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Title 28 EDUCATION

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Title 28 EDUCATION

Part CVII. Bulletin 116—Louisiana Classical Languages Content Standards

Chapter 1. General Provisions

§101. Definitions

A. Assessment. Assessment is the process of obtaining quantitative or qualitative information about the academic status of students or schools. Assessment is a part of instruction and is used in conjunction with other information to make educational decisions, to judge instructional effectiveness, curricular adequacy, or to form policy.

B. Authentic Materials. For students and teachers of classical languages, authentic materials are the products of the ancient world. For students of Latin and Greek, unadapted literature is the most important authentic material. All the remains of the classical world contribute to our knowledge of their practices, their perspectives, their culture: literature, non-literary records, artifacts, art, architecture, and all the things that archaeologists unearth.

C. Beginning/Developing/Expanding and Extending. Elementary students, if Latin or Greek is taught continuously from the early grades, may be expected to demonstrate beginning benchmarks by grade 6 or 8 (perhaps even by grade 4 if they begin a well coordinated program in kindergarten). Middle school students who study Latin or Greek every day in grades 7 and 8 should demonstrate beginning benchmarks by the end of grade 8. High school students should demonstrate beginning status by the end of their Level I course, intermediate status by the end of a Level III course, and advanced status by the end of a Level V or Advanced Placement Course. Such designations as Level I, II, and III place learning in a time frame that standards of excellence seek to avoid. In the scheme presented here, the progress of students in terms of standards of excellence or proficiency is the factor to be measured, not time.

D. Benchmark. A benchmark gives a quick picture of what a student who has mastered a standard knows and can do in a specific situation. Under each standard are benchmarks for beginning, intermediate, and advanced students. The benchmarks are neither prescriptive nor exhaustive. Intermediate and advanced students are expected to exhibit the benchmarks of the lower levels as well as the benchmarks of their own level.

E. Culturally Authentic. The most culturally authentic materials are those the Romans used, read, saw, and touched. Because these materials are rare or inaccessible to most students, it is necessary to create materials that approximate what was known in the ancient world, e.g., a story in Latin about a Roman child's day in school. Although comprehension of an unadapted text is the ultimate goal, that is not often attainable by a beginning seventh grader. If the emphasis in created materials is culturally authentic, students

learn culture at the same time that they are learning language.

F. Curriculum. This state framework provides a curricular and programmatic context. District curricula further define course content in a coordinated sequence. A course curriculum is a teacher's outline for a specific course of study. Lesson plans translate curriculum into meaningful and creative activities for the individual classroom. The standards are meant as a guide to curriculum development, not a substitute for it. Curricula vary according to teaching style, learning style, the teacher's philosophy of teaching and learning, students' ability, textbooks used, and available resources. Curricula designed to achieve the standards should vary in many ways: in specific lesson plans, in types of drill, and in choice of authors and literary works.

G. Literature. Greek and Latin literature ranges at least from the eighth century B.C. through the classical periods of Greece and Rome, the Byzantine and Middle Ages, the Renaissance, and even into the present age. Epic, lyric, tragic and comic drama, satire, history, biography, oratory, philosophy, scientific, agricultural, and medical treatises, even the novel are among the genres read by students of Latin and Greek. This wealth of literature provides a broad base for choosing authors or genre. In addition, nonliterary Latin and Greek provide a storehouse of authentic material to read: graffiti, inscriptions, coins, curse tablets. Caesar, Cicero, and Vergil have long been standard fare for high school students; they continue to be important models. However, the wealth of non-traditional authors and non-literary sources should not be ignored. *Louisiana Classical Language Content Standards* does not mandate the study of any particular set of authors but is intended to guide students toward a mastery of the language that will enable them, at the most advanced level, to read any author of Latin or Greek.

