs. high school level I) is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels in all three modes of communication when assessed. The *South Carolina Standard for World Language Proficiency* outlines the progression of learner skills, making it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

- **How does the *South Carolina Standard for World Language Proficiency* apply to heritage speakers?**

Learners bring a variety of languages and cultures to South Carolina. They may have learned a language at home, in another country, or through local communities. Some 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 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 rather than seat time. Within language courses, the performance indicators allow teachers to 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, they 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

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

skill and modify the learning experience to meet the learner’s needs. When possible, specially designed language courses for heritage speakers are optimal.

- **How does the *South Carolina Standard for World Language Proficiency align with the Common Core State Standards?***

“The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language.

These four strands are represented in the *National Standards for Learning Languages* by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goal areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages’ goal area of Communication, by emphasizing the purpose behind the communication:

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)” (www. actf.org)

For more information go to

http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

- **How is the *South Carolina Standard for World Language for Proficiency* organized?**

STANDARD: Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of Standards for Foreign Language Learning in the 21st Century

The content of the *South Carolina Standard for World Language Proficiency* is organized according to the national standards, blending the two focus goal areas of Communication and Cultures into one standard. The remaining goals of Connections, Comparisons, and Communities are embedded within Communication and Cultures.

The language competencies are:

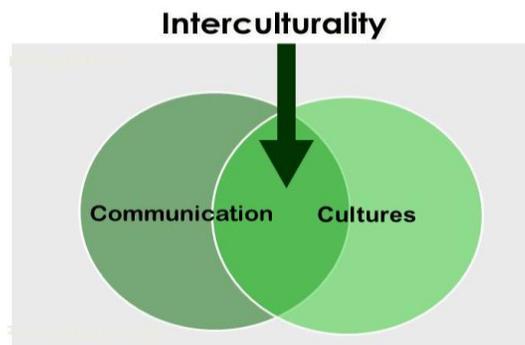
- interpretive listening and reading,
- interpersonal communication, and
- presentational speaking and writing.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY



The intercultural competencies are:

- investigation of cultures' products and practices
- understanding of cultures' perspectives (ways of thinking), and
- interaction, bridging one's own and the other's culture.



SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

Document Organization

Language Competencies define the modes of communication:

- One-Way Receptive Negotiation of Meaning
 - Interpretive Listening
 - Interpretive Reading
- Two-Way Communication
 - Interpersonal
- Communication
 - One-Way Productive Communication
 - Presentational Writing
 - Presentational Speaking

Intercultural Competencies define the skills needed for successful interaction with native speakers through the knowledge of a culture's products and practices to an understanding of that culture's perspectives (beliefs, values, attitudes, etc.)

Language Competencies	Intercultural Competencies
1: Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.	Investigation of the Target Cultures' Products and Practices I can use my language skills to investigate the world beyond my immediate environment.
2: Interpersonal Communication (IC) I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.	5: Understanding the Target Cultures' Perspectives I can recognize and understand others' ways of thinking as well as my own.
3: Presentational Speaking (PS) and Writing (PW) I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	6: Cultural Interaction I can use my language skills and cultural understanding to interact effectively in a cultural context of...

Novice is one of the three levels of proficiency (Novice, Intermediate, and Advanced) with sublevels low, mid, and high.

NOVICE HIGH (NH) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
NH.IL I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	NH.IR I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	NH.IC I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	NH.PS I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	NH.PW I can write short messages and notes on familiar topics related to everyday life.
Learning Indicator NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.	Learning Indicator NH.IR.1 I can usually understand short simple messages on familiar topics.	Learning Indicator NH.IC.1 I can exchange some personal information.	Learning Indicator NH.PS.1 I can present information about my life using phrases and simple sentences.	Learning Indicator NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.
Sample Learning Targets <ul style="list-style-type: none"> I can recognize the difference between a question and a statement. I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. I can sometimes... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand basic familiar information from an ad. I can sometimes identify the purpose of a brochure. I can identify information from a movie description or poster. 	Sample Learning Targets <ul style="list-style-type: none"> I can ask and say a home address and e-mail address. I can ask and say someone's nationality. I can ask and tell about family members and their characteristics. I can ask and tell about friends, classmates. 	Sample Learning Targets <ul style="list-style-type: none"> I can describe my family and friends. I can describe my school. I can describe where I work and what I do. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can introduce myself. I can describe my family and friends. I can describe my school. I can describe where I work and what I do. I can...

Learner Benchmarks are broad summary statements of what learners can do at specific proficiency levels. They allow learners to chart their progress on the continuum of learning.

Learning Indicators deconstruct the benchmarks to show the range of functions that learners can expect to experience and attain.

Sample Learning Targets are specific examples of functional language goals tied to a unit or lesson. Learning targets are specific, measurable, attainable, relevant and time-bound (SMART). Each series of **Sample Learning Targets** includes a blank "I can" statement as a reminder that learners and teachers can customize targets to meet individual needs.

NOVICE INTERCULTURAL COMPETENCIES

Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Participation in Cultural Interaction
N.CPP I can identify some products and practices of cultures.	N.CP I can identify some basic cultural beliefs and values.	N.CIA I can function at a survival level in an authentic cultural context.
Learning Indicator N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	Learning Indicator N.CP.1 I can identify some beliefs and values related to age, gender, social class and ethnicity.	Learning Indicator N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.
Sample Learning Targets <ul style="list-style-type: none"> I can identify some geographical features of other countries. 	Sample Learning Targets <ul style="list-style-type: none"> I can sometimes tell the way people address each other differently based on... 	Sample Learning Targets <ul style="list-style-type: none"> I can imitate appropriate greetings. I can recognize and imitate table...

Intercultural competencies, benchmarks, indicators, and sample learning targets per proficiency level: novice, intermediate, and advanced.

Numbers and Letters: NH.IR.1 = Novice-High, Interpretive Reading, Indicator

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

- **How will the *South Carolina Standard for World Language Proficiency* be used?**

Districts, schools, programs, and independent learners will

- create long-range program proficiency goals reflective of a shared vision.
- identify proficiency benchmarks for assessment at designated intervals.
- develop a backward-design plan to support learners in meeting identified proficiency benchmarks.

- **How will teachers use the *South Carolina Standard for World Language Proficiency* to plan?**

In order to make the best use of this document, teachers will apply the principles of backward design to curriculum, unit, and lesson planning. The premise of backward design consists of three stages:

1. identify the desired results;
2. determine what evidence demonstrates that learners have achieved those results; and then
3. plan learning experiences that match. (Wiggins and McTighe).

The desired results are defined as the learning benchmarks (general) and the learning indicators (specific). Learners demonstrate proficiencies through Integrated Performance Assessments (IPA's).

As teachers implement the document they use the

- *standard* as the mission and vision that drives all language-learning decisions.
- *core competency* “ I can” statements to ensure that all elements of language learning and interculturality are appropriately balanced.
- *benchmark* statements to establish the expectations for learner performance at the identified proficiency level.
- *learning indicators* to identify measurable, attainable goals.
- *sample learning targets* as examples of real-world contexts that can facilitate and motivate language learning.

- **Why and how do teachers and learners address intercultural competencies?**

The need for language competence in a global society touches every sector of life. From career preparation in an international workforce to citizen diplomacy and national defense to one's role in a social or virtual community, communication across cultures is key. Learners today must have the language proficiency to communicate with global audiences, the insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts. The series of can-do statements organized around the language proficiency levels (*2012 ACTFL Proficiency Guidelines*) guides learners in their development of such linguistic and intercultural competencies.

Intercultural competence, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The national *Standards for Foreign Language Learning in the 21st Century* highlights the need for learners to understand the relationship between a culture's perspectives and its products and practices. A culture's perspectives reflect the values, beliefs and attitudes of its people. Through contact with products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people, we come to understand the perspectives (i.e., values, attitudes, beliefs, etc.) of a people.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

Demonstrating intercultural competence requires both the ability to use the language and to behave appropriately in cultural contexts. This may be particularly challenging for learners in the early stages of language learning who may not have the linguistic skill to address cultural perspectives in the language of study. It is the responsibility of all those who facilitate language learning - be they teachers in Foreign Language in the Elementary School (FLES), immersion, middle/ high school, virtual or after-school programs - to provide opportunities for learners to experience language and culture together. Learners and educators must recognize that language and culture are inseparable. This requires the near exclusive use of the language of study. Thus, as language proficiency grows, so will intercultural competence.

Just as the proficiency level can-do statements of novice, intermediate, advanced, and superior are cumulative in nature for language competencies, they are cumulative for intercultural competencies as well. Learners demonstrate evidence of novice-level competencies first, and then add evidence of intermediate-level competencies and so forth. They continually add to their repertoire as they move up the proficiency continuum, applying knowledge of products and practices before developing and applying an understanding of perspectives. The interaction of language and cultural competencies thus results in interculturality.

Unlike the language benchmarks and indicators, the interculturality can-do statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated novice high language competencies should also be demonstrating the novice level interculturality competencies.

- **How much language learning is enough?**

The answer lies in one's purpose for learning language as indicated below in ACTFL's *Oral Proficiency Levels in the Work World*. This table is a synthesis of data collected from employers who describe their language proficiency requirements for specific jobs and professions.

Oral Proficiency Levels in the Work World

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
Distinguished	<i>Ability to tailor language to specific audiences, persuade, & negotiate. Deal with nuance and subtlety</i>	Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter Intelligence Specialist	<ul style="list-style-type: none"> - Highly articulate, professionally specialized native speakers; - L2 learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	<i>Discuss topics extensively, support opinions, & hypothesize. Deal with linguistically unfamiliar situations</i>	University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor	<ul style="list-style-type: none"> - Well- educated native speakers - Educated L2 learners with extended professional and/or educational experience in the target language environment
Advanced High	<i>Narrate and describe in past, present, and</i>	Physician, Military Linguist, Senior	<ul style="list-style-type: none"> - L2 learners with graduate

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
	<i>future and deal effectively with an unanticipated complication.</i>	Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant	- degrees in language-related area and extended educational experience in the target environment
Advanced Mid		Fraud Specialist, Account Executive, Court Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	- Heritage speakers, informal learners, non-academic learners who have significant contact with language
Advanced Low		Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist	- Undergraduate language majors <i>with</i> year-long study abroad experience
Intermediate High	<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	- Undergraduate language majors <i>without</i> year-long study abroad experience
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts)	- L2 learners with 6-8 year sequences of study (AP, etc.) or 4-6 semester college sequence
Intermediate Low		Receptionist, Housekeeping Staff	- L2 learners with 4 year high school sequence or 2 semester college sequence
Novice High Novice Mid	<i>Communicate minimally with</i>	None	L2 learners after 2 years of high school study

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
Novice Low	<i>formulaic and rote utterances, lists, and phrases.</i>		

©ACTFL, Inc. 2012

As indicated in the Oral Proficiency Levels in the Work World 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.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

STANDARD

Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Through learning another language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of Standards for Foreign Language Learning in the 21st Century

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p>
<p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p>	<p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p>
<p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

NOVICE LOW (NL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NL.PW Presentational</i> <i>Writing</i>
<p style="text-align: center;">NL.IL</p> <p><i>I can recognize a few memorized words and phrases when I hear them spoken.</i></p>	<p style="text-align: center;">NL.IR</p> <p><i>I can recognize a few letters or characters.</i> <i>I can identify a few memorized words and phrases when I read.</i></p>	<p style="text-align: center;">NL.IC</p> <p><i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i></p>	<p style="text-align: center;">NL.PS</p> <p><i>I can present information about myself and some other very familiar topics using single words or memorized phrases.</i></p>	<p style="text-align: center;">NL.PW</p> <p><i>I can copy some familiar words or phrases.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>NL.IL.1 I can occasionally identify the sound of a character or a word.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.IR.1 I can occasionally recognize a few letters or characters.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.IC.1 I can greet my peers.</p>	<p style="text-align: center;">Learner Indicator</p> <p>NL.PS.1 I can recite words and phrases that I have learned.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the sound of a few letters when they are spoken or spelled out. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can alphabetize a few names or words. • I can match a character in a headline to a supporting visual. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say hello and goodbye. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can count from 1-10. • I can say the date and the day of the week. • I can list the months and seasons. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can copy the letters of the alphabet. • I can copy the characters that I am learning. • I can copy a simple phrase like “Happy Birthday,” “Happy

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NL.PW Presentational</i> <i>Writing</i>
				Holidays,” etc. • I can...
Learning Indicator NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	Learning Indicator NL.IR.2 I can connect some words, phrases or characters to their meanings.	Learning Indicator NL.IC.2 I can introduce myself to someone.	Learning Indicator NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	Learning Indicator NL.PW.2 I can write words and phrases that I have learned.
Sample Learning Targets • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. • I can...	Sample Learning Targets • I can recognize some cities on a map. • I can identify some menu items. • I can...	Sample Learning Targets • I can tell someone my name. • I can...	Sample Learning Targets • I can name famous landmarks and people. • I can name countries on a map. • I can list items I see every day. • I can...	Sample Learning Targets • I can write my name, home address, and my e-mail address. • I can write numbers such as my phone number. • I can write the date and the day of the week. • I can write the months and seasons. • I can...
		Learning Indicator NL.IC.3 I can answer a few simple questions.	Learning Indicator NL.PS.3 I can introduce myself to a group.	Learning Indicator NL.PW.3 I can label familiar people, places, and objects in pictures and posters.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NL.IL Interpretive Listening</i>	<i>Learner Benchmark NL.IR Interpretive Reading</i>	<i>Learner Benchmark NL.IC Interpersonal Communication</i>	<i>Learner Benchmark NL.PS Presentational Speaking</i>	<i>Learner Benchmark NL.PW Presentational Writing</i>
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can respond to some yes/no questions. • I can answer some either/or questions. • I respond to some <i>who, what, when, where</i> questions. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can give my phone number, home address, and e-mail address. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day. • I can label items in a room. • I can...
			<p style="text-align: center;">Learning Indicator</p> <p>NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.</p>	
			<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem. 	

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NL.PW Presentational</i> <i>Writing</i>
			• I can...	
NOVICE INTERCULTURAL COMPETENCIES				
Learner Benchmark Investigation of Products and Practices <i>N.CPP</i> <i>I can identify some products and practices of cultures.</i>	Learner Benchmark Understanding of Cultural Perspectives <i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i>	Learner Benchmark Participation in Cultural Interaction <i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i>		
Learning Indicator N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	Learning Indicator N.CP.1 I can identify some beliefs and values related to age, gender, social class and ethnicity.	Learning Indicator N. ICA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.		
Sample Learning Targets <ul style="list-style-type: none"> • I can identify some geographical features of other countries. • I can identify familiar landmarks. • I can recognize some traditional and popular songs. 	Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes tell the way people address each other differently based on age and social standing. • I can sometimes recognize that appropriate dress is determined by cultural 	Sample Learning Targets <ul style="list-style-type: none"> • I can imitate appropriate greetings. • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in different situations, such as askit 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can... 	<p>traditions.</p> <ul style="list-style-type: none"> • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can... 	<ul style="list-style-type: none"> • a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place. • I can...
<p>Learning Indicator</p> <p>N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.</p>	<p>Learning Indicator</p> <p>N. CP.2 I can identify some characteristics of national identity.</p>	<p>Learning Indicator</p> <p>N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some common habits of eating in other cultures. • I can identify some habits of dress in other cultures. • I can express the time and date as locals do. • I can sometimes use the appropriate holiday greeting. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game with friends. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.3 I can identify ways in which cultures are globalized.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.</p>
	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some similar leisure activities across cultures. • I can identify some similar forms of dress across cultures. • I can identify common dining establishments across cultures. • I can identify examples of common technology use across cultures. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can use a city map, GPS, or signs to help me find my way. • I can recognize and imitate how people count and use money in order to make a purchase. • I can follow a team's win-loss record from a Web site. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

NOVICE MID (NM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational Writing</i>
NM.IL <i>I can recognize some</i>	NM.IR <i>I can recognize some</i>	NM.IC <i>I can communicate on very familiar topics using</i>	NM.PS <i>I can present</i>	NM.PW <i>I can write lists and</i>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational</i> <i>Writing</i>
<i>familiar words and phrases when I hear them spoken.</i>	<i>letters or characters. I can understand some learned or memorized words and phrases when I read.</i>	<i>a variety of words and phrases that I have practiced and memorized.</i>	<i>information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>	<i>memorized phrases on familiar topics.</i>
Learning Indicator NM.IL.1 I can understand a few courtesy phrases.	Learning Indicator NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	Learning Indicator NM.IC.1 I can greet and leave people in a polite way.	Learning Indicator NM.PS.1 I can present information about myself and others using words and phrases.	Learning Indicator NM.PW.1 I can fill out a simple form with some basic personal information.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name. 	Sample Learning Targets <ul style="list-style-type: none"> • I can recognize entrance and exit signs. • I can identify family member words on a family tree. • I can identify the healthy nutritional categories. • I can identify the simple labels on a 	Sample Learning Targets <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, or supervisor. • I can say hello to an adult. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can say what I look like. • I can say what I am like. • I can say what someone looks like. • I can say what someone is like. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational</i> <i>Writing</i>
<ul style="list-style-type: none"> • I can... 	science-related graph. <ul style="list-style-type: none"> • I can... 			
<p style="text-align: center;">Learning Indicator</p> <p>NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.2 I can introduce myself and others.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PW.2 I can write about myself using learned phrases and memorized expressions.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify days of the week and the time. • I can recognize a date. • I can recognize some common weather expressions. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can check off words or phrases on a to-do list, grocery list or scavenger hunt list. • I can identify labeled aisles in a supermarket. • I can choose a restaurant from an online list of local eateries. • I can identify scores 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can introduce myself and provide basic personal information. • I can introduce someone else. • I can respond to an introduction. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say which sports I like and don't like. • I can list my favorite free-time activities and those I don't like. • I can state my favorite foods and drinks and those I don't like. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationship to me, and what they like to do. • I can list my classes and tell what time they start and end. • I can write simple

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational</i> <i>Writing</i>
	<p>from sports teams because I recognize team names and logos.</p> <ul style="list-style-type: none"> • I can identify artists, titles and music genres from iTunes. • I can identify the names of classes and instructors in a school schedule. • I can... 			<p>statements about where I live.</p> <ul style="list-style-type: none"> • I can...
<p>Learning Indicator</p> <p>NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p>		<p>Learning Indicator</p> <p>NM.IC.3 I can answer a variety of simple questions.</p>	<p>Learning Indicator</p> <p>NM.PS.3 I can present information about familiar items in my immediate environment.</p>	<p>Learning Indicator</p> <p>NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. 		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can answer questions about what I like and dislike. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell about my house • I can tell about my 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational</i> <i>Writing</i>
<ul style="list-style-type: none"> • I can recognize the names of some parts of the body in a health class. • I can... 		<ul style="list-style-type: none"> • I can answer questions about what I am doing and what I did. • I can answer questions about where I'm going or where I went. • I can answer questions about something I have learned. • I can... 	<p>school or where I work.</p> <ul style="list-style-type: none"> • I can tell about my room or office and what is in it. • I can present basic information about my community, town/city, state or country. • I can... 	<p>do on the weekends.</p> <ul style="list-style-type: none"> • I can write a to-do list. • I can write a shopping list. • I can...
		<p>Learning Indicator</p> <p>NM. IC. 4 I can make some simple statements in a conversation.</p>	<p>Learning Indicator</p> <p>NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.</p>	<p>Learning Indicator</p> <p>NM.W.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		<ul style="list-style-type: none"> • I can say whom I am going to see. • I can express a positive reaction, such as “Great!” • I can... 	<ul style="list-style-type: none"> • I can name activities and their times in my schedule. • I can tell what I do on the weekends. • I can... 	<p>and memorized expressions connected with holiday wishes and celebrations in a specific country.</p> <ul style="list-style-type: none"> • I can create a list of topics and categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. • I can...
		<p>Learning Indicator NM.IC.5 I can ask some simple questions.</p>	<p>Learning Indicator NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.</p>	
		Sample Learning	Sample Learning	

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		<p style="text-align: center;">Targets</p> <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about something that I am learning. • I can... 	<p style="text-align: center;">Targets</p> <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. • I can... 	
		<p style="text-align: center;">Learning Indicator</p> <p style="text-align: center;">NM.IC.6 I can communicate basic information about myself and people I know.</p>		
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say my name and ask someone's name. 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		<ul style="list-style-type: none"> • I can say or write something about the members of my family and ask about someone’s family. • I can say or write something about friends and classmates or co-workers. • I can... 		
		<p>NM.IC.7 I can communicate some basic information about my everyday life.</p>		
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give times, dates and weather information. • I can tell about what I eat, learn, and do. • I can tell about places I know. 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		<ul style="list-style-type: none"> • I can ask and understand how much something costs. • I can tell someone the time and location of a community event. • I can... 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

