

each letter is linked to a particular sound, is different than learning a logographic language that uses a character writing system. For native English speaking students, a logographic language will require more time to master the writing system, which also impacts reading skills.

There are also languages like Cherokee and Japanese that use a syllabary system, where each letter or character represents a syllable or sound combination. Based on advice from national experts, Cherokee has been grouped with alphabetic languages and Japanese with logographic ones.

The program introductions that follow describe each type of program and outline proficiency expectations for the different variations, including alphabetic and logographic languages.

Introduction to Classical Language Programs

Classical Language programs involve the study of Latin and Ancient Greek, languages that are no longer a native or first language for any population. However, both languages are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on. The primary focus in Classical Language learning is the development of Interpretive Reading skills. Interpretive Listening, as well as Presentational Speaking and Writing, are ancillary skills that support language learning. These modalities are of particular value for students with different learning styles and of various ages.

Since the focus of Classical Languages is on the written and not the spoken word, the following differences appear in the way the exit proficiency expectations are written:

- Classics students will spend little time on Presentational Speaking beyond the Novice Level. While it is important that students appreciate the fact that Classical Languages were once used to communicate orally, there is little point in becoming proficient in speaking a Classical Language.
- An increased use of oral techniques appears in the Intermediate Levels in the study of poetry and oratory, where sound adds to the meaning of the literature.
- Since the primary focus is Interpretive Reading, students progress more quickly in their reading skills, and, if they continue to study the language, they will be able to read original authors such as Caesar, Vergil, Ovid, Catullus and others.

Classical Language Exit Proficiency Expectations for Ancient Greek and Latin

| Level and → total hours | I or 135-150 hours | II or 270-300 hours | III or 405-450 hours | IV or 540-600 hours | V or 675-750 hours | VI or 810-900 hours |
|----------------------------|---|---------------------------|----------------------------|----------------------------|--------------------------|---------------------------|
| ↓MODE & Skill | | | | | | |
| INTERPRETIVE Listening | Novice Low - Mid | Novice Mid - High | Intermediate Low-Mid | | | |
| INTERPRETIVE Reading | Novice High – Intermediate Low | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Mid | |
| PRESENTATIONAL Speaking | Novice Low | Novice Mid | Novice High | | | |
| PRESENTATIONAL Writing | Novice Mid | Novice High | Intermediate Low | Intermediate Mid - High | | |