H. Oral Latin or Greek. The oral use of Latin or Greek includes reading or reciting Latin or Greek texts aloud (with proper attention to metrical structure, if the passage is poetry), asking and responding to questions, making statements, issuing and responding to commands. The word "speak," a more natural substitute for "use orally," has been avoided in order not to imply that "conversation" is an important part of the standard.

I. Perspectives. Perspectives are the meanings, attitudes, values, and ideas of a given culture, ancient or modern.

J. Proficiency. Proficiency is having or manifesting the knowledge and experience needed for success in language learning.

K. Reading. Reading includes all of the following: reading aloud, paraphrasing content, analyzing grammar and syntax, interpreting meaning, and translating. All of these skills cannot be demonstrated simultaneously, and good pedagogy would elicit practice and assessment of the separate skills for different and specific purposes. Reading that employs all methods needed for an accurate interpretation of the original text is, in the broadest sense, philology.

L. Scenario. A scenario is a picture in words of student performance in a classroom situation. It is a fully developed segment of curriculum, is articulated in a lesson plan, has activities, and uses specific linguistic and pedagogical strategies. The scenarios in *Louisiana Classical Language Content Standards* list the standards addressed and the reflections of the teacher on the lesson.

M. Standard. A standard describes what students should know and be able to do. Each strand in *Louisiana Classical Language Content Standards* contains two content standards.

N. Strand. The standards are organized within five strands that make up classical language education: communication, culture, connections, comparisons, and communities. These are the strands established in *Louisiana Classical Languages Content Standards*. Each strand is interrelated and must be woven into the fabric of curriculum development at the state, district, and local levels.

O. Translation. Translations are versions of a text in another language. They can range from close adherence to the original syntax to a free interpretation of content. Translations can be a teaching device to measure comprehension; they can also be high art, demanding an expert command of English and Latin.

P. Writing. *Louisiana Classical Languages Content Standards* uses writing to mean any of the following: taking dictation, translating from English into Latin or Greek, transforming Latin or Greek into different patterns of Latin or Greek while maintaining the meaning, creating free composition in Latin or Greek. The primary aim of such written work is to enhance the ability of students to read the languages.

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§103. Purpose

A. The words, ideas, and culture of the ancient world are communicated to us in the writing and the archaeological remains of the people and their institutions. The ancient Greeks and Romans, breaking barriers of time and place, have communicated their message through the ages and continue to communicate to the modern world; we, in turn, communicate more clearly to each other in word, in practice, and in product as a result of that contact.

1. *Louisiana Classical Languages Content Standards*—applies strands of language learning to a context appropriate for Latin and Greek.

2. *Strands*—categories within particular content areas which vary from discipline to discipline. Strands are interrelated and should be integrated rather than taught in isolation.

B. The standards for classical language learning are organized within the five strands which make up classical language education: communication, culture, connections, comparisons, and communities. Each strand is a thread in the fabric that must be woven into curriculum development at the state, district, and local levels.

1. *Focus*—a statement describing the importance of a content strand.

2. *Content Standard*—a description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.

a. Each strand contains two content standards. These standards describe the knowledge and abilities students should acquire.

3. *Benchmark*—a broad statement of process and/or content that is used as a reference to develop curriculum and assess student progress.

a. Under each standard are *benchmarks* for beginning, developing, and expanding/extending students. The benchmarks indicators are neither prescriptive nor exhaustive. Developing and expanding/extending students are expected to exhibit the benchmarks of the lower levels as well as the benchmarks of their own level.

C. What is a beginning, developing, or expanding/extending student? If Latin or Greek is taught continuously from the early grades, it would be reasonable to assume that a beginning student might demonstrate progress indicated by the beginning sample progress indicators by grade 6 or 8. Students who study Latin or Greek every day in grades 7 and 8 should be able to demonstrate the beginning progress indicators by the end of grade 8. Level I high school students may demonstrate beginning status by the end of their Level I course. Developing students may demonstrate their progress at the end of a Level III course. Expanding/extending students may demonstrate their progress at the end of an Advanced Placement Course. Such designations as Level I, II, and III place learning in a time-frame and organize it into courses that standards of excellence seek to avoid. Course and curricula are products of the district and school. In the scheme presented here, the progress of students in terms of standards of excellence or proficiency is the factor to be measured, not time.