NOVICE INTERCULTURAL COMPETENCIES		
<p>Learner Benchmark Investigation of Products and Practices</p> <p><i>N.CPP</i> <i>I can identify some products and practices of cultures.</i></p>	<p>Learner Benchmark Understanding of Cultural Perspectives</p> <p><i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i></p>	<p>Learner Benchmark Participation in Cultural Interaction</p> <p><i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i></p>
<p>Learning Indicator</p> <p>N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.</p>	<p>Learning Indicator</p> <p>N.CP.1 I can identify some beliefs and values related to age, gender, social class and ethnicity.</p>	<p>Learning Indicator</p> <p>N. CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some geographical features of other countries. • I can identify familiar landmarks. • I can recognize some traditional and popular songs. • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes tell the way people address each other differently based on age and social standing. • I can sometimes recognize that appropriate dress is determined by cultural traditions. • I can recognize that gender and age can determine one’s role in a family, school, and the workplace. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can imitate appropriate greetings. • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year’s, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>that I need.</p> <ul style="list-style-type: none"> • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can... 		<ul style="list-style-type: none"> • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.2 I can identify some characteristics of national identity.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some common eating habits in other cultures. • I can identify what people wear for certain occasions. • I can express the time and date as locals do. • I can use appropriate greetings for some holidays. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game with friends. • I can...
	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.3 I can identify ways in which cultures are globalized.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CIA.3 I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.</p>
	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some similar leisure 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can use a city map, GPS, or signs to

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

	<p>activities across cultures.</p> <ul style="list-style-type: none"> • I can identify some similar forms of dress across cultures. • I can identify common fast food restaurants across cultures. • I can identify examples of common technology use across cultures. • I can... 	<p>help me find my way.</p> <ul style="list-style-type: none"> • I can recognize and imitate how people count and use money in order to make a purchase. • I can follow a team's win-loss record from a Web site. • I can...
--	---	---

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

NOVICE HIGH (NH) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
NH.IL	NH.IR	NH.IC	NH.PS	NH.PW
<p><i>I can often understand words, phrases, and simple sentences related to everyday life.</i></p> <p><i>I can recognize pieces of information and sometimes understand the main topic of what is being said.</i></p>	<p><i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</i></p> <p><i>I can sometimes understand the main idea of what I have read.</i></p>	<p><i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i></p> <p><i>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i></p>	<p><i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i></p>	<p><i>I can write short messages and notes on familiar topics related to everyday life.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.IR.1 I can usually understand short simple messages on familiar topics.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.IC.1 I can exchange some personal information.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PS.1 I can present information about my life using phrases and simple sentences.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NH.IL Interpretive Listening</i>	<i>Learner Benchmark NH.IR Interpretive Reading</i>	<i>Learner Benchmark NH.IC Interpersonal Communication</i>	<i>Learner Benchmark NH.PS Presentational Speaking</i>	<i>Learner Benchmark NH.PW Presentational Writing</i>
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about my family. • I can sometimes understand questions or statements about my friends and classmates or workmates. • I can... 	<ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie description or poster. • I can understand simple information in a text message from a friend. • I can... 	<ul style="list-style-type: none"> • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and tell about family members and their characteristics. • I can ask and tell about friends, classmates, teachers and co-workers. • I can... 	<ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can... 	<ul style="list-style-type: none"> • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can...
Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
NH.IL.2 I can understand simple information when presented with pictures and graphs.	NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.	NH.IC.2 I can exchange information using texts, graphs or pictures.	NH.PS.2 I can present a familiar experience or event in simple terms using phrases and simple sentences.	NH.PW.2 I can write short notes using phrases and simple sentences.
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow simple arithmetic problems when I can see the figures. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand simple captions under photos. • I can understand very basic information from a real estate ad. • I can understand Web site descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask about and identify familiar things in a picture from a story. • I can ask about and identify important information about the weather using a map. • I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. • I can respond to simple questions based on graphs, or visuals that 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell what I do in class or at work. • I can tell what I do during the weekend. • I can tell what happens after school or work. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write a short announcement, invitation, or thank-you note. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
		provide information containing numbers or statistics. • I can...		
Learning Indicator NH.IL.3 I can sometimes understand the main idea of conversations that I overhear.	Learning Indicator NH.IR.3 I can sometimes understand the main idea of published materials.	Learning Indicator NH.IC.3 I can ask for and give simple directions.	Learning Indicator NH.PS.3 I can present information about a familiar person, place, or thing using phrases and simple sentences.	Learning Indicator NH.PW.3 I can write about a familiar experience or event using practiced material.
Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes understand if people are referring to me in their conversation. • I can sometimes understand if people are talking about their homes or asking for directions. • I can sometimes understand a simple 	Sample Learning Targets <ul style="list-style-type: none"> • I can distinguish a birthday card from a note expressing thanks. • I can identify destinations and major attractions on a travel brochure. • I can locate places on city maps. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in 	Sample Learning Targets <ul style="list-style-type: none"> • I can describe a useful Web site. • I can talk about my favorite musical group, actor, or author. • I can describe a landmark, vacation location, or a place I visit. • I can talk about a famous person from 	Sample Learning Targets <ul style="list-style-type: none"> • I can write what I do in class or at work. • I can write what happens after school or during the weekend. • I can write about a website, a field trip, or an activity that I participated in. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
transaction between a customer and a sales clerk. • I can...		the middle of. • I can...	history. • I can...	
	Learning Indicator NH.IR.4 I can understand simple everyday notices in public places on topics that are familiar to me.	Learning Indicator NH.IC.4 I can make plans with others.	Learning Indicator NH.PS.4 I can present information about others using phrases and simple sentences.	Learning Indicator NH.PW.4 I can write basic information about things I have learned.
	Sample Learning Targets • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store's hours of	Sample Learning Targets • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a	Sample Learning Targets • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. • I can...	Sample Learning Targets • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
	operation. <ul style="list-style-type: none"> • I can read the labels on a recycling bin. • I can... 	restaurant, the lab, or when to meet. <ul style="list-style-type: none"> • I can... 		<ul style="list-style-type: none"> • I can...
		<p style="text-align: center;">Learning Indicator</p> <p>NH.IC.5 I can interact with others in everyday situations.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PS.5 I can give basic instructions on how to make or do something using phrases and simple sentences.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PW.5 I can ask for information in writing.</p>
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can request resources like brochures, posted information • I can request an appointment with a classmate, teacher, or colleague. • I can request an application for a job, membership in a club, or admission to a

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NH.IL Interpretive Listening</i>	<i>Learner Benchmark NH.IR Interpretive Reading</i>	<i>Learner Benchmark NH.IC Interpersonal Communication</i>	<i>Learner Benchmark NH.PS Presentational Speaking</i>	<i>Learner Benchmark NH.PW Presentational Writing</i>
			<ul style="list-style-type: none"> • I can... 	<p style="text-align: center;">school or program.</p> <ul style="list-style-type: none"> • I can...
			<p style="text-align: center;">Learning Indicator</p> <p style="text-align: center;">NH.PS.6 I can present basic information about things I have learned using phrases and simple sentences.</p>	
			<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe a simple process like a science experiment. • I can present information about a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work 	

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
			<ul style="list-style-type: none"> • I can present information about something I learned in the community. • I can... 	
NOVICE INTERCULTURAL COMPETENCIES				
Learner Benchmark Investigation of Products and Practices <i>N.CPP</i> <i>I can identify some products and practices of cultures.</i>	Learner Benchmark Understanding of Cultural Perspectives <i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i>	Learner Benchmark Participation in Cultural Interaction <i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i>		
Learning Indicator N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	Learning Indicator N.CP.1 I can identify some beliefs and values related to age, gender, social class and ethnicity.	Learning Indicator N.ICA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.		
Sample Learning Targets <ul style="list-style-type: none"> • I can identify some geographical features 	Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes tell the way people 	Sample Learning Targets <ul style="list-style-type: none"> • I can imitate appropriate greetings. 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>of other countries.</p> <ul style="list-style-type: none"> • I can identify familiar landmarks. • I can recognize some traditional and popular songs. • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can... 	<p>address each other differently based on age and social standing.</p> <ul style="list-style-type: none"> • I can sometimes recognize that appropriate dress is determined by cultural traditions. • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can... 	<ul style="list-style-type: none"> • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place. • I can...
<p>Learning Indicator</p> <p>N.CPP 2 I can identify some common practices related to home and community life of other cultures and my own.</p>	<p>Learning Indicator</p> <p>N. CP. 2 I can identify some characteristics of national identity.</p>	<p>Learning Indicator</p> <p>N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some common habits of eating in other cultures. • I can identify some habits of dress in other cultures. • I can express the time and date as locals do. • I can sometimes use the appropriate holiday greeting. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	<p>with friends.</p> <ul style="list-style-type: none"> • I can...
	<p>Learning Indicator</p> <p>N.CP.3 I can identify ways in which cultures are globalized.</p>	<p>Learning Indicator</p> <p>N.CIA.3 I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.</p>
	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify some similar leisure activities across cultures. • I can identify some similar forms of dress across cultures. • I can identify common fast food restaurants across cultures. • I can identify examples of common technology use across cultures. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can use a city map, GPS, or signs to help me find my way. • I can recognize and imitate how people count and use money in order to make a purchase. • I can follow a team's win-loss record from a Web site. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE LOW (IL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational Writing</i>
<p style="text-align: center;">IL.IL</p> <p><i>I can understand the main idea in short, simple messages and presentations on familiar topics.</i></p> <p><i>I can understand the main idea of simple conversations that I overhear.</i></p>	<p style="text-align: center;">IL.IR</p> <p><i>I can understand the main idea of short and simple texts when the topic is familiar.</i></p>	<p style="text-align: center;">IL.IC</p> <p><i>I can participate in conversations on a number of familiar topics using simple sentences.</i></p> <p><i>I can handle short social interactions in everyday situations by asking and answering simple questions.</i></p>	<p style="text-align: center;">IL.PS</p> <p><i>I can present information on most familiar topics using a series of simple sentences.</i></p>	<p style="text-align: center;">IL.PW</p> <p><i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>IL.IL.1 I can understand the basic purpose of a message.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.IR.1 I can understand messages in which the writer tells or asks me about topics of personal interest.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.IC.1 I can have a simple conversation on a limited number of everyday topics.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.PS.1 I can talk about people, activities, events, and experiences.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.PW.1 I can write about people, activities, events, and experiences.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe the physical appearance of a friend or family member. • I can describe another 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational Writing</i>
<p>selling.</p> <ul style="list-style-type: none"> • I can understand when and where an event will take place. • I can understand a voice mail response accepting or rejecting an invitation. • I can... 	<p>simple posting on a friend's social media page.</p> <ul style="list-style-type: none"> • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. • I can... 	<p>interests.</p> <ul style="list-style-type: none"> • I can talk with someone about school or work. • I can... 	<p>person's personality.</p> <ul style="list-style-type: none"> • I can describe a school or workplace. • I can describe a famous place. • I can describe a place I have visited or want to visit. • I can present my ideas about something I have learned. • I can... 	<ul style="list-style-type: none"> • I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life. • I can...
<p>Learning Indicator IL.IL.2 I can understand messages related to my basic needs.</p>	<p>Learning Indicator IL.IR.2 I can identify some simple information needed on forms.</p>	<p>Learning Indicator IL.IC.2 I can ask and answer questions of factual information that is familiar to me</p>	<p>Learning Indicator IL.PS.2 I can express my needs and wants.</p>	<p>Learning Indicator IL.PW.2 I can prepare materials for a presentation.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a clear and repeated 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand what information is asked 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask and answer questions related to 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe what I need for school or 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write out a draft of a presentation that I

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational Writing</i>
<p>announcement about a flight's departure time and/or gate.</p> <ul style="list-style-type: none"> • I can understand teacher announcements about when an assignment is due. • I can understand the date and time of when a voicemail message was recorded. • I can... 	<p>for on a customs form.</p> <ul style="list-style-type: none"> • I can understand what information is asked for on a hotel registration form. • I can understand what information is asked for on a student ID card. • I can... 	<p>subjects such as geography, history, art, music, math, science, language, or literature.</p> <ul style="list-style-type: none"> • I can... 	<p>work.</p> <ul style="list-style-type: none"> • I can tell what I want to do each day. • I can... 	<p>plan to present orally.</p> <ul style="list-style-type: none"> • I can write an outline of a project or presentation. • I can write notes for a speech. • I can...
<p>Learning Indicator IL.IL.3 I can understand questions and simple statements on everyday topics when I am part of the conversation.</p>	<p>Learning Indicator IL.IR.3 I can identify some information from news media.</p>	<p>Learning Indicator IL.IC.3 I can use the language to meet my basic needs in familiar situations.</p>	<p>Learning Indicator IL.PS.3 I can present information on plans, instructions, and directions.</p>	<p>Learning Indicator IL.PW.3 I can write simply about topics of interest.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand questions about my work or class schedule. • I can understand 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand personal information about sports stars from photo captions 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask for help at school, work, or in the community. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the rules of a game. • I can give multi-step 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write about a movie or song that I like.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational</i> <i>Writing</i>
<p>questions about my likes and dislikes.</p> <ul style="list-style-type: none"> • I can understand simple compliments related to what I am wearing or what I am doing. • I can... 	<ul style="list-style-type: none"> • I can understand some information on job postings. • I can understand basic information on weather forecasts. • I can... 	<ul style="list-style-type: none"> • I can make an appointment or reservation by phone. • I can arrange for transportation, such as by train, bus, taxi, or ride with friends. • I can... 	<p>instructions for preparing a recipe.</p> <ul style="list-style-type: none"> • I can describe what my plans are for the weekend. • I can describe what my summer plans are. • I can describe holiday or vacation plans. • I can describe what is needed for a holiday or a celebration. • I can describe what I plan to do next in my life. • I can... 	<ul style="list-style-type: none"> • I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. • I can...
			<p>Learning Indicator</p> <p>IL.PS.4 I can present songs, short skits or dramatic readings.</p>	<p>Learning Indicator</p> <p>IL.PW.4 I can write basic instructions on how to make or do something.</p>
			<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can retell a children's 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write the rules of

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark IL.IL Interpretive Listening</i>	<i>Learner Benchmark IL.IR Interpretive Reading</i>	<i>Learner Benchmark IL.IC Interpersonal Communication</i>	<i>Learner Benchmark IL.PS Presentational Speaking</i>	<i>Learner Benchmark IL.PW Presentational Writing</i>
			<p>story.</p> <ul style="list-style-type: none"> • I can present a proverb, poem or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. • I can... 	<p>a game.</p> <ul style="list-style-type: none"> • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. • I can...
			<p>Learning Indicator IL.PS.5 I can express my preferences on topics of interest.</p>	<p>Learning Indicator IL.PW.5 I can write questions to obtain information.</p>
			<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a presentation about a movie or song that I like. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational</i> <i>Writing</i>
			<ul style="list-style-type: none"> • I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. • I can... 	<p>questionnaire or survey.</p> <ul style="list-style-type: none"> • I can...
INTERMEDIATE INTERCULTURAL COMPETENCIES				
Learner Benchmark Investigation of Products and Practices <i>I.CPP</i> <i>I can identify common patterns in the products and practices of a culture.</i>	Learner Benchmark Understanding of Cultural Perspectives <i>I.CP</i> <i>I can compare familiar cultural beliefs and values.</i>	Learner Benchmark Participation in Cultural Interaction <i>I.CIA</i> <i>I can interact at a functional level in familiar cultural contexts.</i>		
Learning Indicator I.CPP.1 I can explore and reference current and past examples of authentic cultural products and	Learning Indicator I.CP.1 I can describe some basic cultural	Learning Indicator I.CIA.1 I can handle short interactions with peers and colleagues in familiar		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

practices.	viewpoints.	situations at school, work, or play.
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about a historical figure • I can have a simple conversation about a festival. • I can summarize the contributions of a culture in a blog or multimedia presentation. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. • I can describe how other cultures view major historical events differently. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can usually accept and refuse invitations in a culturally appropriate way. • I can usually offer and receive gifts in a culturally appropriate way. • I can usually request assistance in a culturally appropriate way. • I can respond in a culturally appropriate way when someone sneezes, toasts, or pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc. when talking with others. • I can...
<p>Learning Indicator</p> <p>I.CPP.2 I can compare and contrast some common products of other cultures and my own.</p>	<p>Learning Indicator</p> <p>I.CP.2 I can make some generalizations about a culture.</p>	<p>Learning Indicator</p> <p>I.CIA.2 I can recognize and refer to elements of traditional and pop culture.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe similarities and differences in artwork. • I can have a simple conversation about 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes identify cultural stereotypes or exaggerated views of a culture. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can refer to a historical event. • I can describe the outcome in a recent election.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>educational systems.</p> <ul style="list-style-type: none"> • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can... 	<ul style="list-style-type: none"> • I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can... 	<ul style="list-style-type: none"> • I can talk about the popularity of a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP. 3 I can compare and contrast some behaviors or practices of other cultures and my own.</p>		<p style="text-align: center;">Learning Indicator</p> <p>I.CIA. 3 I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can compare and contrast eating habits. • I can compare and contrast how people buy and sell. • I can compare and contrast how families interact. • I can compare and contrast how people celebrate. • I can compare and contrast how my peers socialize. • I can... 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify the appropriateness of topics and usually participate in conversations about them when attending a social or family event. • I can sometimes recognize when I have acted or spoken too informally and try to correct it. • I can sometimes recognize when my attempt at humor is misguided. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

INTERMEDIATE MID (IM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i>	<i>Learner Benchmark</i>	<i>Learner Benchmark</i>	<i>Learner Benchmark</i>	<i>Learner Benchmark</i>
<i>IM.IL Interpretive Listening</i>	<i>IM.IR Interpretive Reading</i>	<i>IM.IC Interpersonal Communication</i>	<i>IM.PS Presentational Speaking</i>	<i>IM.PW Presentational Writing</i>
IM.IL	IM.IR	IM.IC	IM.PS	IM.PW

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational</i> <i>Writing</i>
<i>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i> <i>I can understand the main idea in conversations that I overhear.</i>	<i>I can understand the main idea of texts related to everyday life and personal interests or studies.</i>	<i>I can participate in conversations on familiar topics using sentences and series of sentences.</i> <i>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</i> <i>I can usually say what I want to say about myself and my everyday life.</i>	<i>I can make presentations on a wide variety of familiar topics using connected sentences.</i>	<i>I can write on a wide variety of familiar topics using connected sentences.</i>
Learning Indicator IM.IL.1 I can understand basic information in ads, announcements and other simple recordings.	Learning Indicator IM.IR.1 I can understand simple personal questions.	Learning Indicator IM.IC.1 I can start, maintain, and end a conversation on a variety of familiar topics.	Learning Indicator IM.PS.1 I can make a presentation about my personal and social experiences.	Learning Indicator IM.PW.1 I can write messages and announcements.
Sample Learning Targets • I can understand when, where and who is playing in a concert	Sample Learning Targets • I can understand the questions asked on a career preference	Sample Learning Targets • I can start a conversation.	Sample Learning Targets • I can describe a childhood or past	Sample Learning Targets • I can write a message to explain or clarify

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> IM.IL Interpretive <i>Listening</i>	<i>Learner Benchmark</i> IM.IR Interpretive <i>Reading</i>	<i>Learner Benchmark</i> IM.IC Interpersonal <i>Communication</i>	<i>Learner Benchmark</i> IM.PS Presentational <i>Speaking</i>	<i>Learner Benchmark</i> IM.PW Presentational <i>Writing</i>
<p>from a radio advertisement.</p> <ul style="list-style-type: none"> • I can understand the main message of an e-card greeting. • I can understand what service is offering in a TV ad. • I can identify the type of film from a movie preview. • I can... 	<p>survey.</p> <ul style="list-style-type: none"> • I can understand what is asked for on a simple, popular magazine questionnaire. • I can understand the personal questions to complete a profile on a social media site. • I can... 	<ul style="list-style-type: none"> • I can ask for information, details, and explanations during a conversation. • I can bring a conversation to a close. • I can interview someone for a project or a publication. • I can... 	<p>experience.</p> <ul style="list-style-type: none"> • I can report on a social event that I attended. • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. • I can... 	<p>something.</p> <ul style="list-style-type: none"> • I can write about common events and daily routines. • I can write an autobiographical statement for a contest, study abroad or other special program, or job application. • I can write an invitation or flyer about an event I am planning. • I can...
<p>Learning Indicator IM.IL.2 I can understand the main idea of what I listen to for personal enjoyment.</p>	<p>Learning Indicator IM.IR.2 I can understand basic information in ads, announcements and other simple texts.</p>	<p>Learning Indicator IM.IC.2 I can talk about my daily activities and personal preferences.</p>	<p>Learning Indicator IM.PS.2 I can make a presentation on something I have learned or researched.</p>	<p>Learning Indicator IM.PW.2 I can write short reports about something I have learned or researched.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational</i> <i>Writing</i>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand basic personal questions that are asked on a video conference. • I can understand what a You Tube clip is about. • I can understand peers’ recorded descriptions about themselves or their avatars. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the information in birth and wedding announcements. • I can understand the information in sales ads. • I can understand the main ideas in travel brochures. • I can understand the main ideas on food labels. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about my daily routine. • I can talk about my interests and hobbies. • I can give reasons for my preferences. • I can give some information about activities I did. • I can give some information about something I plan to do. • I can talk about my favorite music, movies, and sports. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a short presentation on a current event. • I can present about a topic from an academic subject, such as science, math, art, etc. • I can describe how to plan and carry out an event, such as a party or family reunion. • I can give a short presentation on a famous person, landmark, or cultural event. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a short article on a current event. • I can write about an academic subject, such as science, math, art, etc. • I can write the minutes or a summary from a club or other meeting. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational</i> <i>Writing</i>
Learning Indicator IM.IL.3 I can understand messages related to my everyday life.	Learning Indicator IM.IR.3 I can understand the main idea of what I read for personal enjoyment.	Learning Indicator IM.IC.3 I can use my language to handle tasks related to my personal needs.	Learning Indicator IM.PS.3 I can make a presentation about common interests and issues and state my viewpoint.	Learning Indicator IM.PW.3 I can compose communications for public distribution.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand a voice message about the time and place of a meeting. • I can understand a box-office recording about the times of the performances of events. • I can understand that an event is being postponed or cancelled. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand updates in entertainment magazines and blogs. • I can understand postings in blogs on familiar topics. • I can understand postcards from friends. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can request services, such as phone, computer, or car. • I can schedule an appointment. • I can make reservations. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can give a presentation about a favorite movie or song and tell why I like it. • I can give a presentation about a famous person or historical figure and tell why he/she is important. • I can share my reactions about a current event and explain why the event is in the news. 	Sample Learning Targets <ul style="list-style-type: none"> • I can create a flyer for an upcoming event at my school or at work. • I can write a review of a movie, book, play, exhibit, etc. • I can post an entry to a blog or a discussion forum. • I can compose a simple letter, response, or article for a publication. • I can contribute to a school or work

