

**Achievement Chart and Overall and Specific Expectations:****Classical Languages**

<b>Achievement Chart Categories</b>	<b>LVL/LVGBD</b>		<b>LVL/LVGCU</b>		<b>LVL/LVGDU</b>	
	<b>Overall Expectations</b>	<b>Specific Expectations</b>	<b>Overall Expectations</b>	<b>Specific Expectations</b>	<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p><b>KNOWLEDGE/UNDERSTANDING</b> Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</p> <p><b>Knowledge of content</b> (e.g., vocabulary and expressions; language conventions; cultural information; linguistic elements)</p> <p><b>Understanding of content</b> (e.g., concepts, ideas, opinions; language structures and strategies; verbal and non-verbal cues; forms and characteristics of texts)</p>	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3
<p><b>THINKING</b> The use of critical and creative thinking skills and/or processes</p> <p><b>Use of planning skills</b> (e.g., establishing a focus; setting goals; generating ideas; formulating questions; gathering information; organizing information and ideas; selecting and using strategies and resources)</p> <p><b>Use of processing skills</b> (e.g., analysing; inferring; predicting; summarizing; revising and restructuring; integrating; interpreting; evaluating; detecting bias)</p> <p><b>Use of critical/creative thinking processes</b> (e.g., reasoning; critical literacy; analytical, metacognitive, inquiry, problem-solving, and decision-making processes; critiquing)</p>	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3
<p><b>COMMUNICATION</b> The conveying of meaning through various forms</p> <p><b>Organization and expression of ideas and information</b> (e.g., logical organization, clear expression) in oral, graphic/visual, and/or written forms</p> <p><b>Communication for different audiences</b> (e.g., use of the target language in socially and culturally appropriate ways) and purposes (e.g., to interact, collaborate; to inform, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) in oral, graphic/ visual, and/or written forms</p> <p><b>Use of conventions</b> (e.g., language structures, spelling, punctuation, elements of style and usage), vocabulary, and terminology of the discipline in oral, graphic/ visual, and/or written forms (e.g., in contextualized situations)</p>	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5; B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5; B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5; B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3
<p><b>APPLICATION</b> <b>Application of knowledge and skills</b> (e.g., language-learning strategies, translation skills, derivative identification skills, cultural knowledge) in familiar contexts</p> <p><b>Transfer of knowledge and skills</b> (e.g., language-learning strategies, cultural knowledge) to new contexts (e.g., authentic classroom scenarios)</p> <p><b>Making connections within and between various contexts</b> (e.g., between personal, social, global, cultural, historical, and/or environmental contexts; between the language of study and other languages; between languages and other subjects)</p>	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3	A1, A2;  B1, B2;  C1, C2, C3;  D1, D2;	A1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5 B1.1, 1.2, 1.3, 1.4, 2.1, 2.2 C1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 D1.1, 1.2, 2.1, 2.2, 2.3



## Achievement Chart and Overall and Specific Expectations: Classical Civilization

<b>Achievement Chart Categories</b>	<b>LVV4U</b>	
<p><b>KNOWLEDGE/UNDERSTANDING</b> Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</p> <p><b>Knowledge of content</b> (e.g., vocabulary and expressions; language conventions; cultural information; linguistic elements)</p> <p><b>Understanding of content</b> (e.g., concepts, ideas, opinions; language structures and strategies; verbal and non-verbal cues; forms and characteristics of texts)</p>	<b>Overall Expectations</b>	<b>Specific Expectations</b>
	<p>A1, A2, A3, A4;</p> <p>B1, B2, B3, B4</p> <p>C1, C2, C3, C4; D1, D2, D3, D4; E1, E2, E3, E4.</p>	<p>A1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2</p> <p>B1.1, 1.2, 1.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>C1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 D1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 E1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 4.1, 4.2</p>
<p><b>THINKING</b> The use of critical and creative thinking skills and/or processes</p> <p><b>Use of planning skills</b> (e.g., establishing a focus; setting goals; generating ideas; formulating questions; gathering information; organizing information and ideas; selecting and using strategies and resources)</p> <p><b>Use of processing skills</b> (e.g., analysing; inferring; predicting; summarizing; revising and restructuring; integrating; interpreting; evaluating; detecting bias)</p> <p><b>Use of critical/creative thinking processes</b> (e.g., reasoning; critical literacy; analytical, metacognitive, inquiry, problem-solving, and decision-making processes; critiquing)</p>	<b>Overall Expectations</b>	<b>Specific Expectations</b>
	<p>A1, A2, A3, A4;</p> <p>B1, B2, B3, B4;</p> <p>C1, C2, C3, C4; D1, D2, D3, D4; E1, E2, E3, E4;</p>	<p>A1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2</p> <p>B1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>C1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 D1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 E1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 4.1, 4.2</p>
<p><b>COMMUNICATION</b> The conveying of meaning through various forms</p> <p><b>Organization and expression of ideas and information</b> (e.g., logical organization, clear expression) in oral, graphic/visual, and/or written forms</p> <p><b>Communication for different audiences</b> (e.g., use of the target language in socially and culturally appropriate ways) and purposes (e.g., to interact, collaborate; to inform, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) in oral, graphic/ visual, and/or written forms</p> <p><b>Use of conventions</b> (e.g., language structures, spelling, punctuation, elements of style and usage), vocabulary, and terminology of the discipline in oral, graphic/ visual, and/or written forms (e.g., in contextualized situations)</p>	<b>Overall Expectations</b>	<b>Specific Expectations</b>
	<p>A1, A2, A3;</p> <p>B1, B2, B3, B4;</p> <p>C1, C2, C3, C4; D1, D2, D3, D4; E1, E3, E4.</p>	<p>A1.1, 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p>B1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>C1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 D1.2, 2.1, 3.1, 4.1, 4.2 E1.1, 1.2, 1.3, 1.4, 3.1, 4.1, 4.2</p>
<p><b>APPLICATION</b> <b>Application of knowledge and skills</b> (e.g., language-learning strategies, translation skills, derivative identification skills, cultural knowledge) in familiar contexts</p> <p><b>Transfer of knowledge and skills</b> (e.g., language-learning strategies, cultural knowledge) to new contexts (e.g., authentic classroom scenarios)</p> <p><b>Making connections within and between various contexts</b> (e.g., between personal, social, global, cultural, historical, and/or environmental contexts; between the language of study and other languages; between languages and other subjects)</p>	<b>Overall Expectations</b>	<b>Specific Expectations</b>
	<p>A1, A2, A3, A4;</p> <p>B1, B2, B3, B4;</p> <p>C1, C2, C3, C4; D1, D2, D3, D4; E1, E2, E3, E4.</p>	<p>A1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2</p> <p>B1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>C1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 D1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2 E1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2</p>