D. Benchmark Code

1. The first two letters indicate the strand (CM=Communication, CL=Cultures, CN=Connections, CP=Comparisons, CT=Communities). The following number indicates the standard. The following letter indicates the level (B=Beginning, D=Developing, E=Expanding/Extending). The last number indicates the benchmark. For example: CM-1-D1 refers to the

Communication Strand, Standard One, Developing-Level Benchmark One.

2. Sample benchmarks have been developed as indicators of progress for each of the following levels: beginning, developing, and expanding/extending.

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Chapter 3. Content Standards

§301. Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication. A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving. The identification of an obstacle or challenge and the application of knowledge and thinking processes, which include reasoning, decision making, and inquiry, in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, computers, interactive devices, telecommunication, and other emerging technologies.

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship. The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory

rights; and mentoring others to become productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

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§303. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that a need for information exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information. Students effectively sort, manipulate, and organize the information that was retrieved.

They make decisions on how to use and communicate their findings.

6. **Presenting Findings.** Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. **Evaluating Efforts.** Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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§305. Classical Languages

A. *Communication*—communicate in a classical language.

1. **Interpretation**—students read, understand, and interpret Latin or Greek.

2. **Language Learning**—students use orally, listen to, and write Latin or Greek as part of the language learning process.

B. *Cultures*—gain knowledge and understanding of Greco-Roman culture.

1. **Practices**—students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

2. **Products**—students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

C. *Connections*—connect with other disciplines and acquire information.

1. **Reinforcement**—students reinforce and further their knowledge of other disciplines through their study of classical languages.

2. **Acquisition**—students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

D. *Comparisons*—develop insight into the nature of language and the concept of culture.

1. **Nature of Language**—students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

2. **Concept of Culture**—students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

E. *Communities*—participate in a world of languages and cultures.

1. **Participation**—students use their knowledge of Latin or Greek in a multilingual world.

2. **Application**—students use their knowledge of Greco-Roman culture in a world of diverse cultures.

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Chapter 5. Communication Strand

§501. Focus

A. Standard 1 defines "communication" as it applies to the learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are our major source of knowledge and our major line of communication with the Greeks and Romans. Reading, then, is the first standard and the key to communicating with the ancient world. But the Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication strand emphasizes the importance of oral skills, listening, and writing as tools to improve reading.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1521 (July 2005).

§503. Communication Standard 1

A. **Interpretation**—students read, understand, and interpret Latin or Greek.

B. **Beginning Stage Benchmarks.** As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CM-1-B1	Reading words, phrases, and simple sentences and associating them with pictures, and/or other words, phrases and simple sentences	(1, 2, 4)
CM-1-B2	Demonstrating reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek	(1, 2)
CM-1-B3	Demonstrating a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level	(1, 2, 3)

C. **Developing Stage Benchmarks.** As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CM-1-D1	Reading and understanding passages of Latin or Greek composed for acquisition of content and language skills	(1, 2)
CM-1-D2	Reading and understanding, with appropriate assistance, passages of Latin or Greek adapted from the original authors	(1, 2, 3)
CM-1-D3	Reading and understanding short, unadapted passages of Latin or Greek when provided with appropriate assistance	(1, 2, 3)
CM-1-D4	Demonstrating reading comprehension by interpreting the meaning of passages they read	(1, 2, 4)
CM-1-D5	Recognizing some figures of speech and features of style in the authors they read	(1, 2, 3)
CM-1-D6	Demonstrating a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level	(1, 2, 3)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CM-1-E1	Reading and understanding prose and poetry of selected authors with appropriate assistance	(1, 2, 3)
CM-1-E2	Interpreting the meaning of the passages they read	(1, 2, 4)
CM-1-E3	Recognizing, explaining, and interpreting content and features of style and meter of the authors they read	(1, 2, 3, 4)
CM-1-E4	Demonstrating a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors they read	(1, 2, 3)