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational</i> <i>Writing</i>
			<ul style="list-style-type: none"> • I can... 	<p>publication.</p> <ul style="list-style-type: none"> • I can...
	<p style="text-align: center;">Learning Indicator</p> <p>IM.IR.4 I can read simple written exchanges between other people.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IM.IC.4 I can exchange information about subjects of special interest to me.</p>		
	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the main idea of personal messages exchanged in chat rooms. • I can understand the main idea of a magazine biographical interview with a celebrity. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about artists from other countries. • I can talk about historical events. • I can talk about a mathematics, technology, or science project. • I can... 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE INTERCULTURAL COMPETENCIES		
<p style="text-align: center;">Learner Benchmark Investigation of Products and Practices</p> <p style="text-align: center;"><i>I.CPP</i></p> <p style="text-align: center;"><i>I can identify common patterns in the products and practices of a culture.</i></p>	<p style="text-align: center;">Learner Benchmark Understanding of Cultural Perspectives</p> <p style="text-align: center;"><i>I.CP</i></p> <p style="text-align: center;"><i>I can compare familiar cultural beliefs and values.</i></p>	<p style="text-align: center;">Learner Benchmark Participation in Cultural Interaction</p> <p style="text-align: center;"><i>I.CIA</i></p> <p style="text-align: center;"><i>I can interact at a functional level in familiar cultural contexts.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.1 I can explore and reference current and past examples of authentic cultural products and practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP.1 I can describe some basic cultural viewpoints.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CIA.1 I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about an historical figure • I can have a simple conversation about a festival. • I can summarize the contributions of a culture in a blog or multimedia presentation. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. • I can describe how other cultures view major historical events differently. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can usually accept and refuse invitations in a culturally accepted way. • I can usually offer and receive gifts in a culturally accepted way. • I can usually request assistance in a culturally accepted way. • I can respond in a culturally accepted way when someone sneezes, toasts, or pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc. when talking with others.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

• I can...	• I can...	• I can...
Learning Indicator I.CPP.2 I can compare and contrast some common products of other cultures and my own.	Learning Indicator I.CP.2 I can make some generalizations about a culture.	Learning Indicator I.CIA.2 I can recognize and refer to elements of traditional and pop culture.
Sample Learning Targets <ul style="list-style-type: none"> • I can describe similarities and differences in artwork. • I can have a simple conversation about educational systems. • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes identify cultural stereotypes or exaggerated views of a culture. • I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can refer to a historical event. • I can describe the outcome in a recent election. • I can talk about a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can...
Learning Indicator I.CPP. 3 I can compare and contrast some behaviors or practices of other cultures and my own.		Learning Indicator I.CIA. 3 I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.
Sample Learning Targets <ul style="list-style-type: none"> • I can compare and contrast eating habits. • I can compare and contrast how people buy and sell. • I can compare and contrast how families interact. 		Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes sense when my behavior or speech has offended someone and apologize appropriately. • I can sometimes recognize when I have acted or spoken too informally and try to correct it.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> • I can compare and contrast how people celebrate. • I can compare and contrast how my peers socialize. • I can... 		<ul style="list-style-type: none"> • I can sometimes recognize when my attempt at humor is misguided. • I can...
--	--	--

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (ICP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational</i> <i>Writing</i>
IH.IL	IH.IR	IH.IC	IH.PS	IH.PW
<p><i>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i></p> <p><i>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</i></p> <p><i>I can sometimes follow what I hear about events and experiences in various timeframes.</i></p>	<p><i>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</i></p> <p><i>I can sometimes follow stories and descriptions about events and experiences in various timeframes.</i></p>	<p><i>I can participate with ease and confidence in conversations on familiar topics.</i></p> <p><i>I can usually talk about events and experiences in various timeframes.</i></p> <p><i>I can usually describe people, places, and things.</i></p> <p><i>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</i></p>	<p><i>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</i></p> <p><i>I can make some presentations on events and experiences in various timeframes.</i></p>	<p><i>I can write on topics related to school, work, and community in a generally organized way.</i></p> <p><i>I can write some simple paragraphs about events and experiences in various timeframes.</i></p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational</i> <i>Writing</i>
Learning Indicator IH.IL.1 I can easily understand straightforward information or interactions.	Learning Indicator IH.IR.1 I can understand accounts of personal events or experiences.	Learning Indicator IH.IC.1 I can exchange information related to areas of mutual interest.	Learning Indicator IH.PS.1 I can present information on academic and work topics.	Learning Indicator IH.PW.1 I can write about school and academic topics.
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the descriptions of avatars in a new video game. • I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. • I can understand a tour guide’s description of a city’s history and attractions. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand information about an upcoming excursion, such as a class trip or company event. • I can understand a friend’s postcard describing their family vacation. • I can understand descriptions of a Peace Corps volunteer’s daily life. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can provide information about specific events. • I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports. • I can ask for and provide descriptions of places I know and also places I would like to visit. • I can talk about my 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present ideas about something I have learned, such as an historical event, a famous person, or a current environmental issue. • I can explain a series of steps needed to complete a task or experiment. • I can explain to someone who was absent what took place in class or on the job. • I can present my 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a simple summary about something I have learned. • I can write a series of steps needed to complete a task, such as for an experiment. • I can prepare notes for someone who was absent from class or school. • I can write the content for a multi-media presentation, a handout, a synopsis,

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational</i> <i>Writing</i>
<ul style="list-style-type: none"> • I can... 		family history. <ul style="list-style-type: none"> • I can talk about jobs and career plans. • I can... 	qualifications and goals for an academic program, training, or job. <ul style="list-style-type: none"> • I can... 	etc. <ul style="list-style-type: none"> • I can...
Learning Indicator IH.IL.2 I can understand a few details in ads, announcements and other simple recordings.	Learning Indicator IH.IR.2 I can sometimes follow short, written instructions when supported by visuals.	Learning Indicator IH.IC.2 I can use my language to do a task that requires multiple steps.	Learning Indicator IH.PS.2 I can make a presentation on events, activities and topics of particular interest.	Learning Indicator IH.PW.2 I can write about work and career topics.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand a few details about a nutritional recommendation in a public service health announcement. • I can understand the services offered in an ad about a car repair 	Sample Learning Targets <ul style="list-style-type: none"> • I can follow the instructions to use an ATM machine. • I can follow the instructions to make an online purchase. • I can follow simple directions to do an experiment in a 	Sample Learning Targets <ul style="list-style-type: none"> • I can give the basic rules of a game or sport and answer questions about them. • I can ask for, follow, and give instructions for preparing food. • I can ask for and follow directions to 	Sample Learning Targets <ul style="list-style-type: none"> • I can make a presentation on something I learned from the media. • I can make a presentation about an interesting person. • I can summarize a personal, historical, 	Sample Learning Targets <ul style="list-style-type: none"> • I can write a simple summary about an assignment or task. • I can document the series of steps needed to complete a task or project. • I can prepare notes for someone who is

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational</i> <i>Writing</i>
<p>service.</p> <ul style="list-style-type: none"> • I can understand a few details from public service announcements such as severe weather warnings or safety alerts. • I can... 	<p>science class.</p> <ul style="list-style-type: none"> • I can understand the basic instructions for playing a video game. • I can... 	<p>get from one place to another.</p> <ul style="list-style-type: none"> • I can tell someone how to access information online. • I can explain basic rules, policies, or laws that affect us in a debate format. • I can... 	<p>or cultural event.</p> <ul style="list-style-type: none"> • I can give a presentation about my interests, hobbies, lifestyle, or preferred activities. • I can make a presentation about the history or current status of a school, organization, or company. • I can make a presentation about future plans. • I can... 	<p>new or has been absent from a project, team, or work meeting.</p> <ul style="list-style-type: none"> • I can draft a work plan. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can...
<p>Learning Indicator IH.IL.3 I can sometimes understand situations with complicating factors.</p>	<p>Learning Indicator IH.IR.3 I can understand the main idea of and a few supporting facts about famous people and historic events.</p>	<p>Learning Indicator IH.IC.3 I can use my language to handle a situation that may have a complication.</p>	<p>Learning Indicator IH.PS.3 I can present my point of view and provide reasons to support it.</p>	<p>Learning Indicator IH.PW.3 I can write about community topics and events.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational</i> <i>Writing</i>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a voice message from an exchange student telling why she will be late. • I can understand a phone message about a change in meeting times and place. • I can understand a voice message from the airlines about changes to a flight schedule. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can read a short summary of a historical figure's accomplishments. • I can understand the main idea and a few supporting facts about a scientific discovery from a summarized account. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can arrange for a make-up exam or reschedule an appointment. • I can return an item I have purchased to a store. • I can plan an outing with a group of friends. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint. • I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc. • I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a simple summary about something I have researched. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can write the steps needed to complete a task, such as for a community event or a fund raiser. • I can summarize what has been happening in the community for someone who is new or has been away. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational</i> <i>Writing</i>
			extreme weather events, etc. <ul style="list-style-type: none"> • I can... 	
				Learning Indicator IH.PW.4 I can write about an entertainment or social event.
				Sample Learning Targets <ul style="list-style-type: none"> • I can summarize a conversation or interview that I had with someone. • I can describe an event that I participated in or witnessed. • I can write a brief summary of the plot of a movie or an episode of a TV show. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE INTERCULTURAL COMPETENCIES		
<p style="text-align: center;">Learner Benchmark Investigation of Products and Practices</p> <p style="text-align: center;"><i>I.CPP</i></p> <p style="text-align: center;"><i>I can identify common patterns in the products and practices of a culture.</i></p>	<p style="text-align: center;">Learner Benchmark Understanding of Cultural Perspectives</p> <p style="text-align: center;"><i>I.CP</i></p> <p style="text-align: center;"><i>I can compare familiar cultural beliefs and values.</i></p>	<p style="text-align: center;">Learner Benchmark Participation in Cultural Interaction</p> <p style="text-align: center;"><i>I.CIA</i></p> <p style="text-align: center;"><i>I can interact at a functional level in familiar cultural contexts.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.1 I can explore and reference current and past examples of authentic cultural products and practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP.1 I can describe some basic cultural viewpoints.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CIA.1 I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about a historical figure. • I can have a simple conversation about a festival. • I can summarize the contributions of a 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can usually accept and refuse invitations in a culturally appropriate way. • I can usually offer and receive gifts in a culturally appropriate way. • I can usually request assistance in a culturally appropriate way. • I can respond in a culturally appropriate way when someone sneezes, toasts, pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language,

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>culture in a blog or multimedia presentation.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can describe how other cultures view major historical events differently. • I can... 	<p>turn-taking, interrupting, agreeing, etc. when talking with others.</p> <ul style="list-style-type: none"> • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.2 I can compare and contrast some common products of other cultures and my own.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP.2 I can make some generalizations about a culture.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CIA.2 I can recognize and refer to elements of traditional and pop culture.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe similarities and differences in artwork. • I can have a simple conversation about educational systems. • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes identify cultural stereotypes or exaggerated views of a culture. • I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can refer to a historical event. • I can describe the outcome in a recent election. • I can talk about the popularity of a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP. 3 I can compare and contrast some behaviors or practices of other cultures and my own.</p>		<p style="text-align: center;">Learning Indicator</p> <p>I.CIA. 3 I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can compare and contrast eating habits. 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify the appropriateness of topics and usually participate in conversations about them when

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> • I can compare and contrast how people buy and sell. • I can compare and contrast how families interact. • I can compare and contrast how people celebrate. • I can compare and contrast how my peers socialize. • I can... 		<p>attending a social or family event.</p> <ul style="list-style-type: none"> • I can sometimes recognize when I have acted or spoken too informally and try to correct it. • I can sometimes recognize when my attempt at humor is misguided. • I can...
--	--	--

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADVANCED LOW (AL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AL.PW Presentational Writing</i>
<p style="text-align: center;">AL.IL</p> <p><i>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes.</i></p> <p><i>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</i></p>	<p style="text-align: center;">AL.IR</p> <p><i>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes and genres.</i></p>	<p style="text-align: center;">AL.IC</p> <p><i>I can participate in conversations about familiar topics that go beyond my everyday life.</i></p> <p><i>I can talk in an organized way and with some detail about events and experiences in various timeframes.</i></p> <p><i>I can describe people, places, and things in an organized way and with some detail.</i></p> <p><i>I can handle a familiar situation with an unexpected complication.</i></p>	<p style="text-align: center;">AL.PS</p> <p><i>I can deliver organized presentations appropriate to my audience on a variety of topics.</i></p> <p><i>I can present information about events and experiences in various timeframes.</i></p>	<p style="text-align: center;">AL.PW</p> <p><i>I can write on general interest, academic, and professional topics.</i></p> <p><i>I can write organized paragraphs about events and experiences in various timeframes.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>AL.IL.1 I understand descriptions and stories</p>	<p style="text-align: center;">Learning Indicator</p> <p>AL.IR.1 I can find and use information for</p>	<p style="text-align: center;">Learning Indicator</p> <p>AL.IC.1 I can participate in conversations on a wide variety of topics</p>	<p style="text-align: center;">Learning Indicator</p> <p>AL.PS.1 I can deliver short presentations on a number of academic and</p>	<p style="text-align: center;">Learning Indicator</p> <p>AL.PW.1 I can meet basic school and academic writing needs.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AL.IL Interpretive Listening</i>	<i>Learner Benchmark AL.IR Interpretive Reading</i>	<i>Learner Benchmark AL.IC Interpersonal Communication</i>	<i>Learner Benchmark AL.PS Presentational Speaking</i>	<i>Learner Benchmark AL.PW Presentational Writing</i>
of events that have happened or will happen.	practical purposes.	that go beyond my everyday life.	workplace topics.	
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can understand short presentations about famous people in history. • I can understand a voicemail outlining the details of a plan for an upcoming outing. • I can follow a video conferencing session in which the speakers recount their experience on a recent trip. • I can... 	<ul style="list-style-type: none"> • I can read about an upcoming event and decide whether or not to attend. • I can read a blogger's account of a trip to plan my own. • I can read a message about a friend's car accident. • I can read a description about a candidate to make a voting decision. • I can understand absentee and sick leave policies. • I can... 	<ul style="list-style-type: none"> • I can explain absentee and sick leave policies and answer questions about them. • I can discuss current issues, such as leash laws, school dress codes, drinking age, or speed limits. • I can discuss what is currently going on in another community or country. • I can... 	<ul style="list-style-type: none"> • I can present an explanation for a work or school process, project, or policy. • I can provide a rationale for the importance of certain classes, subjects, or training programs. • I can present a summary of an action plan or annual report for a club or work group. • I can... 	<ul style="list-style-type: none"> • I can revise class or meeting notes that I have taken for distribution. • I can draft and revise an essay or composition as part of a school assignment. • I can write an abstract for a science fair project, research study, or conference. • I can write summaries or annotations for a research project • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>AL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>AL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>AL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>AL.PW Presentational</i> <i>Writing</i>
<p>Learning Indicator</p> <p>AL.IL.2 I can understand the main idea of popular genres.</p>	<p>Learning Indicator</p> <p>AL.IR.2 I can read texts that compare and contrast information.</p>	<p>Learning Indicator</p> <p>AL.IC.2 I can compare and contrast life in different locations and in different times.</p>	<p>Learning Indicator</p> <p>AL.PS.2 I can deliver short presentations on social and cultural topics.</p>	<p>Learning Indicator</p> <p>AL.PW.2 I can meet basic work and career writing needs.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow televised promotions for upcoming programs. • I can follow a YouTube comparison of two popular vacation locations. • I can follow simple oral stories, recorded books, summaries, and excerpts from speeches. • I can understand some simple information from a movie trailer. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can read restaurant descriptions to guide my choice. • I can read movie summaries to choose what to see. • I can read a catalogue of course descriptions to choose my classes. • I can understand the main idea and some details from a list of government job descriptions. • I can read an article about how technology 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how life has changed since I was a child and answer questions about my explanation • I can compare different jobs and study programs in discussing them with a peer. • I can explain how technology has changed our lives and enter into a debate on this topic. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present an explanation for a social or community project or policy. • I can give a presentation about the importance of certain social and cultural practices. • I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc. • I can present a 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write an informational memo about a project or event. • I can write summaries or a multi-step work plan for a new project. • I can write brief job descriptions or performance reports. • I can revise meeting notes that I have taken for distribution. • I can draft and revise a résumé or cover letter. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AL.PW Presentational Writing</i>
	<p>has changed in the past 20 years.</p> <ul style="list-style-type: none"> • I can... 		<p>summary of an action plan or annual report for a community or social organization.</p> <ul style="list-style-type: none"> • I can... 	
	<p>Learning Indicator</p> <p>AL.IR.3 I can follow simple written instructions.</p>	<p>Learning Indicator</p> <p>AL.IC.3 I can resolve an unexpected complication that arises in a familiar situation.</p>	<p>Learning Indicator</p> <p>AL.PS.3 I can explain issues of public and community interest, including different viewpoints.</p>	<p>Learning Indicator</p> <p>AL.PW.3 I can meet basic social and civic writing needs.</p>
	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow directions for assembling a model. • I can follow driving directions. • I can follow the steps of a recipe. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. • I can tell a friend how I'm going to replace an item that I borrowed and 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present reasons for or against a position on a political or social issue. • I can make a presentation related to public health or safety. • I can present a position during a 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can manage and edit an online journal, blog, or discussion forum. • I can write an article about an event or project of a club or group. • I can write a letter of

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AL.IL Interpretive Listening</i>	<i>Learner Benchmark AL.IR Interpretive Reading</i>	<i>Learner Benchmark AL.IC Interpersonal Communication</i>	<i>Learner Benchmark AL.PS Presentational Speaking</i>	<i>Learner Benchmark AL.PW Presentational Writing</i>
		<p>broke/lost.</p> <ul style="list-style-type: none"> • I can explain why I was late to class or absent from work and arrange to make up the lost time. • I can... 	<p>formal debate.</p> <ul style="list-style-type: none"> • I can make a presentation promoting an event, a service, or a product. • I can... 	<p>advice or letter to the editor on a social, civic or political issue.</p> <ul style="list-style-type: none"> • I can prepare reports and online communications for a social club, community or political group. • I can...
		<p>Learning Indicator AL.IC.4 I can conduct or participate in interviews.</p>	<p>Learning Indicator AL.PS.4 I can deliver presentations for a specific audience.</p>	
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can interview for a job or service opportunity related to my field of expertise. • I can interview someone about his/her professional interests and activities. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can deliver a presentation to my classmates or colleagues. • I can make presentations about special opportunities such as internships 	

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AL.IL Interpretive Listening</i>	<i>Learner Benchmark AL.IR Interpretive Reading</i>	<i>Learner Benchmark AL.IC Interpersonal Communication</i>	<i>Learner Benchmark AL.PS Presentational Speaking</i>	<i>Learner Benchmark AL.PW Presentational Writing</i>
		<ul style="list-style-type: none"> • I can... 	<p>and study abroad.</p> <ul style="list-style-type: none"> • I can provide an explanation about a process or procedure such as obtaining a driver's license, submitting an application for college admission, or applying for a scholarship or financial aid, etc. • I can present an overview about my school, community, or workplace. • I can... 	

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADVANCED INTERCULTURAL COMPETENCIES		
<p style="text-align: center;">Learner Benchmark Investigation of Products and Practices</p> <p style="text-align: center;"><i>A.CPP</i></p> <p><i>I can explain some diversity among the products and practices in other cultures and my own.</i></p>	<p style="text-align: center;">Learner Benchmark Understanding of Cultural Perspectives</p> <p style="text-align: center;"><i>A.CP</i></p> <p><i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i></p>	<p style="text-align: center;">Learner Benchmark Participation in Cultural Interaction</p> <p style="text-align: center;"><i>A.CIA</i></p> <p><i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>A.CPP.1 I can explain some of the factors that contribute to why products and practices vary across cultures.</p>	<p style="text-align: center;">Learning Indicator</p> <p>A.CP. 1 I can explain how peoples’ actions reflect their cultural beliefs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>A.CIA.1 I can comfortably interact and converse with peers and colleagues at school, work, or play.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created. • I can explain how a country’s cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural elements in filmmaking. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some cultures spend more time at meals than others. • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can collaborate on a project with peers from another culture • I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.) • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate and inappropriate topics and participate

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> • I can... 		<p>in conversations about most of them.</p> <ul style="list-style-type: none"> • I can...
<p>Learning Indicator</p> <p>A.CPP.2 I can analyze how peoples’ practices and behaviors reflect their cultures.</p>	<p>Learning Indicator</p> <p>A.CP. 2 I can explain how social, political, religious, and economic institutions reflect cultural beliefs.</p>	<p>Learning Indicator</p> <p>A.CIA.2 I can interact with people in some situations outside of my normal routine.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain sports. • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing experience. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>Learning Indicator</p> <p>A.CPP.3 I can explore topics of personal and professional interest.</p>		<p>Learning Indicator</p> <p>A.CIA.3 I can navigate some formal and official procedures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can... 		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can...
		<p>Learning Indicator</p> <p>A.CIA.4 I can understand that a cultural faux pas has occurred and understand how to correct it.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

		<p>language.</p> <ul style="list-style-type: none"> • I can understand why a gift I gave was inappropriate and decide what to give the next time. • I can understand why a comment I made was offensive and decide what to say next time. • I can understand why what I wore was inappropriate and decide what to wear next time. • I can understand why the food I served was not appreciated and decide what to serve next time. • I can write an apology to repair a relationship. • I can...
--	--	--

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>
--	--

ADVANCED MID (AM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i>	<i>Learner Benchmark</i>	<i>Learner Benchmark</i>	<i>Learner Benchmark</i>	<i>Learner Benchmark</i>
<i>AM.IL Interpretive Listening</i>	<i>AM.IR Interpretive Reading</i>	<i>AM.IC Interpersonal Communication</i>	<i>AM.PS Presentational Speaking</i>	<i>AM.PW Presentational Writing</i>
AM.IL	AM.IR	AM.IC	AM.PS	AM.PW
<p><i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes.</i></p>	<p><i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some professional topics.</i></p> <p><i>I can follow stories and descriptions of considerable length and in various timeframes.</i></p> <p><i>I can understand texts</i></p>	<p><i>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</i></p> <p><i>I can talk in detail and in an organized way about events and experiences in various timeframes.</i></p> <p><i>I can confidently handle routine situations with an unexpected</i></p>	<p><i>I can deliver well-organized presentations on concrete social, academic, and professional topics.</i></p> <p><i>I can present detailed information about events and experiences in various timeframes.</i></p>	<p><i>I can write on a wide variety of general interest, professional, and academic topics.</i></p> <p><i>I can write well-organized, detailed paragraphs in various timeframes.</i></p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AM.PW Presentational Writing</i>
<i>I can understand information presented in most genres, even when not familiar with the topic.</i>	<i>written in a variety of genres, even when I am unfamiliar with the topic.</i>	<i>complication.</i> <i>I can share my point of view in discussions on some complex issues.</i>		
Learning Indicator AM.IL.1 I can understand the main idea and many details of descriptions or interviews.	Learning Indicator AM.IR.1 I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.	Learning Indicator AM.IC.1 I can communicate effectively on a wide variety of present, past, and future events.	Learning Indicator AM.PS.1 I can present information about events of public or personal interest.	Learning Indicator AM.PW.1 I can write well organized texts for a variety of academic purposes.
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand many details given in an interview with a famous person, such as a rock star, politician, or actor • I can understand a Web-based presentation giving a virtual tour of a city or 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow the chronological plot in a simple short story. • I can follow news articles reporting on community events. • I can follow a short online autobiography. • I can follow a cover 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a clear and detailed story about childhood memories, or memorable events and answer questions about my explanation. • I can give clear descriptions about cultural events and respond to questions 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recount the details of an historical event. • I can present in detail the plot, setting, characters, etc. of a film or book. • I can describe in detail a social event or a local celebration. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a research paper on a topic related to my studies or area of specialization. • I can write a proposal for a project or a research study. • I can write a newspaper and/or

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AM.IL Interpretive Listening</i>	<i>Learner Benchmark AM.IR Interpretive Reading</i>	<i>Learner Benchmark AM.IC Interpersonal Communication</i>	<i>Learner Benchmark AM.PS Presentational Speaking</i>	<i>Learner Benchmark AM.PW Presentational Writing</i>
<p>university.</p> <ul style="list-style-type: none"> • I can understand an introduction that outlines the achievements of a speaker. • I can... 	<p>letter and a résumé.</p> <ul style="list-style-type: none"> • I can... 	<p>about them.</p> <ul style="list-style-type: none"> • I can talk about present challenges in my school or work life, such as paying for classes or dealing with difficult colleagues. • I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years. • I can... 	<ul style="list-style-type: none"> • I can present a full account of the social and cultural activities from a recent trip or excursion. • I can tell a story to a particular audience for dramatic effect. • I can incorporate simple analogies into presentations. • I can give an accurate description of something I participated in or witnessed. • I can... 	<p>magazine article about an event, project, or research initiative.</p> <ul style="list-style-type: none"> • I can write content for instructional resources. • I can...
<p>Learning Indicator AM.IL.2 I can understand accounts of events.</p>	<p>Learning Indicator AM.IR.2 I can understand general information on topics outside my field of interest.</p>	<p>Learning Indicator AM.IC.2 I can exchange general information on topics outside my fields of interest.</p>	<p>Learning Indicator AM.PS.2 I can convey my ideas and elaborate on a variety of academic topics.</p>	<p>Learning Indicator AM.PW.2 I can write well organized texts for a variety of professional purposes.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AM.IL Interpretive Listening</i>	<i>Learner Benchmark AM.IR Interpretive Reading</i>	<i>Learner Benchmark AM.IC Interpersonal Communication</i>	<i>Learner Benchmark AM.PS Presentational Speaking</i>	<i>Learner Benchmark AM.PW Presentational Writing</i>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a voicemail message on how someone missed a meeting because of an accident. • I can understand a family member recounting an event in a recorded memoir. • I can understand some autobiographical details of a well-known science figure • I can understand a commentator’s summary of a sporting event on TV. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the details about a police report on a recent crime. • I can understand the details of a job or performance evaluation. • I can understand the details of an article about a sporting or cultural event. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange general information about my community, such as demographic information and points of interests. • I can exchange general information about leisure and travel, such as the world’s most visited sites or most beautiful places to visit. • I can exchange factual information about social and environmental questions, such as retirement, recycling, or pollution. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can make presentations on a variety of subjects I have researched. • I can teach a lesson to a particular audience. • I can give detailed presentations on the process and the outcome of an experiment, research study, etc. • I can make presentations to advocate for educational opportunities such as membership in a club, honor society, study abroad. • I can give a presentation on a capstone or similar 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write letters of recommendation. • I can write a project proposal or a report. • I can write about the results of a survey and the recommendations that might follow. • I can write a statement for a job application. • I can write performance reviews or project evaluations. • I can write brochures or other resources for clients or customers. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>AM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>AM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>AM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>AM.PW Presentational</i> <i>Writing</i>
			summative project such as a thesis or seminar. • I can...	
Learning Indicator AM.IL.3 I can understand directions and instructions on everyday tasks.	Learning Indicator AM.IR.3 I can handle a complication or unexpected turn of events.	Learning Indicator AM.IC.3 I can handle a complication or unexpected turn of events.	Learning Indicator AM.PS.3 I can give presentations with ease and detail on a wide variety of topics related to professional interests.	Learning Indicator AM.PW.3 I can write well organized texts for a variety of general interest purposes
Sample Learning Targets <ul style="list-style-type: none"> • I can understand multi-step instructions in a recipe presented on TV or YouTube. • I can understand when a friend tells me how to play a sport or game. • I can understand the details when a teacher presents how to complete a homework 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand an e-mail message explaining details about the rescheduling of an event. • I can understand the details in a message about why someone missed an important meeting. • I can understand detailed descriptions 	Sample Learning Targets <ul style="list-style-type: none"> • I can return or exchange a purchase when a vendor makes a mistake or when parts are missing. • I can clear up a major personal, school, or work place misunderstanding. • I can explain an injury or illness and manage to get help. 	Sample Learning Targets <ul style="list-style-type: none"> • I can give a presentation about my studies, work, or organization to an outside audience. • I can advocate for new ideas or innovative approaches related to school, work, or training. • I can present detailed information to clients, 	Sample Learning Targets <ul style="list-style-type: none"> • I can write an article for a special interest magazine. • I can write a family or community history. • I can write brochures or other resources for community events or fund raising. • I can write promotional materials.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AM.IL Interpretive Listening</i>	<i>Learner Benchmark AM.IR Interpretive Reading</i>	<i>Learner Benchmark AM.IC Interpersonal Communication</i>	<i>Learner Benchmark AM.PS Presentational Speaking</i>	<i>Learner Benchmark AM.PW Presentational Writing</i>
assignment to the class. • I can...	about a service learning project. • I can...	• I can...	customers, or others. • I can...	• I can...
ADVANCED INTERCULTURAL COMPETENCIES				
Learner Benchmark Investigation of Products and Practices <i>A.CPP</i> <i>I can explain some diversity among the products and practices in other cultures and my own.</i>	Learner Benchmark Understanding of Cultural Perspectives <i>A.CP</i> <i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i>	Learner Benchmark Participation in Cultural Interaction <i>A.CIA</i> <i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i>		
Learning Indicator A.CPP.1 I can explain some of the factors that contribute to why products and practices vary across cultures.	Learning Indicator A.CP.1 I can explain how peoples' actions reflect their cultural beliefs.	Learning Indicator A.CIA.1 I can comfortably interact and converse with peers and colleagues at school, work, or play.		
Sample Learning Targets • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created.	Sample Learning Targets • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some	Sample Learning Targets • I can collaborate on a project with peers from another culture • I can interact appropriately when I am a guest in the home of a friend		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> • I can explain how a country’s cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural elements in filmmaking. • I can... 	<p style="text-align: center;">culture spend more time at meals than others.</p> <ul style="list-style-type: none"> • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture. • I can... 	<p style="text-align: center;">from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.)</p> <ul style="list-style-type: none"> • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate and inappropriate topics and participate in conversations about most of them. • I can...
<p>Learning Indicator</p> <p>A.CPP.2 I can analyze how peoples’ practices and behaviors reflect their cultures.</p>	<p>Learning Indicator</p> <p>A.CP. 2 I can explain how social, political, religious, and economic institutions reflect cultural beliefs.</p>	<p>Learning Indicator</p> <p>A.CIA.2 I can interact with people in some situations outside of my normal routine.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>sports.</p> <ul style="list-style-type: none"> • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can... 		<p>experience.</p> <ul style="list-style-type: none"> • I can...
<p style="text-align: center;">Learning Indicator</p> <p>A.CPP.3 I can explore topics of personal and professional interest.</p>		<p style="text-align: center;">Learning Indicator</p> <p>A.CIA.3 I can navigate some formal and official procedures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can... 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can...
		<p style="text-align: center;">Learning Indicator</p> <p>A.CIA.4 I can understand that a cultural faux pas has occurred and understand how to correct it.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none">• I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language.• I can understand why a gift I gave was inappropriate and decide what to give the next time.• I can understand why a comment I made was offensive and decide what to say next time.• I can understand why what I wore was inappropriate and decide what to wear next time.• I can understand why the food I served was not appreciated and decide what to serve next time.• I can write an apology to repair a relationship.• I can...
--	--	--

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADVANCED HIGH (AH) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> AH.IL Interpretive <i>Listening</i>	<i>Learner Benchmark</i> AH.IR Interpretive <i>Reading</i>	<i>Learner Benchmark</i> AH.IC Interpersonal <i>Communication</i>	<i>Learner Benchmark</i> AH.PS Presentational <i>Speaking</i>	<i>Learner Benchmark</i> AH.PW Presentational <i>Writing</i>
AH.IL <i>I can easily follow narrative, informational and descriptive speech.</i> <i>I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</i> <i>I can sometimes follow extended arguments and different points of view.</i>	AH.IR <i>I can easily follow narrative, informational, and descriptive texts.</i> <i>I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</i> <i>I can sometimes understand extended arguments and different points of view.</i>	AH.IC <i>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.</i> <i>I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</i>	AH.PS <i>I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.</i>	AH.PW <i>I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</i>
Learning Indicator AH.IL.1 I can easily understand detailed reports and exposés.	Learning Indicator AH.IR.1 I can understand narrative, descriptive, and informational texts of any length.	Learning Indicator AH.IC.1 I can exchange complex information about academic and professional tasks.	Learning Indicator AH.PS.1 I can present complex information on many concrete topics and related issues.	Learning Indicator AH.PW.1 I can write using target language and culture conventions to present and elaborate a point of view.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AH.II Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>AH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>AH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>AH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>AH.PW Presentational</i> <i>Writing</i>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand an interview in which the relationship of texting and traffic accidents is detailed by victims’ reports on their experiences. • I can understand a radio report on the increased crime rate in a community that includes descriptions of specific incidents of crime. • I can understand a televised exposé on celebrities as heroes. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a detailed account of a unique travel or cultural experience. • I can understand the minutes of a student club meeting that describes new by-laws. • I can understand the new perspectives of a musical group in an article that describes the direction taken in their latest CD. • I can understand most documents outlining rules and regulations, such as an apartment rental contract. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange complex information about my academic studies, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field. • I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can deliver detailed and well-organized presentations about topics that I have studied, such as modern art or Internet journalism. • I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field. • I can give a presentation about cultural influences on society. • I can speak about the details and value of an experiment I have performed. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a position paper on an issue I have researched or that is related to my field of expertise. • I can express a detailed point of view in a blog or other public forum. • I can write an editorial piece in order to speculate on outcomes or implications of an issue. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> AH.II.1 <i>Interpretive Listening</i>	<i>Learner Benchmark</i> AH.IR.1 <i>Interpretive Reading</i>	<i>Learner Benchmark</i> AH.IC.1 <i>Interpersonal Communication</i>	<i>Learner Benchmark</i> AH.PS.1 <i>Presentational Speaking</i>	<i>Learner Benchmark</i> AH.PW.1 <i>Presentational Writing</i>
		<ul style="list-style-type: none"> I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions or countries. 	<ul style="list-style-type: none"> I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls, etc. Into a presentation. I can... 	
<p>Learning Indicator AH.II.2 I can often understand various viewpoints in extended arguments.</p>	<p>Learning Indicator AH.IR.2 I can read about most topics of special interest.</p>	<p>Learning Indicator AH.IC.2 I can exchange detailed information on topics within and beyond my fields of interest.</p>	<p>Learning Indicator AH.PS.2 I can present a viewpoint with supporting arguments on a complex issue.</p>	<p>Learning Indicator AH.PW.2 I can write using target language and culture conventions for informal purposes.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can exchange detailed information about my personal and professional interests. I can exchange detailed information on technological advances. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. I can clearly present a 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a personal mission statement. I can write a statement of purpose related to my professional goals. I can write entries in a reflection journal.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> AH.IL Interpretive <i>Listening</i>	<i>Learner Benchmark</i> AH.IR Interpretive <i>Reading</i>	<i>Learner Benchmark</i> AH.IC Interpersonal <i>Communication</i>	<i>Learner Benchmark</i> AH.PS Presentational <i>Speaking</i>	<i>Learner Benchmark</i> AH.PW Presentational <i>Writing</i>
<ul style="list-style-type: none"> • I can understand the main points made in a conversation I overhear where two people are arguing the pros and cons of social networking. • I can understand a YouTube debate on the legal age of drinking. • I can... 	<ul style="list-style-type: none"> • I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest. • I can... 	<ul style="list-style-type: none"> • I can participate in conversations on social or cultural questions relevant to speakers of this language. • I can... 	<ul style="list-style-type: none"> particular political viewpoint. • I can present an argument in favor of an economic policy and support my opinion with details. • I can defend or challenge a controversial action taken by a person or group. • I can... 	<ul style="list-style-type: none"> • I can...
<p style="text-align: center;">Learning Indicator</p> <p>AH.IL.3 I can understand discussions and presentations on many concrete and abstract topics.</p>	<p style="text-align: center;">Learning Indicator</p> <p>AH.IR.3 I can read most general fiction and non-fiction.</p>	<p style="text-align: center;">Learning Indicator</p> <p>AH.IC.3 I can support my opinion and construct hypotheses.</p>	<p style="text-align: center;">Learning Indicator</p> <p>AH.PS.3 I can use appropriate presentational conventions and strategies.</p>	<p style="text-align: center;">Learning Indicator</p> <p>AH.PW.3 I can write using target language and culture conventions for formal purposes.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the benefits of marathon running as detailed in 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand most short stories, plays, and novels. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a supported argument about work-related processes that 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present a detailed, supported argument about the 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write an in-depth research paper. • I can write a policy

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> AH.II Interpretive <i>Listening</i>	<i>Learner Benchmark</i> AH.IR Interpretive <i>Reading</i>	<i>Learner Benchmark</i> AH.IC Interpersonal <i>Communication</i>	<i>Learner Benchmark</i> AH.PS Presentational <i>Speaking</i>	<i>Learner Benchmark</i> AH.PW Presentational <i>Writing</i>
<p>a podcast.</p> <ul style="list-style-type: none"> • I can understand many points made in a YouTube presentation advocating for changes to immigration laws. • I can understand a group leader’s justification for protesting a cut in programs. • I can... 	<ul style="list-style-type: none"> • I can understand most inferences and allusions. • I can understand non-fiction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc. • I can... 	<p>would benefit me and my employer.</p> <ul style="list-style-type: none"> • I can give a supported argument about social reform, such as daycare and elder care. • I can usually defend my views in a debate. • I can... 	<p>need for alternative energy sources or other environmental topic.</p> <ul style="list-style-type: none"> • I can clearly present a particular political viewpoint. • I can present an argument in favor of an economic policy and support my opinion with details. • I can defend a controversial action taken by a person or group. • I can... 	<p>statement.</p> <ul style="list-style-type: none"> • I can contribute to a strategic plan. • I can create a professional portfolio. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADVANCED INTERCULTURAL COMPETENCIES		
<p style="text-align: center;">Learner Benchmark Investigation of Products and Practices</p> <p style="text-align: center;"><i>A.CPP</i></p> <p><i>I can explain some diversity among the products and practices in other cultures and my own.</i></p>	<p style="text-align: center;">Learner Benchmark Understanding of Cultural Perspectives</p> <p style="text-align: center;"><i>A.CP</i></p> <p><i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i></p>	<p style="text-align: center;">Learner Benchmark Participation in Cultural Interaction</p> <p style="text-align: center;"><i>A.CIA</i></p> <p><i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>A.CPP.1 I can explain some of the factors that contribute to why products and practices vary across cultures.</p>	<p style="text-align: center;">Learning Indicator</p> <p>A.CP.1 I can explain how peoples' actions reflect their cultural beliefs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>A.CIA.1 I can comfortably interact and converse with peers and colleagues at school, work, or play.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created. • I can explain how a country's cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some culture spend more time at meals than others. • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can collaborate on a project with peers from another culture. • I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.) • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>elements in filmmaking.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	<p>and inappropriate topics and participate in conversations about most of them.</p> <ul style="list-style-type: none"> • I can...
<p style="text-align: center;">Learning Indicator</p> <p>A.CPP.2 I can analyze how peoples' practices and behaviors reflect their cultures.</p>	<p style="text-align: center;">Learning Indicator</p> <p>A.CP.2 I can explain how social, political, religious, and economic institutions reflect cultural beliefs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>A.CIA.2 I can interact with people in some situations outside of my normal routine.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain sports. • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing experience. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p>Learning Indicator A.CPP.3 I can explore topics of personal and professional interest.</p>		<p>Learning Indicator A.CIA.3 I can navigate some formal and official procedures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can... 		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can...
		<p>Learning Indicator A.CIA.4 I can understand that a cultural faux pas has occurred and understand how to correct it.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY

		<p>language.</p> <ul style="list-style-type: none">• I can understand why a gift I gave was inappropriate and decide what to give the next time.• I can understand why a comment I made was offensive and decide what to say next time.• I can understand why what I wore was inappropriate and decide what to wear next time.• I can understand why the food I served was not appreciated and decide what to serve next time.• I can write an apology to repair a relationship.• I can...
--	--	---

***FREQUENTLY ASKED QUESTIONS
SOUTH CAROLINA STANDARD FOR
FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL
LANGUAGES***

This section is intended to be an addendum to, not a replacement for, the Frequently Asked Questions for World Languages p. 1. It addresses **only** those areas in which the classical languages **differ** from modern languages. Reading both FAQ documents will enable teachers of classical languages to implement the standard successfully.

- **What is a classical language?**

The classical languages refer to ancient Greek and Latin, which were the dominant written and spoken languages across the Mediterranean world in classical antiquity.

- **What are the benefits of studying a classical language?**

The importance of studying a classical language cannot be overestimated. Graeco-Roman society has made a significant impact on modern cultures in a variety of disciplines, including art, architecture, medicine, science, law, literature, political systems, mathematics, and philosophy. Students of classical languages consistently perform very well on standardized tests such as the SAT, particularly in critical reading and writing.