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§505. Communication Standard 2

A. Language Learning—students use orally, listen to, and write Latin or Greek as part of the language learning process.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CM-2-B1	Recognizing and reproducing the sounds of Latin or Greek	(1)
CM-2-B2	Responding appropriately to simple questions, statements, commands, or non-verbal stimuli	(1, 2)
CM-2-B3	Writing simple phrases and sentences in Latin or Greek	(1, 2, 3)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CM-2-D1	Reading Latin or Greek aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard	(1, 2, 4)
CM-2-D2	Responding appropriately to questions, statements, commands, or other stimuli	(1, 2)
CM-2-D3	Writing phrases and sentences in Latin or Greek	(1, 2, 3)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CM-2-E1	Reading Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection	(1, 2, 4)
CM-2-E2	Responding appropriately to more complex spoken and written Latin or Greek	(1, 2, 4)
CM-2-E3	Writing passages of connected sentences in Latin or Greek	(1, 2, 3, 4)

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Chapter 7. Culture Strand

§701. Focus

A. Learning the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus of Strand 2 is on the ability of students to hear, read, and see the message of the Greeks or Romans. Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts.

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§703. Cultures Standard 1

A. Practices—students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CL-1-B1	Demonstrating a basic knowledge of the daily life of the ancient Greeks or Romans	(1, 4)
CL-1-B2	Demonstrating knowledge of some famous Greeks or Romans and of selected facts of history and geography of the ancient world	(1, 4)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do

includes the benchmarks for the beginning stage, plus the following:

CL-1-D1	Demonstrating a knowledge of the daily life and thought of the ancient Greeks or Romans, gained in part from the reading of Latin or Greek texts, and applying that knowledge to an understanding of Greek or Roman cultures	(1, 2, 4)
CL-1-D2	Demonstrating a knowledge of the people and facts of Greek or Roman history and political life, gained in part from the reading of Latin or Greek texts, and relating that knowledge to an understanding of Greek or Roman perspectives.	(1, 2, 3, 4)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CL-1-E1	Demonstrating a broad knowledge of Greek or Roman history, customs, and private and political life, gained from the reading of Latin or Greek authors, and using that knowledge in analyzing Greek or Roman culture	(1, 4, 5)
CL-1-E2	Demonstrating knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans, gained from their reading of Latin or Greek authors, and relating that knowledge to an understanding of Greek or Roman perspectives	(1, 2, 3, 4, 5)

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§705. Cultures Standard 2

A. Product—students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CL-2-B1	Identifying the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence	(1, 4)
CL-2-B2	Recognizing basic architectural features and art forms of the Greeks or Romans	(1, 4)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CL-2-D1	Relating their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture	(1, 3, 4)
CL-2-D2	Demonstrating knowledge of architectural styles, art forms, and artifacts of the Greeks or Romans and using them in analyzing Greek or Roman culture	(1, 4)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CL-2-E1	Demonstrating knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin or Greek and applying it to an understanding of Greek or Roman culture	(1, 2, 3, 4)
CL-2-E2	Demonstrating knowledge of archaeological evidence, art forms, and artifacts of the Greeks or Romans and using it in analyzing Greek or Roman culture	(1, 2, 3, 4)

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Chapter 9. Connections Strand

§901. Focus

A. As studies have shown, students learn better when they see the content of courses as relevant to their lives (Henze and Lucas, 1995). If they are unable to make connections with other courses and with their own interests, they cannot perceive the relevance of the material they study. For this reason instructors should incorporate material from other courses, such as math, English, and the sciences, as well as material that might be relevant to aspects of students' lives outside of the classroom. Making connections with other disciplines can also help the student by reinforcing what has already been learned or by giving new insights.