Study of

- the structure of Latin and Greek improves logical thinking processes.
- Latin and Greek vocabulary improves knowledge of vocabulary in English and the Romance languages.
- the culture of the Greeks and Romans expressed through their products, practices, and perspectives, primarily expressed through the written word, improves knowledge of a vast number of other disciplines.

- **What is the purpose of studying a classical language?**

Because the primary goal of Latin and ancient Greek is proficiency in the reading of unadapted, authentic texts rather than speaking or writing the language, the ACTFL proficiency guidelines, the basis of the *South Carolina Standard for World Language Proficiency*, emphasizes that learners of classical languages will make gains more quickly in reading the target language, and will progress more slowly in speaking and writing, than their modern language peers. **For this reason, interpretive reading is emphasized in the standard by both its placement first among the modes and the bold outline of the column.** However, since recent studies and practices have shown that speaking and writing in the target language can have dramatic effects on the student's ability to comprehend written language, the emphasis on speaking and writing remains strong throughout the study of the classical language. If one considers the study of classical languages in light of a wheel, interpretive reading is the hub to which the spokes of the other competencies are attached. As learners work to interpret meaning, their abilities to negotiate

meaning and produce language support the reading process and increase interpretive reading skills. Continuing the analogy of a wheel, a rim of cultural understanding holds all of these components together as learners experience language through a filter of the products, practices and perspectives of the Greeks and Romans.

- **How is the *Standard for World Language Proficiency Adapted for Classical Languages?***

The South Carolina Standard for World Language Proficiency is described in full on pages 11-95. The benchmarks, indicators, and sample learning targets are a description of what individuals can do at the Novice Low to the Intermediate High levels of proficiency in speaking, writing, listening, and reading. The requirements for the Advanced level are appropriate for college and therefore are not included in this document.

All the language competencies, benchmarks, and indicators are performed in the target language. Interpretive reading and listening may require some analysis and discussion in English; however, interpersonal communication, presentational speaking and presentational writing occur in the target language only. The cultural competencies, benchmarks, and indicators are intended to be performed in the target language to the fullest extent possible.

The sample learning targets, in which specific texts from specific authors are given, are merely examples and are not meant to dictate what authors or texts individual teachers may use.

Because most Latin or Greek programs are currently organized by year rather than by proficiency levels, the following table indicates a possible correlation of traditional course level/year to proficiency level in interpretive reading.

Nota Bene:

1. Some middle-school programs offer a high-school level 1 language credit over two years. Learners at the middle-school level may spend more time at Novice-Mid level, but over the course of the two years should end at the same level as their high-school counterparts.
2. Advanced-Placement Latin is not governed by these benchmarks and indicators but by those imposed by the College Board. AP Latin may occur in either level 4 or level 5.

Course	Proficiency Level in Interpretive Reading
Level 1	Novice Mid to Novice High
Level 2	Intermediate Low
Level 3	Intermediate Mid
Level 4	Intermediate High

- **How do teachers and learners address the cultural competencies?**

The national *Standards for Foreign Language Learning in the 21st Century* highlights the need for learners to understand the relationship between a culture’s perspectives and its products and practices. A culture’s perspectives are generally considered to be their values, beliefs and attitudes. Understanding perspectives gives us insight into the products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people. The *South*

Carolina Standard for World Language Proficiency Adapted for Classical Languages includes cultural competencies based on products and practices, their perspectives, and the cultural connections to other world cultures.

The cultural competencies overlap with the linguistic competencies in which the target language is expressly used to derive understanding of products, practices and perspectives of the target culture. Learners may discuss elements of culture in English; however the content of those discussions is based on adapted and authentic materials and texts.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

STANDARD

Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Through learning another language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of Standards for Foreign Language Learning in the 21st Century

CORE PERFORMANCE COMPETENCIES

Language Competencies	Cultural Competencies
<p>1. Interpretive Reading (IR) and Listening (IL)</p> <p>I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas on a variety of topics.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>4. Investigation of Cultures' Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultures' Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Application of Cultural Connections (CC)</p> <p>I can make my knowledge of language and understanding of classical cultures relevant to the modern world.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

NOVICE LOW (NL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NL.IR Interpretive Reading</i>	<i>Learner Benchmark NL.IL Interpretive Listening</i>	<i>Learner Benchmark NL.IC Interpersonal Communication</i>	<i>Learner Benchmark NL.PS Presentational Speaking</i>	<i>Learner Benchmark NL.PW Presentational Writing</i>
NL.IR <i>I can recognize a few Roman or Greek letters. I can identify a few memorized words and phrases when I read.</i>	NL.IL <i>I can recognize a few memorized words and phrases when I hear them spoken. I can occasionally identify the sound of a character or a word.</i>	NL.IC <i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i>	NL.PS <i>I can provide information about myself and some other very familiar topics using single words or memorized expressions.</i>	NL.PW <i>I can copy some familiar words or phrases.</i>
Learning Indicator NL.IR.1 I can occasionally recognize a few Roman or Greek letters.	Learning Indicator NL.IL.1 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	Learning Indicator NL.IC.1 I can greet my peers.	Learner Indicator NL.PS.1 I can recite words and phrases that I have learned.	Learning Indicator NL.PW.1 I can copy some letters and words that I see on the wall or board, in a book, or on the computer.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>		<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>NL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>NL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>NL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>NL.PW Presentational Writing</i>	
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can correctly identify letters that function differently from those of the English alphabet, such as all Greek letters: <i>I, v, c, g</i> in Latin. • I can I can alphabetize a list of names. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the names of colors. • I can identify a few simple numbers. • I can identify a few food items when I hear them. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say hello and goodbye. • I can ask how someone is doing. • I can say how I am feeling. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can count from 1-10. • I can list some months and seasons. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can copy the letters of the alphabet. • I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc. • I can... 	
<p style="text-align: center;">Learning Indicator</p> <p>NL.IR.2 I can occasionally connect some words or phrases to their meanings.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.IL.2 I can occasionally connect some words or phrases to their meanings.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.IC.2 I can introduce myself.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.PW.2 I can write words and phrases that I have learned.</p>	

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can occasionally recognize some cities on a map. • I can occasionally identify Roman or Greek names. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell someone my name. • I can say how old I am. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can name famous landmarks and people. • I can name countries on a map. • I can list items Roman or Greek everyday items. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write my name. • I can write some short sentences about a family. • I can write the months and seasons. • I can...
	<p style="text-align: center;">Learning Indicator</p> <p>NL.IL.3 I can occasionally identify isolated words that I have memorized, particularly when accompanied by pictures.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.IC.3 I can answer a few simple questions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.PS.3 I can introduce myself to a group.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NL.PW.3 I can label familiar people, places, and objects in pictures and posters.</p>
	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify members of a family and recognize their titles such as <i>pater</i>, <i>mater</i>, <i>filius</i>. • I can identify the gods by name. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can respond to yes/no questions. • I can answer an either/or question. • I respond to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i> questions. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can describe myself with simple adjectives. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of places on a map. • I can list some items I see every day. • I can label some items in a room.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

				• I can...
			NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	
			<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sing a short song. • I can recite a simple poem. • I can... 	

NOVICE CULTURAL COMPETENCIES

<p>Learner Benchmark Investigation of Products and Practices</p> <p><i>N.CPP</i> <i>I can identify some products and practices of cultures.</i></p>	<p>Learner Benchmark Understanding of Cultural Perspectives</p> <p><i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i></p>	<p>Learner Benchmark Application of Cultural Connections</p> <p><i>N.ACC</i> <i>I can identify and discuss elements of Roman and Greek culture that influence other cultures.</i></p>
<p>Learning Indicator</p> <p>N.CPP.1 I can identify and discuss basic Roman or Greek products designed for communication.</p>	<p>Learning Indicator</p> <p>N.CP.1 I can identify and discuss Roman and Greek codes of behavior.</p>	<p>Learning Indicator</p> <p>N.ACC.1 I can identify and discuss how Roman and Greek political and legal institutions influence other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the messages on coins that Roman or Greek officials sent to 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss key Roman or Greek virtues such as <i>dignitas</i>, <i>pietas</i>, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the concept of representation in political systems

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>people in their territories.</p> <ul style="list-style-type: none"> • I can identify and discuss written documents such as inscriptions and letters. • I can identify and discuss the role of Roman roads in the imperial post system. • I can... 	<p><i>gravitas, ἀρετή, φρόνησις</i>, etc.</p> <ul style="list-style-type: none"> • I can give Roman or Greek examples who exemplified <i>dignitas, pietas, gravitas, ἀρετή, φρόνησις</i> etc. as well as those who did not. • I can discuss the importance of codes of honor in Roman and Greek military life. • I can... 	<p>influenced current institutions such as the U.S. Senate and House of Representatives.</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman written law influenced European and American law. • I can identify and discuss how restrictions on the right to vote in American history mirror Roman voting practices. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.2 I can identify and discuss basic Roman or Greek decorative products.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.2 I can identify and discuss Roman or Greek attitudes towards various members of society.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.2 I can identify and discuss how Roman and Greek art and architecture influence other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss what Roman or Greek pottery tells us about daily life. • I can identify and discuss various purposes of painting and mosaics. • I can identify and discuss various uses of sculpture. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the <i>pater familias</i> affected all aspects of family life. • I can identify and discuss Roman or Greek attitudes toward slavery. • I can identify and discuss Roman or Greek attitudes towards women. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Greek and Roman representation of the human body influenced Renaissance artists. • I can identify and discuss how elements of Greek and Roman such as columns, capitals, pediments, arches, etc. influence modern buildings. • I can identify and discuss how elements of Greek and Roman funeral art such as urns, grave markers, monuments, sarcophagi, etc. influence modern customs. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.3 I can identify and discuss basic elements of Roman or Greek infrastructure.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.3 I can identify and discuss Roman or Greek attitudes toward politics and law.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.3 I can identify and discuss how Roman and Greek languages influence the languages of other cultures.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the uses of aqueducts, baths, and sewers in Roman daily life. • I can identify and discuss the elements of dwellings in Roman and Greek daily life. • I can identify and discuss the function of amphitheatres, theatres, and circuses in Roman daily life. • I can identify and discuss the role of the marketplace in Roman and Greek daily life. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how and why the Romans developed their political system in the Republic. • I can identify and discuss what factors led the Romans to produce the laws of the Twelve Tables. • I can identify and discuss Greek and Roman views about different kinds of government • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand that many English words are derived from familiar Latin and Greek vocabulary. • I can understand the impact of Latin and Greek on the vocabulary of modern languages. • I can identify and discuss how Latin and Greek are used in modern Christian services and communications. • I can identify and discuss how Latin and Greek influence scientific and medical nomenclature. • I can identify and discuss how Latin and Greek influence legal terminology. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.4 I can identify and discuss basic Roman or Greek political and economic practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.4 I can identify and discuss Roman or Greek religious beliefs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.4 I can identify and discuss how Roman and Greek religions influence other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss Roman or Greek political and legal processes such as the Twelve Tables of Roman law. • I can identify and discuss the basic practices of the Roman Senate and the various magistracies. • I can identify and discuss the major trade routes used by the Romans and Greeks. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the Greeks and Romans developed their basic religious myths and legends, such as the creation myth. • I can identify and discuss how the Romans viewed religions of other peoples. • I can identify and discuss why the Romans developed funeral games and what this 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and Greek beliefs and religious practices influenced the development of Christianity to the modern day. • I can identify and discuss how Roman and Greek myths appear in literature through the ages. • I can identify and discuss how Roman and

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<ul style="list-style-type: none"> • I can identify and discuss the evolving structure of the Roman and Greek military. • I can... 	<p style="text-align: center;">says about the culture as a whole.</p> <ul style="list-style-type: none"> • I can... 	<p style="text-align: center;">Greek myths appear in musical works and artistic works.</p> <ul style="list-style-type: none"> • I can...
<p>Learning Indicator</p> <p>N.CPP.5 I can identify and discuss basic Roman or Greek religious practices.</p>	<p>Learning Indicator</p> <p>N.CP.5 I can identify and discuss Roman or Greek attitudes toward art and literature.</p>	<p>Learning Indicator</p> <p>N.ACC.5 I can identify and discuss how Roman and Greek social customs influence other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the roles and attributes of key Roman and Greek deities. • I can identify and discuss key Roman and Greek rites and priesthoods. • I can identify and discuss major religious festivals. • I can discuss Roman and Greek funeral customs. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the Romans’ attitudes toward Greek literary and artistic genres. • I can identify and discuss why the Romans and Greeks developed their literary genres such as letters, epic and love poems, historical writing, etc. • I can identify and discuss how the Romans’ use of architectural methods and styles reflected the needs of the culture at large. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and Greek games influence current sporting events such as the Olympics, horse racing, and bull fights. • I can identify and discuss how Roman and Greek attitudes toward slavery influenced practices in other cultures. • I can identify and discuss how Roman and Greek marriage customs influence those of today. • I can...
<p>Learning Indicator</p> <p>N.CPP.6 I can identify and discuss basic aspects of Roman or Greek social life.</p>		
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss leisure activities, such as games or theatre. • I can identify and discuss Roman or Greek family structure and relationships. 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<ul style="list-style-type: none"> • I can identify and discuss Roman or Greek treatment of different social groups such as slaves, women and children. • I can... 		
--	--	--

CORE PERFORMANCE COMPETENCIES

Language Competencies	Cultural Competencies
<p>1. Interpretive Reading (IR) and Listening (IL)</p> <p>I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas on a variety of topics.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>4. Investigation of Cultures' Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultures' Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Application of Cultural Connections (CC)</p> <p>I can make my knowledge of language and understanding of classical cultures relevant to the modern world.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

NOVICE MID (NM) PROFICIENCY LEVEL

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
NM.IR <i>I can recognize some letters. I can identify some learned memorized words and phrases when I read.</i>	NM.IL <i>I can recognize some familiar words and phrases when I hear them spoken.</i>	NM.IC <i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>	NM.PS <i>I can provide information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>	NM.PW <i>I can write lists and memorized phrases on familiar topics.</i>
Learning Indicator NM.IR.1 I can recognize words and phrases with the help of visuals.	Learning Indicator NM.IL.1 I can understand a few courtesy phrases.	Learning Indicator NM.IC.1 I can greet and leave people in a polite way.	Learning Indicator NM.PS.1 I can present information about myself and others using words and phrases.	Learning Indicator NM.PW.1 I can write about some aspects of Roman and Greek family life using learned phrases, and memorized expressions.
Sample Learning Targets <ul style="list-style-type: none"> • I can check off words or phrases on a list. • I can identify family member words on a family tree. 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when 	Sample Learning Targets <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher. 	Sample Learning Targets <ul style="list-style-type: none"> • I can say what I look like. • I can say what I am like. • I can say what someone looks like. 	Sample Learning Targets <ul style="list-style-type: none"> • I can list a Greek or Roman family's members, their ages, their relationship to each other, and what they do.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
<ul style="list-style-type: none"> • I can identify labeled parts of town. • I can identify food categories. • I can... 	<p>people introduce themselves.</p> <ul style="list-style-type: none"> • I can understand when someone asks for a name. • I can... 	<ul style="list-style-type: none"> • I can say hello and goodbye to a person I do not know. • I can... 	<ul style="list-style-type: none"> • I can say what someone is like. • I can... 	<ul style="list-style-type: none"> • I can list Roman or Greek likes and dislikes such as favorite sports, or free-time activities. • I can write simple statements about where Romans or Greeks live. • I can...
<p>Learning Indicator NM.IR.2 I can recognize words and phrases with the help of visuals.</p>	<p>Learning Indicator NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p>	<p>Learning Indicator NM.IC.2 I can introduce myself and others.</p>	<p>Learning Indicator NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.</p>	<p>Learning Indicator NM.PW.2 I can list daily activities and write lists that help me understand the day-to-day life of Greeks and Romans.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can read-information about a family. I can read-information about social gatherings. • I can read simple written directions. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize common expressions relating to Roman or Greek life. • I can recognize some common weather expressions when I hear 	<p>Sample Learning Target</p> <ul style="list-style-type: none"> • I can introduce myself and provide basic personal information. • I can introduce someone else. • I can respond to an 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say which Roman or Greek sports I like and do not like. • I can list my favorite free-time activities and those I do not like. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label Roman and Greek activities and their times in a daily schedule. • I can write about what Greeks and Romans do

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
<ul style="list-style-type: none"> • I can... 	<p>them.</p> <ul style="list-style-type: none"> • I can... 	<p>introduction.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can list my favorite Roman or Greek foods and drinks and those I may not like. • I can... 	<p>during their free time.</p> <ul style="list-style-type: none"> • I can write a to-do list for a Greek or Roman activity. • I can write a shopping list. • I can...
<p>Learning Indicator</p> <p>NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p>	<p>Learning Indicator</p> <p>NM.IL.3 I can understand some words and phrases about Roman daily life.</p>	<p>Learning Indicator</p> <p>NM.IC.3 I can answer a variety of simple questions.</p>	<p>Learning Indicator</p> <p>NM.PS.3 I can present information about familiar items in my immediate environment.</p>	<p>Learning Indicator</p> <p>NM.PW.3 I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health class. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand brief statements about the Roman forum. • I can understand a simple description of family relationships. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can answer questions about what I like and dislike. • I can answer questions about what I am doing and what I did. • I can answer questions about where I am going or where I went. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell about a Roman or Greek house and what is in it. • I can tell about a Roman or Greek school. • I can present basic information about a Roman or Greek town 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected with Roman and Greek holiday wishes and celebrations

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
		<ul style="list-style-type: none"> ● I can say when I did something. ● I can say whom I am going to see. ● I can answer questions about something I have learned. ● I can express a positive reaction, such as “<i>Optime!</i> or <i>Mirabile!</i>” ● I can... 	<p>or city.</p> <ul style="list-style-type: none"> ● I can... 	<ul style="list-style-type: none"> ● I can create a list of topics or categories using vocabulary I have learned. ● I can write something I have learned such as simple information about a Roman or Greek warrior. ● I can...
<p style="text-align: center;">Learning Indicator</p> <p>NM.IR.4 I can understand that Latin and Greek prefixes and roots of words help me understand the meaning of new words.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.IL.4 I can understand some simple questions on familiar topics.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.4 I can ask some simple questions.</p>		<p style="text-align: center;">Learning Indicator</p> <p>NM.PW.4 I can write simple information in writing) about something I learned using words, phrases, and memorized expressions.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can recognize that Greek and Latin prepositions are used to make compound words. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can understand when asked how old I am, what my name is, and where I live. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can ask who, what, when, where questions. ● I can ask questions about something that I 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can write about holiday celebrations based on pictures or photos.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
<ul style="list-style-type: none"> • I can recognize the patterns in different parts of speech. • I can... 	<ul style="list-style-type: none"> • I can understand when someone asks me questions about what I would like to do in my free time in Rome. • I can... 	<p>am learning.</p> <ul style="list-style-type: none"> • I can... 		<ul style="list-style-type: none"> • I can name the main cities on a map. • I can write about animals, colors, historical figures, or sports based on pictures or photos. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

NOVICE CULTURAL COMPETENCIES		
Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Application of Cultural Connections
<p><i>N.CPP</i> <i>I can identify some products and practices of cultures.</i></p>	<p><i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i></p>	<p><i>N.ACC</i> <i>I can identify and discuss elements of Roman and Greek culture that influence other cultures.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.1 I can identify and discuss basic Roman or Greek products designed for communication.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.1 I can identify and discuss Roman and Greek codes of behavior.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.1 I can identify and discuss how Roman and Greek political and legal institutions influence other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the messages on coins that Roman or Greek officials sent to people in their territories. • I can identify and discuss written documents such as inscriptions and letters. • I can identify and discuss the role of Roman roads in the imperial post system. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss key Roman or Greek virtues such as <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, ἀρετή, φρόνησις, etc. • I can give Roman or Greek examples who exemplified <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, ἀρετή, φρόνησις etc. as well as those who did not. • I can discuss the importance of codes of honor in Roman and Greek military life. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the concept of representation in political systems influenced current institutions such as the U.S. Senate and House of Representatives. • I can identify and discuss how Roman written law influenced European and American law. • I can identify and discuss how restrictions on the right to vote in American history mirror Roman voting practices. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.2 I can identify and discuss basic Roman or Greek decorative products.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.2 I can identify and discuss Roman or Greek attitudes towards various members of</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.2 I can identify and discuss how Roman and Greek art and architecture</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

	society.	influence other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can identify and discuss what Roman or Greek pottery tells us about daily life. • I can identify and discuss various purposes of painting and mosaics. • I can identify and discuss various uses of sculpture. • I can... 	<ul style="list-style-type: none"> • I can identify and discuss how the <i>pater familias</i> affected all aspects of family life. • I can identify and discuss Roman or Greek attitudes toward slavery. • I can identify and discuss Roman or Greek attitudes towards women. • I can... 	<ul style="list-style-type: none"> • I can identify and discuss how Greek and Roman representation of the human body influenced Renaissance artists. • I can identify and discuss how elements of Greek and Roman such as columns, capitals, pediments, arches, etc. influence modern buildings. • I can identify and discuss how elements of Greek and Roman funeral art such as urns, grave markers, monuments, sarcophagi, etc. influence modern customs. • I can...
Learning Indicator	Learning Indicator	Learning Indicator
N.CPP.3 I can identify and discuss basic elements of Roman or Greek infrastructure.	N.CP.3 I can identify and discuss Roman or Greek attitudes toward politics and law.	N.ACC.3 I can identify and discuss how Roman and Greek languages influence the languages of other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can identify and discuss the uses of aqueducts, baths, and sewers in Roman daily life. • I can identify and discuss the elements of dwellings in Roman and Greek daily life. • I can identify and discuss the function of amphitheaters, theatres, and circuses in Roman daily life. • I can identify and discuss the role of the 	<ul style="list-style-type: none"> • I can identify and discuss how and why the Romans developed their political system in the Republic. • I can identify and discuss what factors led the Romans to produce the laws of the Twelve Tables. • I can identify and discuss Greek and Roman views about different kinds of government 	<ul style="list-style-type: none"> • I can understand that many English words are derived from familiar Latin and Greek vocabulary. • I can understand the impact of Latin and Greek on the vocabulary of modern languages. • I can identify and discuss how Latin and Greek are used in modern Christian services and communications.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>marketplace in Roman and Greek daily life.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can identify and discuss how Latin and Greek influence scientific and medical nomenclature. • I can identify and discuss how Latin and Greek influence legal terminology. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.4 I can identify and discuss basic Roman or Greek political and economic practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.4 I can identify and discuss Roman or Greek religious beliefs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.4 I can identify and discuss how Roman and Greek religions influence other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss Roman or Greek political and legal processes such as the Twelve Tables of Roman law. • I can identify and discuss the basic practices of the Roman Senate and the various magistracies. • I can identify and discuss the major trade routes used by the Romans and Greeks. • I can identify and discuss the evolving structure of the Roman and Greek military. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the Greeks and Romans developed their basic religious myths and legends, such as the creation myth. • I can identify and discuss how the Romans viewed religions of other peoples. • I can identify and discuss why the Romans developed funeral games and what this says about the culture as a whole. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and Greek beliefs and religious practices influenced the development of Christianity to the modern day. • I can identify and discuss how Roman and Greek myths appear in literature through the ages. • I can identify and discuss how Roman and Greek myths appear in musical works and artistic works. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.5 I can identify and discuss basic Roman or Greek religious practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.5 I can identify and discuss Roman or Greek attitudes toward art and literature.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.5 I can identify and discuss how Roman and Greek social customs influence other cultures.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the roles and attributes of key Roman and Greek deities. • I can identify and discuss key Roman and Greek rites and priesthods. • I can identify and discuss major religious festivals. • I can discuss Roman and Greek funeral customs. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the Romans' attitudes toward Greek literary and artistic genres. • I can identify and discuss why the Romans and Greeks developed their literary genres such as letters, epic and love poems, historical writing, etc. • I can identify and discuss how the Romans' use of architectural methods and styles reflected the needs of the culture at large. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and Greek games influence current sporting events such as the Olympics, horse racing, and bull fights. • I can identify and discuss how Roman and Greek attitudes toward slavery influenced practices in other cultures. • I can identify and discuss how Roman and Greek marriage customs influence those of today. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.6 I can identify and discuss basic aspects of Roman or Greek social life.</p>		
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss leisure activities, such as games or theatre. • I can identify and discuss Roman or Greek family structure and relationships. • I can identify and discuss Roman or Greek treatment of different social groups such as slaves, women and children. • I can... 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

CORE PERFORMANCE COMPETENCIES

Language Competencies	Cultural Competencies
<p>1. Interpretive Reading (IR) and Listening (IL)</p> <p>I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas on a variety of topics.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>4. Investigation of Cultures' Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultures' Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Application of Cultural Connections (CC)</p> <p>I can make my knowledge of language and understanding of classical cultures relevant to the modern world.</p>

NOVICE HIGH (NH) PROFICIENCY LEVEL

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
NH.IR	NH.IL	NH.IC	NH.PS	NH.PW
<i>I can understand familiar words, phrases, and sentences within short and simple adapted-authentic or authentic texts related to</i>	<i>I can often understand words, phrases, and simple sentences related to everyday Roman and Greek life. I can recognize pieces of</i>	<i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i>	<i>I can provide basic information on familiar topics using language I have practiced, with phrases and simple sentences.</i>	<i>I can write short messages and notes on familiar topics related to everyday Roman and Greek life.</i>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
<i>everyday life</i> <i>I can sometimes understand the main idea of what I read.</i>	<i>information and sometimes understand the main topic of what is being said.</i>	<i>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i>		
Learning Indicator NH.IR.1 I can usually understand short simple messages on familiar topics.	Learning Indicator NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.	Learning Indicator NH.IC.1 I can exchange some personal information.	Learning Indicator NH.PS.1 I can present information about Roman and Greek life using rehearsed phrases and simple sentences.	Learning Indicator NH.PW 1 I can write about some aspects of Roman and Greek daily life.
Sample Learning Targets <ul style="list-style-type: none"> ● I can understand basic information from a text about a Roman or Greek family. ● I can sometimes identify the purpose of a Roman or Greek text. ● I can identify the topic of a written dialogue between individuals at a 	Sample Learning Targets <ul style="list-style-type: none"> ● I can recognize the difference between a question and a statement. ● I can sometimes understand questions about how old someone is, where they live, what they do in their free time, etc. ● I can sometimes understand questions or statements about a 	Sample Learning Targets <ul style="list-style-type: none"> ● I can ask and tell where someone lives. ● I can ask and tell someone's nationality. ● I can ask and tell about family members and their characteristics. ● I can ask and tell about friends, 	Sample Learning Targets <ul style="list-style-type: none"> ● I can describe a Roman or Greek family and their friends. ● I can describe a Roman or Greek school. ● I can describe where a Roman or Greek works and what they do. ● I can... 	Sample Learning Targets <ul style="list-style-type: none"> ● I can write about a Roman or Greek family and their friends. ● I can write about a Roman or Greek school. ● I can write about where a Roman or Greek works and what they

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
<p>social gathering.</p> <ul style="list-style-type: none"> • I can... 	<p>Roman or Greek family.</p> <ul style="list-style-type: none"> • I can sometimes understand questions or statements about characters in texts. • I can... 	<p>classmates, and teachers.</p> <ul style="list-style-type: none"> • I can... 		<p>do.</p> <ul style="list-style-type: none"> • I can...
<p>Learning Indicator NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p>	<p>Learning Indicator NH.IL.2 I can understand simple information when presented with pictures and graphs.</p>	<p>Learning Indicator NH.IC.2 I can exchange information using texts, graphs or pictures.</p>	<p>Learning Indicator NH.PS.2 I can express simple facts about Roman daily life.</p>	<p>Learning Indicator NH.PW.1 I can write short notes using phrases and simple sentences.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand simple mottoes on buildings. • I can understand basic war plans such as those of Caesar. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can understand dates expressed aloud in 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask and answer questions about Roman family members based on a picture. • I can ask and answer questions about what someone is doing in a picture. • I can answer questions about how someone 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about members of a Roman family by name such as <i>pater, mater, filius, filia</i>, etc. using a prop. • I can describe buildings in the Roman world using visual aids, such as <i>forum, balnea, templum</i>, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write a short announcement, invitation, or thank-

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
	<p>Roman numerals when I see the figures.</p> <ul style="list-style-type: none"> • I can understand a short conversation about people's appearances. • I can... 	<p>feels based on a picture.</p> <ul style="list-style-type: none"> • I can... 	<p><i>amphitheatrum.</i></p> <ul style="list-style-type: none"> • I can... 	<p>you note.</p> <ul style="list-style-type: none"> • I can...
Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator
NH.IR.3 I can sometimes understand the main idea of published materials.	NH. IL.3 I can sometimes understand the main idea of conversations that I overhear.	NH.IR.3 I can ask for and give simple directions.	NH.PS.3 I can present information about a familiar person, place, or thing using phrases and simple sentences.	NH.PW.3 I can write basic information about things I have learned.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can distinguish proclamations from edicts and orations. • I can identify destinations and major locations as described in authentic texts. • I can locate places on maps. • I can... 	<ul style="list-style-type: none"> • I can sometimes understand if people are talking about a specific character in a text. • I can sometimes understand if people are talking about a war strategy or a political maneuver. • I can sometimes understand a simple 	<ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next 	<ul style="list-style-type: none"> • I can construct simple sentences about food, such as <i>servus cibum parat. Servus vinum portat.</i> • I can describe some members of Roman society and state their occupations, such as <i>servus in culina laborat.</i> 	<ul style="list-style-type: none"> • I can label a photo of Roman baths and describe what happens on a visit there. • I can list buildings in the Roman forum and the basic function for each building. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark Interpretive Reading</i>	<i>Learner Benchmark Interpretive Listening</i>	<i>Learner Benchmark Interpersonal Communication</i>	<i>Learner Benchmark Presentational Speaking</i>	<i>Learner Benchmark Presentational Writing</i>
	<p>conversation between a superior and a subject.</p> <ul style="list-style-type: none"> • I can 	<p>to, across from, or in the middle of.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	
<p>Learning Indicator NH.IR.4 I can understand simple Latin or Greek texts by recognizing grammatical structures.</p>	<p>Learning Indicator NH.IR.4 I can understand simple everyday notices in public places on topics that are familiar to me.</p>	<p>Learning Indicator NH.IC.4 I can exchange information about something I have learned.</p>	<p>Learning Indicator NH.PS.4 I can present simple information about something I learned.</p>	<p>Learning Indicator NH.PW.4 I can write about something I have learned using phrases and simple sentences.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize that word endings can indicate word functions and help me understand the text. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand some public edits. • I can understand some proclamations. • I can understand some inscriptions on sepulchers. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about the main idea of a story I have read. • I can tell someone simple things about the characters in a story I have read. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can create a presentation including vocabulary connected with Roman daily life based on pictures. • I can identify family members, foods, and places based on pictures or photos. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a simple summary of a Latin or Greek passage. • I can label pictures of Roman family members with their name such as <i>pater</i>, <i>servus</i>, etc. And function such as <i>argentarius</i>, <i>coquus</i>, etc. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

NOVICE CULTURAL COMPETENCIES		
Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Application of Cultural Connections
<p><i>N.CPP</i> <i>I can identify some products and practices of cultures.</i></p>	<p><i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i></p>	<p><i>N.ACC</i> <i>I can identify and discuss elements of Roman and Greek culture that influence other cultures.</i></p>
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.1 I can identify and discuss basic Roman or Greek products designed for communication.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.1 I can identify and discuss Roman and Greek codes of behavior.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.1 I can identify and discuss how Roman and Greek political and legal institutions influence other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the messages on coins that Roman or Greek officials sent to people in their territories. • I can identify and discuss written documents such as inscriptions and letters. • I can identify and discuss the role of Roman roads in the imperial post system. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss key Roman or Greek virtues such as <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, ἀρετή, φρόνησις, etc • I can give Roman or Greek examples who exemplified <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, ἀρετή, φρόνησις etc. as well as those who did not. • I can discuss the importance of codes of honor in Roman and Greek military life. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the concept of representation in political systems influenced current institutions such as the U.S. Senate and House of Representatives. • I can identify and discuss how Roman written law influenced European and American law. • I can identify and discuss how restrictions on the right to vote in American history mirror Roman voting practices. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.2 I can identify and discuss basic Roman or Greek decorative products.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.2 I can identify and discuss Roman or Greek attitudes towards various members of society.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.2 I can identify and discuss how Roman and Greek art and architecture influence other cultures.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss what Roman or Greek pottery tells us about daily life. • I can identify and discuss various purposes of painting and mosaics. • I can identify and discuss various uses of sculpture. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the <i>pater familias</i> affected all aspects of family life. • I can identify and discuss Roman or Greek attitudes toward slavery. • I can identify and discuss Roman or Greek attitudes towards women. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Greek and Roman representation of the human body influenced Renaissance artists. • I can identify and discuss how elements of Greek and Roman such as columns, capitals, pediments, arches, etc. influence modern buildings. • I can identify and discuss how elements of Greek and Roman funeral art such as urns, grave markers, monuments, sarcophagi, etc. influence modern customs. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>N.CPP.3 I can identify and discuss basic elements of Roman or Greek infrastructure.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.CP.3 I can identify and discuss Roman or Greek attitudes toward politics and law.</p>	<p style="text-align: center;">Learning Indicator</p> <p>N.ACC.3 I can identify and discuss how Roman and Greek languages influence the languages of other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the uses of aqueducts, baths, and sewers in Roman daily life. • I can identify and discuss the elements of dwellings in Roman and Greek daily life. • I can identify and discuss the function of amphitheaters, theatres, and circuses in Roman daily life. • I can identify and discuss the role of the marketplace in Roman and Greek daily life. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how and why the Romans developed their political system in the Republic. • I can identify and discuss what factors led the Romans to produce the laws of the Twelve Tables. • I can identify and discuss Greek and Roman views about different kinds of government • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand that many English words are derived from familiar Latin and Greek vocabulary. • I can understand the impact of Latin and Greek on the vocabulary of modern languages. • I can identify and discuss how Latin and Greek are used in modern Christian services and communications. • I can identify and discuss how Latin and Greek influence scientific and medical

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<ul style="list-style-type: none"> • I can... 		<p>nomenclature.</p> <ul style="list-style-type: none"> • I can identify and discuss how Latin and Greek influence legal terminology. • I can...
<p>Learning Indicator</p> <p>N.CPP.4 I can identify and discuss basic Roman or Greek political and economic practices.</p>	<p>Learning Indicator</p> <p>N.CP.4 I can identify and discuss Roman or Greek religious beliefs.</p>	<p>Learning Indicator</p> <p>N.ACC.4 I can identify and discuss how Roman and Greek religions influence other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss Roman or Greek political and legal processes such as the Twelve Tables of Roman law. • I can identify and discuss the basic practices of the Roman Senate and the various magistracies. • I can identify and discuss the major trade routes used by the Romans and Greeks. • I can identify and discuss the evolving structure of the Roman and Greek military. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how the Greeks and Romans developed their basic religious myths and legends, such as the creation myth. • I can identify and discuss how the Romans viewed religions of other peoples. • I can identify and discuss why the Romans developed funeral games and what this says about the culture as a whole. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and Greek beliefs and religious practices influenced the development of Christianity to the modern day. • I can identify and discuss how Roman and Greek myths appear in literature through the ages. • I can identify and discuss how Roman and Greek myths appear in musical works and artistic works. • I can...
<p>Learning Indicator</p> <p>N.CPP.5 I can identify and discuss basic Roman or Greek religious practices.</p>	<p>Learning Indicator</p> <p>N.CP.5 I can identify and discuss Roman or Greek attitudes toward art and literature.</p>	<p>Learning Indicator</p> <p>N.ACC.5 I can identify and discuss how Roman and Greek social customs influence other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the roles and 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the Romans' 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>attributes of key Roman and Greek deities.</p> <ul style="list-style-type: none"> • I can identify and discuss key Roman and Greek rites and priesthoods. • I can identify and discuss major religious festivals. • I can discuss Roman and Greek funeral customs. • I can... 	<p>attitudes toward Greek literary and artistic genres.</p> <ul style="list-style-type: none"> • I can identify and discuss why the Romans and Greeks developed their literary genres such as letters, epic and love poems, historical writing, etc. • I can identify and discuss how the Romans' use of architectural methods and styles reflected the needs of the culture at large. • I can... 	<p>Greek games influence current sporting events such as the Olympics, horse racing, and bull fights.</p> <ul style="list-style-type: none"> • I can identify and discuss how Roman and Greek attitudes toward slavery influenced practices in other cultures. • I can identify and discuss how Roman and Greek marriage customs influence those of today. • I can...
<p>Learning Indicator</p> <p>N.CPP.6 I can identify and discuss basic aspects of Roman or Greek social life.</p>		
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss leisure activities, such as games or theatre. • I can identify and discuss Roman or Greek family structure and relationships. • I can identify and discuss Roman or Greek treatment of different social groups such as slaves, women and children. • I can... 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

CORE PERFORMANCE COMPETENCIES

Language Competencies	Cultural Competencies
<p>1. Interpretive Reading (IR) and Listening (IL)</p> <p>I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas on a variety of topics.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>4. Investigation of Cultures' Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultures' Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Application of Cultural Connections (CC)</p> <p>I can make my knowledge of language and understanding of classical cultures relevant to the modern world.</p>

INTERMEDIATE LOW (IL) PROFICIENCY LEVEL

Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
IL.IR	IL.IL	IL.IC	IL.PS	IL.PW
<i>I can understand the main idea of short and simple adapted-authentic and authentic texts when the topic is familiar.</i>	<i>I can understand the main idea in short, simple messages and presentations on familiar topics.</i>	<i>I can participate in conversations on a number of familiar topics using simple sentences.</i>	<i>I can present information on most familiar topics using a series of simple sentences.</i>	<i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i>
	<i>I can understand the</i>	<i>I can handle short</i>		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
	<i>main idea of simple conversations that I overhear.</i>	<i>social interactions in everyday situations by asking and answering simple questions.</i>		
Learning Indicator IL.IR.1 I can understand messages in which the writer tells about topics of personal interest.	Learning Indicator IL.IL.1 I can understand the basic purpose of a message.	Learning Indicator IL.IC.1 I can have a simple conversation on a limited number of everyday topics.	Learning Indicator IL.PS.1 I can talk about people, activities, events, and experiences.	Learning Indicator IL.PW.1 I can write about people, activities, events, and experiences.
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can read and give a brief summary of the events of Caesar's <i>De bello Gallico</i> 3.1. • I can read and understand the humor in Martial's poem 1.9. • I can read and give the main idea in John 1:1-3. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand why Roman characters are talking about specific issues. • I can understand complaints expressed through conversations related to Roman daily life and culture • I can understand when short descriptions of Greeks or Romans are meant to praise or to mock. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe the physical appearance of a Roman or Greek figure that I have read about. • I can describe a Roman or Greek character's personality. • I can describe a Roman or Greek school or workplace. • I can describe a famous historical 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a description of a Roman or Greek family and their friends. • I can describe the physical appearance and personality of a Roman or Greek family member or friend. • I can write about a Roman or Greek school, workplace

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
	<ul style="list-style-type: none"> • I can... 		place. <ul style="list-style-type: none"> • I can present my ideas about something I have learned. • I can... 	famous place, or place I have read about. <ul style="list-style-type: none"> • I can write about a Roman or Greek holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can...
Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator
IL.IR.2. I can understand how the details in a Latin or Greek text relate to the main idea.	IL.IL.2. I can understand questions and simple statements or instructions on everyday topics.	IL.IC.2 I can ask and answer questions of factual information that is familiar to me.	IL.PS.2 I can express needs and wants.	IL.PW.2 I can prepare materials for a presentation.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can understand where and for what purpose Caesar sent Galba in <i>De bello Gallico</i> 3.1. • I can identify how the behavior of Catullus' girlfriend may have influenced why he wrote the poem. 	<ul style="list-style-type: none"> • I can follow instructions, such as <i>sta, ambula ad ianuam, scribe in tabulam</i>, etc. • I can answer simple questions, such as <i>quomodo te habes? Quo ambulas?</i> etc. 	<ul style="list-style-type: none"> • I can ask about and identify familiar things in a picture from a story. • I can ask and respond to simple questions about Greek and Roman culture. 	<ul style="list-style-type: none"> • I can describe what a character has done or is going to do. • I can describe places characters have visited or planned to visit. • I can... 	<ul style="list-style-type: none"> • I can write a hypothetical letter from the Greek or Roman viewpoint. • I can write out a draft of a presentation that I plan to present orally. • I can write an outline

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 		<ul style="list-style-type: none"> • I can write notes for a speech. • I can write a short amusing poem with a joke and a punch line. • I can...
Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator	Learning Indicator
IL.IR.3 I can infer the meaning of unfamiliar Latin or Greek vocabulary based on my knowledge of the language.	IL.IL.3 I can understand short, simple stories that are read aloud.	IL.IC.3 I can use the language to meet my basic needs in familiar situations.	IL.PS.3 I can present information on plans, instructions, and directions.	IL.PW.3 I can write simply about topics of interest.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can infer the meaning of compounds of verbs, such as <i>confero</i>, <i>aufero</i>, <i>offero</i>, <i>transfero</i>, based on knowledge of the root (<i>fero</i>) and prefixes and the context of the text. • I can recognize the relationship between different parts of speech that have the same root, 	<ul style="list-style-type: none"> • I can understand familiar stories that follow a logical order. • I can understand a simple story acted out with props and gestures. • I can... 	<ul style="list-style-type: none"> • I can borrow various school items such as <i>tabulam</i>, <i>da mihi chartam</i>, <i>stylum</i>, <i>librum</i> that I need for class. • I can follow classroom commands such as <i>sta</i>, <i>ambula</i>, <i>sede</i>, <i>sta in pede uno</i>, etc. 	<ul style="list-style-type: none"> • I can explain the rules of a Roman or Greek game. • I can give multi-step instructions for preparing a Roman or Greek meal. • I can describe what a character's plans were based on an authentic 	<ul style="list-style-type: none"> • I can write about an authentic text that I like. • I can write about a famous person or historical figure. • I can write a brief explanation of a proverb or poem.