B. Because of the tremendous influence of classical culture, the study of Latin or Greek is particularly well suited for making connections with other languages. Successful teachers make many connections with other disciplines in order to show students the relevance of studying the two languages.

C. The benchmarks in the Connections Strand are deliberately broad since there are so many useful paths teachers can take in making connections and since circumstances (such as local curricula or individual student taste) will influence what connections are most effective.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1523 (July 2005).

§903. Connections Standard 1

A. Reinforcement—students reinforce and further their knowledge of other disciplines through their study of classical languages.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes.

CN-1-B1	Using their knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics	(1,4, 5)
CN-1-B2	Recognizing and using Roman numerals and the vocabulary associated with counting	(1, 4)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CN-1-D1	Recognizing and making connections with Latin or Greek terminology in the sciences and technology	(1,2, 4)
CN-1-D2	Recognizing and making connections with Latin or Greek terminology in the social sciences and history	(1,2,4, 5)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CN-1-E1	Demonstrating in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek	(1, 2, 3, 4, 5)
CN-1-E2	Demonstrating their knowledge of Latin or Greek terminology in the social sciences and history	(1, 3, 4)

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§905. Connections Standard 2

A. Acquisition—students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CN-2-B1	Acquiring information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting	(1, 2, 3, 4)
CN-2-B2	Recognizing plots and themes of Greco-Roman myths in the literature of other cultures	(1, 4)

CN-2-B3	Demonstrating a knowledge of the geography of the ancient world and connecting it to the modern world	(1, 2, 3, 4, 5)
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C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CN-2-D1	Acquiring information about the Greco-Roman world by reading adapted or selected Latin or Greek sources	(1, 2, 4)
CN-2-D2	Connecting their knowledge of ancient history and social and political systems to events and systems in the modern world	(1, 2, 4, 5)
CN-2-D3	Connecting their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement	(1, 2, 4)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CN-2-E1	Acquiring information about the Greco-Roman world by reading Latin or Greek literary and non-literary sources	(1, 2, 4)
CN-2-E2	Transferring their knowledge of Latin or Greek literature to their understanding of world literature	(1, 2, 3, 4)
CN-2-E3	Demonstrating their knowledge of the influence of Greco-Roman mythology, history, social and political systems, and artistic achievements on world culture	(1, 2, 3, 4, 5)

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Chapter 11. Comparisons Strand

§1101. Focus

A. Students become better equipped to reflect on their native language and culture after having studied other languages and cultures. As students become aware of and sensitive to the behaviors, perspectives, and products of the cultures of ancient Greece and Rome, they acquire a perspective from which to examine and analyze their own culture, and its origins, more objectively.

B. One of the most direct methods available to understanding a world different from our own is through the learning of a second language. The second language classroom should serve as a springboard for cross-cultural comparisons and help students take on a new and broader perspective (Curtain and Pesola, 1994).

C. Students often express that through the study of another language they develop a deeper understanding of the syntactical structuring of their own language. Even simple vocabulary instruction can provide new cultural vistas for the classical language learner. It can therefore be seen that

this comparative approach can begin at a very early stage in the instruction of second languages.

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§1103. Comparisons Standard 1

A. Nature of Language—students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CP-1-B1	Demonstrating a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin	(1, 2, 3, 4)
CP-1-B2	Understanding some Latin or Greek phrases, mottoes, and abbreviations used in English	(1, 2, 3, 4, 5)
CP-1-B3	Demonstrating an understanding of basic language patterns of English as they relate to the structure of Latin and Greek	(1, 2, 4)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CP-1-D1	Demonstrating the relationship of Latin or Greek words to their derivatives and cognates in English	(1, 2, 3, 4)
CP-1-D2	Demonstrating an increased use of English words from or related to Latin or Greek	(1, 4)
CP-1-D3	Comparing and contrasting the language patterns and grammar of Latin or Greek with the structure and grammar of English	(1, 2, 3, 4)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CP-1-E1	Demonstrating the relationship of Latin or Greek words to their derivatives and cognates in English and applying some principles of word building and word transfer	(1, 2, 4)
CP-1-E2	Demonstrating an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin or Greek	(1, 2, 4)