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
<p>such as <i>amor, amo, amans, amatus</i> and <i>amabilis</i>.</p> <ul style="list-style-type: none"> • I can... 		<ul style="list-style-type: none"> • I can... 	<p>text.</p> <ul style="list-style-type: none"> • I can describe what is needed for a holiday or a celebration. • I can... 	<ul style="list-style-type: none"> • I can write a simple poem. • I can...
			<p style="text-align: center;">Learning Indicator</p> <p>IL.PS.4 I can present songs, short skits or dramatic readings.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.PW.4 I can write about something I have learned.</p>
			<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can retell a Roman or Greek folk tale. • I can present a Roman or Greek proverb or poem. • I can participate in a performance of a skit or a scene from a Roman or Greek play. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write about cultural information based on pictures or photos. • I can write simple sentences about a historical event dealing with Greece or Rome. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

INTERMEDIATE CULTURAL COMPETENCIES		
Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Application of Cultural Connections
I.CPP	I.CP	I.ACC
<i>I can explain the significance of some products and practices of other cultures.</i>	<i>I can explain the significance of cultural beliefs and values.</i>	<i>I can explain the significance of elements of Roman and Greek culture that influence other cultures.</i>
Learning Indicator	Learning Indicator	Learning Indicator
I.CPP.1 I can explain the significance of Roman or Greek products designed for communication.	I.CP. 1 I can explain the significance of Roman and Greek codes of behavior.	I.ACC. 1 I can explain how Roman and Greek political and legal institutions influence other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can analyze the inscriptions on Roman coins and monuments and relate them to historical events. • I can evaluate how Rome communicated with its subjects using such means as edicts, sculpture, and inscriptions. • I can compare the purposes of different types of documents produced by Romans and Greeks such as imperial edicts to personal letters. • I can analyze the ways in which poetry was used to communicate all messages from propaganda to passion. • I can... 	<ul style="list-style-type: none"> • I can tell the difference between idealized cultural values and actual behavior of individuals such as Vergil’s Roman virtues vs. those of Caligula). • I can describe the virtues of the ideal Roman and Greek woman and give examples of those who did or did not live up to them. • I can describe how the behavior of Roman and Greek soldiers reflects the attitudes of the culture. • I can... 	<ul style="list-style-type: none"> • I can compare Roman and Greek philosophies of government. • I can compare Roman and Greek legislators to their modern equivalents. • I can compare the Roman and Greek judicial processes to those in place in other cultures. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>Learning Indicator</p> <p>I.CPP.2 I can explain the significance of Roman or Greek decorative products.</p>	<p>Learning Indicator</p> <p>I.CP.2 I can explain the significance of Roman or Greek attitudes towards various members of society.</p>	<p>Learning Indicator</p> <p>I.ACC.2 I can explain how Roman and Greek art and architecture influence other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand how Roman products such as sculpted portraits reflect social and political customs. • I can explain conventions of Roman funeral monuments including materials and methods of construction as well as elements of inscriptions. • I can identify the nature and purpose of materials and methods of written documents from simple accounts to editions of literary works. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain ways in which the depictions of women in the works of Roman and Greek authors such as Juvenal, Martial, Catullus and Ovid reflect the attitudes of the culture. • I can discuss Roman and Greek marriage practices and how they reflect attitudes towards women and inheritance. • I can explain who had access to education in Roman and Greek society and why. • I can explain the laws and attitudes governing treatment of slaves in Roman and Greek society. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the influence of Roman imperial architecture on latter empires. • I can explain how Roman portrait sculpture influenced idealized or naturalistic representation of individuals in other cultures and periods. • I can explain the influence of construction materials and the layout of the Roman road system on the infrastructure of other cultures. • I can...
<p>Learning Indicator</p> <p>I.CPP.3 I can explain the significance of elements of Roman or Greek infrastructure.</p>	<p>Learning Indicator</p> <p>I.CP. 3 I can explain the significance of Roman and Greek attitudes toward politics and law.</p>	<p>Learning Indicator</p> <p>I.ACC. 3 I can explain how Roman and Greek literature and language influenced those of other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can analyze the functional and decorative architectural elements of a Roman or Greek building. • I can explain the Romanization of the provinces as reflected in common 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the significance of the development of Roman law as a reflection of the changing needs of Roman society. • I can explain the Roman or Greek attitudes toward tyrants and how those 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how Roman and Greek poetic genres and meter influenced those of later cultures. • I can explain how the art of Roman and Greek story telling such as myths,

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>structures such as amphitheaters, fora, aqueducts, dwellings, etc.</p> <ul style="list-style-type: none"> • I can discuss how the form of a building reflects its function. • I can... 	<p>views changed across time and circumstance.</p> <ul style="list-style-type: none"> • I can explain how changes in how the army was used by leaders of the late Republic led to changing views of rule in Rome. • I can explain that changes in the use of the army by leaders of the late Republic led to changing views of rule in Rome. • I can... 	<p>legends, parables, etc. influenced literature of other cultures.</p> <ul style="list-style-type: none"> • I can explain the influences of Roman and Greek oratory on speechmaking in other cultures and periods. • I can explain the relationship between Roman poetry recitations and modern standup comedy and rap. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.4 I can explain the significance of Roman or Greek political and economic practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP.4 I can explain the significance of Roman and Greek religious and philosophical beliefs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.ACC.4 I can explain the influence of Roman and Greek religions on other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can discuss the Roman senate and how it conducted its meetings. • I can discuss how the Romans and Greeks used their military to further their political agenda. • I can explain how the Romans and the Greeks interacted with foreign peoples in terms of trade, conquest, and diplomacy. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how the Romans' or Greeks' festivals and holidays reflect their views on life, death, and their relationship to the gods. • I can explain how the growth of private religions in Rome reflected the needs of various members of the population. • I can explain the significance of the Roman and Greek attitudes toward various philosophical schools. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the significance of such Roman festivals as the Lupercalia and Saturnalia, and discuss their influence on modern festivals or holidays. • I can explain how Roman and Greek myths influenced painting, music, and sculpture in other cultures. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.5 I can explain the significance of Roman or Greek religious practices.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP.5 I can explain the significance of Roman and Greek attitudes toward art and</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.ACC.5 I can discuss how Roman and Greek social customs influence other</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

	literature.	cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can explain how the Romans adopted some religions of other peoples and allowed the practice of local religions. • I can explain the ways in which Roman officials used and abused religious offices for political gain. • I can explore the stories relating to Greek and Roman deities such as the underworld as explained by Homer, Ovid, and Vergil. • I can... 	<ul style="list-style-type: none"> • I can use pictures of authentic inscriptions or graffiti to explain the Romans' social and political values. • I can explain how the Romans' need for a past that rivaled the Greeks' led to the creation of historical and mythological literature. • I can explain how the Romans and Greeks used poetry to express their views of others. • I can... 	<ul style="list-style-type: none"> • I can discuss the Romans' practices of marriage and how they affected other cultures' attitudes toward women and inheritance. • I can discuss the influence of Greek and Roman modes of entertainment on other cultures. • I can...
I.CPP.6 I can explain the significance of various aspects of Roman or Greek social life.		
Sample Learning Targets		
<ul style="list-style-type: none"> • I can explain the relationships between various social groups as expressed in Roman and Greek law. • I can explain the customs of Roman parties such as dinner, poetry, wedding feast, etc. • I can explain various types of Roman and Greek entertainment such as theater, festivals, animal hunts, gladiatorial combats, etc. • I can... 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

CORE COMPETENCIES

Language Competencies	Cultural Competencies
<p>1. Interpretive Reading (IR) and Listening (IL)</p> <p>I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas on a variety of topics.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>4. Investigation of Cultures' Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultures' Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Application of Cultural Connections (CC)</p> <p>I can make my knowledge of language and understanding of classical cultures relevant to the modern world.</p>

INTERMEDIATE MID (IM) PROFICIENCY LEVEL

<i>Learner Benchmark</i> IM.IR Interpretive Reading	<i>Learner Benchmark</i> IM.IL Interpretive Listening	<i>Learner Benchmark</i> IM.IC Interpersonal Communication	<i>Learner Benchmark</i> IM.PS Presentational Speaking	<i>Learner Benchmark</i> IM.PW Presentational Writing
IM.IR <i>I can infer many details in unadapted Latin or Greek texts that contain unfamiliar vocabulary.</i>	IM.IL <i>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and</i>	IM. IC <i>I can participate in conversations on familiar topics using sentences and series of</i>	IM.PS <i>I can make presentations on a wide variety of familiar topics using connected</i>	IM.PW <i>I can write on a wide variety of familiar topics using connected sentences.</i>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
<p><i>I can understand the main idea of unadapted Latin or Greek texts related to everyday life and personal interests or studies.</i></p> <p><i>I can infer many details in unadapted Latin or Greek texts that contain unfamiliar vocabulary.</i></p>	<p><i>personal interests and studies.</i></p> <p><i>I can understand the main idea in conversations that I overhear.</i></p>	<p><i>sentences.</i></p> <p><i>I can handle short social interactions by asking and answering a variety of questions.</i></p> <p><i>I can usually say what I want to say about myself and Roman or Greek everyday life.</i></p>	<p><i>sentences.</i></p>	
<p style="text-align: center;">Learning Indicator</p> <p>IM.IR.1 I can understand and articulate the main idea and many details when reading some unadapted Latin or Greek speeches and propaganda.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IM.IL.1 I can understand the main idea and some details of what I hear in short conversations and oral presentations.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IM.IC.1 I can start, maintain, and end a conversation on a variety of familiar topics.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IM.PS.1 I can make presentations on familiar topics using a series of sentences.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IM.PW.1 I can write short reports about a topic I have learned or researched.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can summarize the main argument of Cicero's <i>Oratio in L. Catilinam Prima</i>. ● I can summarize the main points of Augustus' <i>Res Gestae</i>. 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can understand conversations about families. ● I can identify the main idea and some details when listening to an oral presentation about 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can start a conversation. ● I can ask for information, details, and explanations during a conversation. ● I can bring a 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can make a short presentation with some details on the physical appearance of a Roman family member or friend. ● I can make a short 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> ● I can write a description with some details of the physical appearance of a Roman family member or friend. ● I can write a

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
<ul style="list-style-type: none"> • I can... 	<p>a topic I am learning.</p> <ul style="list-style-type: none"> • I can... 	<p>conversation to a close.</p> <ul style="list-style-type: none"> • I can interview someone for a project or a publication. • I can... 	<p>presentation on the characteristics of a historical person.</p> <ul style="list-style-type: none"> • I can... 	<p>description of a typical Roman provincial town.</p> <ul style="list-style-type: none"> • I can...
<p>Learning Indicator</p> <p>IM. IR. 2 I can understand and articulate the main idea of poetry.</p>	<p>Learning Indicator</p> <p>IM. IL. 2 I can understand and articulate the main idea of recited poetry.</p>	<p>Learning Indicator</p> <p>IM.IC.2. I can express my reactions and emotions to others.</p>	<p>Learning Indicator</p> <p>IM.PS.2 I can make a presentation on my reaction to something I have learned or researched.</p>	<p>Learning Indicator</p> <p>IM.PW.2 I can compose communications for public distribution.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how Aeneas supports his reasons for leaving Dido in Vergil’s <i>Aeneid</i> 4.331-361.2 • I can chart the course of Propertius’ relationship with Cynthia as expressed in his poems. • I can ... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can interpret the reasons why Catullus no longer respects his girlfriend in poem 72. • I can follow and summarize the narrative of Daedalus in Ovid’s <i>Metamorphoses</i> VIII. • I can ... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can express happiness or sadness. • I can express strong reactions about highly familiar situations, such as gladiatorial combats, animal hunts, and war. • I can react to the feelings of others. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a short presentation on a famous person, landmark, or cultural event. • I can express feelings provoked by the scene of the death of Dido in Vergil’s <i>Aeneid</i>, Book 4. • I can express my reaction to Juvenal’s satire on women. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can create a flyer for an upcoming event of the Latin Club at my school. • I can compose a simple letter, response, or article for a publication. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
			<ul style="list-style-type: none"> I can... 	
<p>Learning Indicator IM.IR.3 I can understand the main idea of personal letters.</p>	<p>Learning Indicator IM.IL.3 I can understand oral directions and instructions in familiar settings.</p>	<p>Learning Indicator IM.IC.3 I can exchange information about academic topics familiar to me.</p>	<p>Learning Indicator IM.PS.3. I can present a short skit or dramatic presentation using a series of sentences.</p>	<p>Learning Indicator IM.PW.3 I can express my opinion on familiar topics using a series of sentences with some details.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand the main idea in the letters of Pliny the Younger to the emperor Trajan. I can understand the main idea in the political letters of Cicero to Atticus. I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow oral directions to a location. I can follow oral instructions on how to complete a task, such as to read a sentence and summarize it in Latin. I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can ask questions about factual information I have learned relating to geography, history, art, music, math, science, language, or literature. I can answer questions about factual information I have learned relating to geography, history, art, music, math, science, language or literature. I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can act out a fable. I can act out a Greek or Roman mythological story. I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can express my written opinion about one of Martial's poems. I can express my feelings in writing about a historical event or cultural topic in a passage I have read. I can...
<p>Learning Indicator IM.IR.4 I can infer the</p>	<p>Learning Indicator IM.IL.4 I can identify</p>	<p>Learning Indicator IM.IC.4 I can ask and</p>	<p>Learning Indicator IM.PS.4 I can express</p>	<p>Learning Indicator IM.PW.4 I can compare</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
meaning of unfamiliar Latin or Greek vocabulary.	the main idea in authentic Latin texts that are read aloud.	answer questions on familiar topics to maintain a conversation.	my opinion on familiar topics using a series of sentences.	issues or people using a series of sentences.
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify the component parts of compound words and recognize the roots of these words. • I can use the context of a Latin or Greek passage to accurately infer the meaning of unfamiliar words. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the purpose of an oration of Cicero. • I can understand the circumstances that led to the outcome of a battle in Caesar's <i>Gallic Wars</i>. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask additional questions to get more information. • I can give more information to explain something. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can express my opinion about a cultural topic. • I can express my opinion about a topic I have learned. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a paragraph comparing the rights of various social classes in the world of the Greeks and Romans. • I can write a comparison of two historical figures. • I can write a short comparison of two characters in a story. • I can...

INTERMEDIATE CULTURAL COMPETENCIES

<p>Learner Benchmark Investigation of Products and Practices</p> <p>I.CPP <i>I can explain the significance of some products and practices of other cultures.</i></p>	<p>Learner Benchmark Understanding of Cultural Perspectives</p> <p>I.CP <i>I can explain the significance of cultural beliefs and values.</i></p>	<p>Learner Benchmark Application of Cultural Connections</p> <p>I.ACC <i>I can explain the significance of elements of Roman and Greek culture that influence other cultures.</i></p>
--	--	--

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learning Indicator I.CPP.1 I can explain the significance of Roman or Greek products designed for communication.	Learning Indicator I.CP. 1 I can explain the significance of Roman and Greek codes of behavior.	Learning Indicator I.ACC. 1 I can explain how Roman and Greek political and legal institutions influence other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can analyze the inscriptions on Roman coins and monuments and relate them to historical events. • I can evaluate how Rome communicated with its subjects using such means as edicts, sculpture, and inscriptions. • I can compare the purposes of different types of documents produced by Romans and Greeks such as imperial edicts to personal letters. • I can analyze the ways in which poetry was used to communicate all messages from propaganda to passion. • I can... 	<ul style="list-style-type: none"> • I can tell the difference between idealized cultural values and actual behavior of individuals such as Vergil’s Roman virtues vs. those of Caligula. • I can describe the virtues of the ideal Roman and Greek woman and give examples of those who did or did not live up to them. • I can describe how the behavior of Roman and Greek soldiers reflects the attitudes of the culture. • I can... 	<ul style="list-style-type: none"> • I can compare Roman and Greek philosophies of government. • I can compare Roman and Greek legislators to their modern equivalents. • I can compare the Roman and Greek judicial processes to those in place in other cultures. • I can...
Learning Indicator I.CPP.2 I can explain the significance of Roman or Greek decorative products.	Learning Indicator I.CP.2 I can explain the significance of Roman or Greek attitudes towards various members of society.	Learning Indicator I.ACC.2 I can explain how Roman and Greek art and architecture influence other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can understand how Roman products such as sculpted portraits reflect social and political customs. • I can explain conventions of Roman funeral monuments including materials and methods of construction as well as 	<ul style="list-style-type: none"> • I can explain ways in which the depictions of women in the works of Roman and Greek authors such as Juvenal, Martial, Catullus and Ovid reflect the attitudes of the culture. • I can discuss Roman and Greek marriage 	<ul style="list-style-type: none"> • I can explain the influence of Roman imperial architecture on latter empires. • I can explain how Roman portrait sculpture influenced idealized or naturalistic representation of individuals in

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>elements of inscriptions.</p> <ul style="list-style-type: none"> • I can identify the nature and purpose of materials and methods of written documents from simple accounts to editions of literary works. • I can... 	<p>practices and how they reflect attitudes towards women and inheritance.</p> <ul style="list-style-type: none"> • I can explain who had access to education in Roman and Greek society and why. • I can explain the laws and attitudes governing treatment of slaves in Roman and Greek society. • I can... 	<p>other cultures and periods.</p> <ul style="list-style-type: none"> • I can explain the influence of construction materials and the layout of the Roman road system on the infrastructure of other cultures. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.3 I can explain the significance of elements of Roman or Greek infrastructure.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP. 3 I can explain the significance of Roman and Greek attitudes toward politics and law.</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.ACC. 3 I can explain how Roman and Greek literature and language influenced those of other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can analyze the functional and decorative architectural elements of a Roman or Greek building. • I can explain the Romanization of the provinces as reflected in common structures such as amphitheaters, fora, aqueducts, dwellings, etc. • I can discuss how the form of a building reflects its function. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the significance of the development of Roman law as a reflection of the changing needs of Roman society. • I can explain the Roman or Greek attitudes toward tyrants and how those views changed across time and circumstance. • I can explain how changes in how the army was used by leaders of the late Republic led to changing views of rule in Rome. • I can explain that changes in the use of the army by leaders of the late Republic led to changing views of rule in Rome. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how Roman and Greek poetic genres and meter influenced those of later cultures. • I can explain how the art of Roman and Greek story telling such as myths, legends, parables, etc. influenced literature of other cultures. • I can explain the influences of Roman and Greek oratory on speechmaking in other cultures and periods. • I can explain the relationship between Roman poetry recitations and modern standup comedy and rap. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.4 I can explain the significance of</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.CP.4 I can explain the significance of</p>	<p style="text-align: center;">Learning Indicator</p> <p>I.ACC.4 I can explain the influence of</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>Roman or Greek political and economic practices.</p>	<p>Roman and Greek religious and philosophical beliefs.</p>	<p>Roman and Greek religions on other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can discuss the Roman senate and how it conducted its meetings. • I can discuss how the Romans and Greeks used their military to further their political agenda. • I can explain how the Romans and the Greeks interacted with foreign peoples in terms of trade, conquest, and diplomacy. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how the Romans' or Greeks' festivals and holidays reflect their views on life, death, and their relationship to the gods. • I can explain how the growth of private religions in Rome reflected the needs of various members of the population. • I can explain the significance of the Roman and Greek attitudes toward various philosophical schools. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the significance of such Roman festivals as the Lupercalia and Saturnalia, and discuss their influence on modern festivals or holidays. • I can explain how Roman and Greek myths influenced painting, music, and sculpture in other cultures. • I can...
<p>Learning Indicator</p> <p>I.CPP.5 I can explain the significance of Roman or Greek religious practices.</p>	<p>Learning Indicator</p> <p>I.CP.5 I can explain the significance of Roman and Greek attitudes toward art and literature.</p>	<p>Learning Indicator</p> <p>I.ACC.5 I can discuss how Roman and Greek social customs influence other cultures.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how the Romans adopted some religions of other peoples and allowed the practice of local religions. • I can explain the ways in which Roman officials used and abused religious offices for political gain. • I can explore the stories relating to Greek and Roman deities such as the underworld as explained by Homer, Ovid, and Vergil. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can use pictures of authentic inscriptions or graffiti to explain the Romans' social and political values. • I can explain how the Romans' need for a past that rivaled the Greeks' led to the creation of historical and mythological literature. • I can explain how the Romans and Greeks used poetry to express their views of others. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can discuss the Romans' practices of marriage and how they affected other cultures' attitudes toward women and inheritance. • I can discuss the influence of Greek and Roman modes of entertainment on other cultures. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	
<p style="text-align: center;">Learning Indicator</p> <p>I.CPP.6 I can explain the significance of various aspects of Roman or Greek social life.</p>		
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the relationships between various social groups as expressed in Roman and Greek law. • I can explain the customs of Roman parties such as dinner, poetry, wedding feast, etc. • I can explain various types of Roman and Greek entertainment such as theater, festivals, animal hunts, gladiatorial combats, etc. • I can... 		

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

CORE COMPETENCIES

Language Competencies	Cultural Competencies
<p>1. Interpretive Reading (IR) and Listening (IL)</p> <p>I can interpret information, concepts, and ideas from a variety of adapted or authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas on a variety of topics.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>4. Investigation of Cultures' Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultures' Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Application of Cultural Connections (CC)</p> <p>I can make my knowledge of language and understanding of classical cultures relevant to the modern world.</p>

INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
IH.IR	IH.IL	IH.IC	IH.PS	IH.PW
<p><i>I can easily understand the main idea of texts related to Roman and Greek everyday life, personal interests, and studies.</i></p> <p><i>I can sometimes follow</i></p>	<p><i>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and</i></p>	<p><i>I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.</i></p> <p><i>I can participate with ease and confidence in</i></p>	<p><i>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</i></p> <p><i>I can make some presentations on events</i></p>	<p><i>I can write on issues related to Roman or Greek in a generally organized way.</i></p> <p><i>I can write some simple paragraphs about events and experiences in</i></p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
<i>stories and descriptions about events and experiences in various timeframes.</i>	<i>studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various timeframes.</i>	<i>conversations on familiar topics. I can usually talk about events and experiences in various timeframes. I can usually describe people, places, and things.</i>	<i>and experiences in various timeframes.</i>	<i>various timeframes.</i>
Learning Indicator IH.IR.1 I can understand accounts of events or experiences.	Learning Indicator IH.IL1 I can easily understand straightforward information or interactions.	Learning Indicator IH.IC.1 I can exchange information about Greek or Roman culture.	Learning Indicator IH.PS.1 I can make short presentations on Greek or Roman perspectives about a variety of topics.	Learning Indicator IH.PW.1 I can write personal communications on familiar topics using connected sentences with many details.
Sample Learning Targets <ul style="list-style-type: none"> ● I can summarize the main argument and supporting evidence of Cicero’s <i>Philippics</i>. ● I can compare and contrast the views of Caesar and Tacitus on Germanic culture. 	Sample Learning Targets <ul style="list-style-type: none"> ● I can understand the main idea and many details of the oral reading of a short poem or passage. ● I can understand the main idea and many details of a short 	Sample Learning Targets <ul style="list-style-type: none"> ● I can provide information about specific historical events. ● I can ask for and provide information about Roman or Greek hobbies, lifestyles, 	Sample Learning Targets <ul style="list-style-type: none"> ● I can explain Roman views on foreign religions in simple terms. ● I can describe Roman views of other peoples in simple terms. 	Sample Learning Targets <ul style="list-style-type: none"> ● I can write a short letter using conventional Roman elements of the epistolary genre. ● I can write a message or explanation. ● I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
<ul style="list-style-type: none"> • I can explain how Seneca or Aristotle supports his contentions about the social status of slaves. • I can summarize the main questions Pliny poses to the emperor Trajan about the prosecution of Christians under imperial law. • I can... 	<p>discussion on a familiar topic.</p> <ul style="list-style-type: none"> • I can understand a short speech on a familiar topic. • I can... 	<p>games, or sports.</p> <ul style="list-style-type: none"> • I can ask for and provide descriptions of places I have read about. • I can I can talk about Some Roman and Greek families' history. • I can exchange information about Greek or Roman practices and perspectives on a variety of topics, such as religion or bathing. • I can... 	<ul style="list-style-type: none"> • I can... 	
<p>Learning Indicator</p> <p>IH.IR.2 I can identify and explain author bias in Latin and Greek texts.</p>	<p>Learning Indicator</p> <p>IH.IL.2 I can sometimes follow short, written instructions when supported by visuals.</p>	<p>Learning Indicator</p> <p>IH.IC.2 I can clarify my understanding of a Greek or Roman text by discussing it with another person.</p>	<p>Learning Indicator</p> <p>IH.PS.2 I can make a presentation on something I have learned using connected sentences with many details.</p>	<p>Learning Indicator</p> <p>IH.PW.2 I can write a brief persuasive argument using figures of literary style on a variety of topics.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can analyze the ethnocentric views of Roman and Greek 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow oral instructions to set a Roman table. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify and discuss the reasons for the use of different 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a short presentation on various aspects of Greek or 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write an argument with a thesis and supporting points and

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
<p>authors such as Tacitus, Herodotus, Caesar, and Vergil.</p> <ul style="list-style-type: none"> • I can explain how the Romans' preferences for certain philosophical schools reflect their viewpoints. • I can identify and discuss the misogynistic views of ancient authors such as Aristotle or in legal documents such as the Twelve Tables of Roman law. • I can... 	<ul style="list-style-type: none"> • I can follow oral instructions to draw up in battle formation with my classmates. • I can... 	<p>persons in Catullus' poem 8.</p> <ul style="list-style-type: none"> • I can discuss the view of women as expressed in Vergil's <i>Aeneid</i> Book 4 or Catullus' poem 64. • I can... 	<p>Roman culture, such as politics, religion, the economy, and social status.</p> <ul style="list-style-type: none"> • I can present a Greek or Latin text and discuss its literary characteristics. • I can... 	<p>use figures of literary style to enhance the meaning.</p> <ul style="list-style-type: none"> • I can write an argument based on a Greek or Latin text. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>IH.IR.3 I can use prior knowledge of Roman or Greek vocabulary to figure out the meaning of unfamiliar words in complex authentic texts.</p>		<p style="text-align: center;">Learning Indicator</p> <p>IH.IC.3 I can participate in a class discussion about Greek or Roman culture or texts.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.PS.3 I can present a point of view and provide reasons to support it.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.PW.3 I can write a short analysis of a Greek or Latin text.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify the component parts of compound words and recognize the roots of these words. • I can use the context of a Latin or Greek passage to accurately infer the meaning of unfamiliar words. • I can... 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange views and opinions about a text and follow a discussion among a group of people. • I can exchange views and opinions about various Greek or Roman practices. • I can exchange views and opinions about various Greek or Roman beliefs, perspectives, or philosophies. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can deliver a persuasive speech about the use of capital punishment for minors. • I can deliver a persuasive speech about the social status of slaves in Roman society. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write can write about the use of figures of literary style to enhance the understanding of a Greek or Latin text. • I can write about the use of imagery to enhance the understanding of a Greek or Latin text. • I can write about the cultural context of a Greek or Latin text. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>IH.IR.4 I can understand how advanced Latin or Greek grammatical and syntactical structures help me understand a text.</p>		<p style="text-align: center;">Learning Indicator</p> <p>IH.IC.4 I can carry out a task that requires multiple steps with a partner.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.PS.4 I can tell or summarize a story using connected sentences with many details.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.PW.4 I can write a description or explanation of a familiar topic using connected sentences with many details.</p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand how Caesar uses sequence of tenses in indirect discourse to paraphrase the speech of others. • I can understand how Pliny uses indirect questions to Trajan to express his uncertainty about governing. • I can... 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give the basic rules of a Roman or Greek game or sport. • I can ask for, follow, and give instructions for preparing Roman or Greek foods. • I can ask for and follow directions to get from one place to another. • I can explain basic rules, policies, or laws that affected the Romans or Greeks. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell a story about a Greek or Roman myth. • I can summarize the main points of a famous Roman battle. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write about simple Roman or Greek stories. • I can write descriptions of Greek and Roman cultural products, such as architecture, infrastructure, art, and coinage. • I can...
INTERMEDIATE CULTURAL COMPETENCIES				
<p style="text-align: center;">Learner Benchmark Investigation of Products and Practices</p> <p style="text-align: center;">I.CPP <i>I can explain the significance of some</i></p>		<p style="text-align: center;">Learner Benchmark Understanding of Cultural Perspectives</p> <p style="text-align: center;">I.CP <i>I can explain the significance of cultural</i></p>		<p style="text-align: center;">Learner Benchmark Application of Cultural Connections</p> <p style="text-align: center;">I.ACC <i>I can explain the significance of elements</i></p>

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<i>products and practices of other cultures.</i>	<i>beliefs and values.</i>	<i>of Roman and Greek culture that influence other cultures.</i>
Learning Indicator I.CPP.1 I can explain the significance of Roman or Greek products designed for communication.	Learning Indicator I.CP. 1 I can explain the significance of Roman and Greek codes of behavior.	Learning Indicator I.ACC. 1 I can explain how Roman and Greek political and legal institutions influence other cultures.
Sample Learning Targets <ul style="list-style-type: none"> • I can analyze the inscriptions on Roman coins and monuments and relate them to historical events. • I can evaluate how Rome communicated with its subjects using such means as edicts, sculpture, and inscriptions. • I can compare the purposes of different types of documents produced by Romans and Greeks such as imperial edicts to personal letters. • I can analyze the ways in which poetry was used to communicate all messages from propaganda to passion. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can tell the difference between idealized cultural values and actual behavior of individuals such as Vergil’s Roman virtues vs. those of Caligula. • I can describe the virtues of the ideal Roman and Greek woman and give examples of those who did or did not live up to them. • I can describe how the behavior of Roman and Greek soldiers reflects the attitudes of the culture. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can compare Roman and Greek philosophies of government. • I can compare Roman and Greek legislators to their modern equivalents. • I can compare the Roman and Greek judicial processes to those in place in other cultures. • I can...
Learning Indicator I.CPP.2 I can explain the significance of Roman or Greek decorative products.	Learning Indicator I.CP.2 I can explain the significance of Roman or Greek attitudes towards various members of society.	Learning Indicator I.ACC.2 I can explain how Roman and Greek art and architecture influence other cultures.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand how Roman products such as sculpted portraits reflect social and political customs. • I can explain conventions of Roman funeral 	Sample Learning Targets <ul style="list-style-type: none"> • I can explain ways in which the depictions of women in the works of Roman and Greek authors such as Juvenal, Martial, Catullus and Ovid reflect the attitudes of 	Sample Learning Targets <ul style="list-style-type: none"> • I can explain the influence of Roman imperial architecture on latter empires. • I can explain how Roman portrait sculpture influenced idealized or

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>monuments including materials and methods of construction as well as elements of inscriptions.</p> <ul style="list-style-type: none"> • I can identify the nature and purpose of materials and methods of written documents from simple accounts to editions of literary works. • I can... 	<p>the culture.</p> <ul style="list-style-type: none"> • I can discuss Roman and Greek marriage practices and how they reflect attitudes towards women and inheritance. • I can explain who had access to education in Roman and Greek society and why. • I can explain the laws and attitudes governing treatment of slaves in Roman and Greek society. • I can... 	<p>naturalistic representation of individuals in other cultures and periods.</p> <ul style="list-style-type: none"> • I can explain the influence of construction materials and the layout of the Roman road system on the infrastructure of other cultures. • I can...
<p>Learning Indicator</p> <p>I.CPP.3 I can explain the significance of elements of Roman or Greek infrastructure.</p>	<p>Learning Indicator</p> <p>I.CP. 3 I can explain the significance of Roman and Greek attitudes toward politics and law.</p>	<p>Learning Indicator</p> <p>I.ACC. 3 I can explain how Roman and Greek literature and language influenced those of other cultures.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can analyze the functional and decorative architectural elements of a Roman or Greek building. • I can explain the Romanization of the provinces as reflected in common structures such as amphitheaters, fora, aqueducts, dwellings, etc. • I can discuss how the form of a building reflects its function. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the significance of the development of Roman law as a reflection of the changing needs of Roman society. • I can explain the Roman or Greek attitudes toward tyrants and how those views changed across time and circumstance. • I can explain how changes in how the army was used by leaders of the late Republic led to changing views of rule in Rome. • I can explain that changes in the use of the army by leaders of the late Republic led to changing views of rule in Rome. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how Roman and Greek poetic genres and meter influenced those of later cultures. • I can explain how the art of Roman and Greek story telling (myths, legends, parables, etc.) influenced literature of other cultures. • I can explain the influences of Roman and Greek oratory on speechmaking in other cultures and periods. • I can explain the relationship between Roman poetry recitations and modern standup comedy and rap. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

Learning Indicator I.CPP.4 I can explain the significance of Roman or Greek political and economic practices.	Learning Indicator I.CP.4 I can explain the significance of Roman and Greek religious and philosophical beliefs.	Learning Indicator I.ACC.4 I can explain the influence of Roman and Greek religions on other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can discuss the Roman senate and how it conducted its meetings. • I can discuss how the Romans and Greeks used their military to further their political agenda. • I can explain how the Romans and the Greeks interacted with foreign peoples in terms of trade, conquest, and diplomacy. • I can... 	<ul style="list-style-type: none"> • I can explain how the Romans' or Greeks' festivals and holidays reflect their views on life, death, and their relationship to the gods. • I can explain how the growth of private religions in Rome reflected the needs of various members of the population. • I can explain the significance of the Roman and Greek attitudes toward various philosophical schools. • I can... 	<ul style="list-style-type: none"> • I can explain the significance of such Roman festivals as the Lupercalia and Saturnalia, and discuss their influence on modern festivals or holidays. • I can explain how Roman and Greek myths influenced painting, music, and sculpture in other cultures. • I can...
Learning Indicator I.CPP.5 I can explain the significance of Roman or Greek religious practices.	Learning Indicator I.CP.5 I can explain the significance of Roman and Greek attitudes toward art and literature.	Learning Indicator I.ACC.5 I can discuss how Roman and Greek social customs influence other cultures.
Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can explain how the Romans adopted some religions of other peoples and allowed the practice of local religions. • I can explain the ways in which Roman officials used and abused religious offices for political gain. • I can explore the stories relating to Greek and Roman deities such as the underworld as 	<ul style="list-style-type: none"> • I can use pictures of authentic inscriptions or graffiti to explain the Romans' social and political values. • I can explain how the Romans' need for a past that rivaled the Greeks' led to the creation of historical and mythological literature. • I can explain how the Romans and Greeks 	<ul style="list-style-type: none"> • I can discuss the Romans' practices of marriage and how they affected other cultures' attitudes toward women and inheritance. • I can discuss the influence of Greek and Roman modes of entertainment on other cultures. • I can...

SOUTH CAROLINA STANDARD FOR WORLD LANGUAGE PROFICIENCY ADAPTED FOR CLASSICAL LANGUAGES

<p>explained by Homer, Ovid, and Vergil.</p> <ul style="list-style-type: none"> • I can... 	<p>used poetry to express their views of others.</p> <ul style="list-style-type: none"> • I can... 	
<p>I.CPP.6 I can explain the significance of various aspects of Roman or Greek social life.</p>		
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the relationships between various social groups as expressed in Roman and Greek law. • I can explain the customs of Roman parties such as dinner, poetry, wedding feast, etc. • I can explain various types of Roman and Greek entertainment such as theater, festivals, animal hunts, gladiatorial combats, etc. • I can... 		

SC Benchmark Statements for Modern Languages

		NOVICE			INTERMEDIATE			ADVANCED		
		Low	Mid	High	Low	Mid	High	Low	Mid	High
Interpretive	Listening	<i>I can recognize a few memorized words and phrases when I hear them spoken.</i>	<i>I can recognize some familiar words and phrases when I hear them spoken.</i>	<i>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</i>	<i>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</i>	<i>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</i>	<i>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various timeframes.</i>	<i>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</i>	<i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.</i>	<i>I can clearly understand extended speech and short lectures, even when somewhat complicated. I can understand most forms of media with little effort.</i>
	Reading	<i>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</i>	<i>I can recognize some letters or characters. I can identify some learned or memorized words and phrases when I read.</i>	<i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</i>	<i>I can understand the main idea of short and simple texts when the topic is familiar.</i>	<i>I can understand the main idea of texts related to everyday life and personal interests or studies.</i>	<i>I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions, about events and experiences in various timeframes.</i>	<i>I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes and genres.</i>	<i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various timeframes. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</i>	<i>I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.</i>

SC Benchmark Statements for Modern Languages

Interpersonal	Person-to-Person	<i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i>	<i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>	<i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions</i>	<i>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</i>	<i>I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</i>	<i>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various timeframes. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</i>	<i>I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various timeframes. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.</i>	<i>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various timeframes. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.</i>	<i>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</i>		
		Presentational	Speaking	<i>I can present information about myself and some other very familiar topics using single words or memorized phrases.</i>	<i>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>	<i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i>	<i>I can present information on most familiar topics using a series of simple sentences.</i>	<i>I can make presentations on a wide variety of familiar topics using connected sentences.</i>	<i>I can make presentations on a wide variety of familiar topics using connected sentences.</i>	<i>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make some presentations on events and experiences in various timeframes.</i>	<i>I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various timeframes.</i>	<i>I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.</i>
				Writing	<i>I can copy some familiar words, characters, or phrases.</i>	<i>I can write lists and memorized phrases on familiar topics.</i>	<i>I can write short messages and notes on familiar topics related to everyday life.</i>	<i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i>	<i>I can write on a wide variety of familiar topics using connected sentences.</i>	<i>I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various timeframes.</i>	<i>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various timeframes.</i>	<i>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various timeframes.</i>

SC Benchmark Statements for Modern Languages

CULTURAL COMPETENCIES			
Investigation of Products and Practices	<i>N.CPP</i> <i>I can identify some products and practices of cultures.</i>	<i>I.CPP</i> <i>I can identify common patterns in the products and practices of a culture.</i>	<i>A.CPP</i> <i>I can explain some diversity among the products and practices in other cultures and my own.</i>
Understanding of Cultural Perspectives	<i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i>	<i>I.CP</i> <i>I can compare familiar cultural beliefs and values.</i>	<i>A.CP</i> <i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i>
Participation in Cultural Interaction	<i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i>	<i>I.CIA</i> <i>I can interact at a functional level in familiar cultural contexts.</i>	<i>A.CIA</i> <i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i>

SC Benchmark Statements for Classical Languages

NOVICE

INTERMEDIATE

	NOVICE			INTERMEDIATE			
Interpretive	Reading	<p><i>I can recognize a few Roman or Greek letters.</i></p> <p><i>I can identify a few memorized words and phrases when I read.</i></p>	<p><i>I can recognize some Roman or Greek letters.</i></p> <p><i>I can identify some learned memorized words and phrases when I read.</i></p>	<p><i>I can understand familiar words, phrases, and sentences within short and simple adapted-authentic or authentic texts related to everyday life</i></p> <p><i>I can sometimes understand the main idea of what I read.</i></p>	<p><i>I can understand the main idea of short and simple adapted-authentic and authentic texts when the topic is familiar.</i></p>	<p><i>I can infer many details in unadapted Latin or Greek texts that contain unfamiliar vocabulary.</i></p> <p><i>I can understand the main idea of unadapted Latin or Greek texts related to everyday life and personal interests or studies.</i></p> <p><i>I can infer many details in unadapted Latin or Greek texts that contain unfamiliar vocabulary.</i></p>	<p><i>I can easily understand the main idea of texts related to Roman and Greek everyday life, personal interests, and studies.</i></p> <p><i>I can sometimes follow stories and descriptions, about events and experiences in various timeframes.</i></p>
Interpersonal	Interpersonal	<p><i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i></p>	<p><i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i></p>	<p><i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i></p> <p><i>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i></p>	<p><i>I can participate in conversations on a number of familiar topics using simple sentences.</i></p> <p><i>I can handle short social interactions in everyday situations by asking and answering simple questions.</i></p>	<p><i>I can participate in conversations on familiar topics using sentences and series of sentences.</i></p> <p><i>I can handle short social interactions by asking and answering a variety of questions.</i></p> <p><i>I can usually say what I want to say about myself and Roman or Greek everyday life.</i></p>	<p><i>I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.</i></p> <p><i>I can participate with ease and confidence in conversations on familiar topics.</i></p> <p><i>I can usually talk about events and experiences in various timeframes.</i></p> <p><i>I can usually describe people, places, and things.</i></p>
Presentational	Presentational Speaking	<p><i>I can provide information about myself and some other very familiar topics using single words or memorized expressions.</i></p>	<p><i>I can provide information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i></p>	<p><i>I can provide basic information on familiar topics using language I have practiced, with phrases and simple sentences.</i></p>	<p><i>I can present information on most familiar topics using a series of simple sentences.</i></p>	<p><i>I can make presentations on a wide variety of familiar topics using connected sentences.</i></p>	<p><i>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</i></p> <p><i>I can make some presentations on events and experiences in various timeframes.</i></p>

SC Benchmark Statements for Classical Languages

Presentational Writing	<i>I can copy some familiar words or phrases.</i>	<i>I can write lists and memorized phrases on familiar topics.</i>	<i>I can write short messages and notes on familiar topics related to everyday Roman and Greek life.</i>	<i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i>	<i>I can write on a wide variety of familiar topics using connected sentences</i>	<i>I can write on topics related to Roman or Greek in a generally organized way. I can write some simple paragraphs about events and experiences in various timeframes.</i>
-------------------------------	---	--	--	---	---	--

CULTURAL CONNECTIONS

Investigation of Products and Practices	Understanding of Cultural Perspectives N.CPP <i>I can identify some products and practices of cultures.</i>	Application of Cultural Connections I.CPP <i>I can explain the significance of some products and practices of other cultures.</i>
Understanding of Cultural Perspectives	N.CP <i>I can identify some basic cultural beliefs and values.</i>	I.CP <i>I can explain the significance of cultural beliefs and values.</i>
Application of Cultural Connections	N.ACC <i>I can identify and discuss elements of Roman and Greek culture that influence other cultures.</i>	I.ACC <i>I can explain the significance of some products and practices of other cultures.</i>