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§1105. Comparisons Standard 2

A. Concept of Culture—students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CP-2-B1	Looking at the architectural features of the buildings around them and recognizing the Greco-Roman elements in them	(1, 2, 3, 4, 5)
CP-2-B2	Comparing and contrasting aspects of their own public and private life with those of the Greeks or Romans	(1, 2, 4, 5)
CP-2-B3	Comparing the themes and heroes of classical mythology with the themes and heroes of their own folklore and culture	(1, 4, 5)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CP-2-D1	Identifying elements in their own art and literature that have their basis in the Greco-Roman world	(1, 2, 3, 4)
CP-2-D2	Reflecting on classical influence on the political institutions, law, and history of their own culture	(1, 2, 4, 5)
CP-2-D3	Recognizing in their reading of modern stories and literature the influences of the myths and literature of the ancient world	(1, 2, 3, 4)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CP-2-E1	Recognizing the influence of Greco-Roman history, private and public life, art, and architecture on their own world and making comparisons and drawing conclusions based on that knowledge	(1, 2, 3, 4, 5)
CP-2-E2	Comparing and contrasting elements of the literature, mythology, and philosophy of their own world with those of the ancient world	(1, 2, 3, 4, 5)

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Chapter 13. Communities Strand

§1301. Focus

A. The Communities Strand focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of

classical influences in today's world as they encounter other cultures. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to the resources of the worldwide classical community. Students also form links between classical languages and certain professional fields through their specialized terminology.

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§1303. Communities Standard 1

A. Participation—students use their knowledge of Latin or Greek in a multilingual world.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CT-1-B1	Presenting and exchanging information about their language experience to others in the school and in the community	(1, 2, 3, 4, 5)
CT-1-B2	Recognizing the influence of Latin or Greek on the specialized language of various professional fields and recognizing its use in the media	(1, 2, 3, 4)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CT-1-D1	Combining the tools of technology with their classical language skills to communicate with other students in a global community	(1, 2, 3, 4, 5)
CT-1-D2	Interacting with community members who are involved in a variety of careers to understand how they have used their study of classical languages	(1, 3, 4, 5)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CT-1-E1	Using their knowledge of Latin or Greek in communicating within the student and adult community of classical language learners	(1, 2, 3, 4)
CT-1-E2	Using their knowledge of Latin or Greek in learning other languages	(1, 2, 3, 4)

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§1305. Communities Standard 2

A. Application—students use their knowledge of Greco-Roman culture in a world of diverse cultures.

B. Beginning Stage Benchmarks. As students progress through the beginning stage of the continuum of classical language learning, what they should know and be able to do includes:

CT-2-B1	Recognizing from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity	(1, 2, 3, 4, 5)
CT-2-B2	Sharing with others in schools and communities their understanding of cultural differences in the Greco-Roman world	(1, 2, 3, 4, 5)

C. Developing Stage Benchmarks. As students progress through the developing stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning stage, plus the following.

CT-2-D1	Comparing the issues that reveal cultural differences in the ancient world with similar issues in modern cultures	(1, 2, 4)
CT-2-D2	Combining the tools of technology with their knowledge of Greco-Roman culture to share cultural experiences	(1, 2, 3, 4)

D. Expanding/Extending Stage Benchmarks. As students progress through the expanding/extending stage of the continuum of classical language learning, what they should know and be able to do includes the benchmarks for the beginning and developing stages, plus the following.

CT-2-E1	Participating in the community of classical scholars in cultural events, contests, lectures, and scholarship	(1, 3, 4)
CT-2-E2	Showing evidence of connecting the past to the present by applying their knowledge of ancient cultures to their own thoughts and actions	(1, 2, 3, 4, 5)

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