Standards for Classical Language Learning

Indian Hill Exempted Village
School District
Classical Languages Content Standards

Standard 1: Communication

Interpersonal: Use orally, listen to, and write Latin as part of the language learning process.

Interpretive: Read, understand, and interpret Latin

Presentational: Students read Latin aloud with accurate pronunciation meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.

1.1 Students read, understand, and interpret Latin

1.2 Students use orally, listen to, and write Latin as part of the language learning process.

Standard 2: Culture

Students demonstrate a knowledge of the products, perspectives, and practices of the ancient Romans.

2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans

2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

Standard 3: Connections

Recognize and utilize knowledge of Latin/Greek language and cultural elements to identify relationships between ancient and modern materials or practices.

3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

Standard 4: Comparisons

Develop insight into own language and culture

4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Standard 5: Communities

Participate in wider communities of language and culture

5.1 Students use their knowledge of Latin in a multilingual world.

5.2 Students use their knowledge of Roman culture in a world of diverse cultures.

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Essential Learning Results Level I 6th-8th (Beginning)

Standard 1.1
Students read, understand, and interpret Latin
In order to meet this standard, a Level I student...
- ✓ Reads words, phrases and simple sentences and associates them with pictures, and/or other words, phrases and simple sentences
- ✓ Demonstrates reading comprehension by answering simple questions in Latin or English about short passages of Latin
- ✓ Demonstrates knowledge of vocabulary, basic inflectional systems and syntax appropriate to their reading level.

Standard 1.2
Students use orally, listen to and write Latin as part of the language learning process
In order to meet this standard, a Level I student…
- ✓ Recognizes and reproduces the sounds of Latin
- ✓ Responds appropriately to simple questions, statements, commands, or non-verbal stimuli.
- ✓ Sings songs in Latin
- ✓ Writes simple phrases and sentences in Latin

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
In order to meet this standard, a Level I student…
- ✓ Uses knowledge of Latin in understanding a specialized vocabulary in such fields as government and politics.
- ✓ Recognizes and uses Roman numerals and the vocabulary associated with counting

Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.
In order to meet this standard, a Level I student…
- ✓ Acquires information about the Greco-roman world by reading passages of Latin with a culturally authentic setting.
- ✓ Recognizes plots and themes of Greco-Roman myths in the literature of other cultures.
- ✓ Demonstrates a knowledge of the geography of the ancient world and connects it to the modern world.

Standard 2.1
Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans
In order to meet this standard, a Level I student...
- ✓ Demonstrates a basic knowledge of the daily life of the ancient Romans
- ✓ Demonstrates knowledge of some famous Romans and of selected facts of history and geography of the ancient world.

Standard 2.2
Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.
In order to meet this standard, a Level I student…
- ✓ Identifies the principal Roman deities and heroes by their names, deeds and spheres of influence
- ✓ Recognizes basic architectural features and art forms of the Romans.

Standard 4.1
Students recognize and use elements of the Latin language to increase knowledge of their own language.
In order to meet this standard, a Level I student...
- ✓ Demonstrates a basic knowledge of Latin roots, prefixes, and suffixes by recognizing them in English words of Latin origin.
- ✓ Understands some Latin phrases, mottoes, and abbreviations used in English.
- ✓ Demonstrates an understanding of basic language patterns of English as they relate to the structure of Latin.

Standard 4.2
Students compare and contrast their own culture with that of the Greco-Roman world.
In order to meet this standard, a Level I student…
- ✓ Looks at the architectural features of the buildings around them and recognizes the Greco-Roman elements in them
- ✓ Compares and contrasts aspects of their own public and private lives to those of the Romans
- ✓ Compares the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.

Standard 5.1 Students use their knowledge of Latin in a multilingual world.
In order to meet this standard, a Level I student…

- ✓ Presents and exchanges information about their language experience to others in the school and in the community.
- ✓ Recognizes the influence of Latin on the specialized language of various professional fields and recognizes its use in the media

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.
In order to meet this standard, a Level I student…

√ recognizes from their study that cultural diversity has been an integral feature of society from antiquity.

√ shares with others in schools and communities their understanding of cultural differences in the Greco-Roman world.

Latin I Power Standards

COMMUNICATION

ASK and **ANSWER QUESTIONS** in order to **PROVIDE FACTUAL INFORMATION** and **CLARIFY MEANING.**

Participate **IN CONVERSATION** by using basic question words.

COMMUNICATION: READ FOR UNDERSTANDING

COMPREHEND MAIN IDEA & SIGNIFICANT DETAILS in a variety of culturally-authentic texts. Use pictures, symbols, cognates, & context to **DETERMINE MEANING.**

COMMUNICATION: WRITTEN PRESENTATION

SUMMARIZE main idea, character, and plot.

PROVIDE ANALYTICAL REACTIONS & PREDICTIONS and **CONNECT** them to text.

CREATE and **PRESENT FICTIONAL** and **INFORMATIONAL NARRATIVES.**

APPLY AGE-APPROPRIATE WRITING PROCESS STRATEGIES (prewriting, drafting, revision, editing, and publishing).

CULTURE

DEMONSTRATE a basic knowledge of the features of Roman daily life as well as its historical, mythological, and artistic influences.

CONNECTIONS

RECOGNIZE and **UTILIZE** knowledge of Latin/Greek language and cultural elements to identify relationships between ancient and modern materials or practices.

Indian Hill Exempted Village School District
Classical Languages Content Standards

Course Description:

Latin I in the 6th through 8th grades introduces students to the Roman culture and to the four basic language skills: listening comprehension, speaking, reading and writing. Students acquire skills through oral repetition, composition, dictation, reading and written exercises. Using three years to introduce and deepen understanding, the students leave Latin I with an advanced level of reading and critical thinking skills.

Philosophy:

World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.

Multicultural Perspectives: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.

Higher Achievement:: The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.

Lifelong skills Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

Instructional strategies:

-Identifying similarities and differences
-Summarizing and note taking
-Reinforcing effort, setting and achieving goals
-Technology as a tool for measuring growth
-Homework and guided practice
-Nonlinguistic representations
-Graphic organizers
-Feedback and reflections
-Generating and testing hypotheses
-Cues, questions and advance organizers
-Formative and summative assessments.

Standards:
1. *Communication*: Communicate in Latin
2. *Culture*: Gain knowledge and understanding of Roman culture
3. *Connections:* Connect with other disciplines and expand knowledge
4. *Comparisons:* Develop insight into own language and culture
5. *Communities*: Participate in wider communities of language and culture

Adjectives
-agreement
-1st, 2nd, 3rd declensions
-positive forms

Adverbs
-positive forms

Nouns:

-declensions
 1st, 2nd, 3rd
-gender inflections
-nominative
  Subject and
  Predicate
-genitive
  Possession
-dative
  Indirect object
-Accusative
  Direct object/
  Prepositions
-Ablative
  Means, place from,
  prepositions,
-Vocative
  Direct address

Pronouns
Ego, tu, nos, vos, hic, ille

Key Concepts and Structures

Spoken Latin:
-Pronunciation
-Classroom objects and directions
-Consonants, dipththongs, vowels
-Simple conversation

Verbs:
-Imperative and infinitive
-Conjugations (1st-4th)
-Number
-Person

Sentence Structure:
-statements
-questions
-negative

Verb tenses:
-Active voice
Present
Imperfect
Future
Perfect
Pluperfect
Future perfect

Level I topics:
-The Latin language
-etymology
-family and daily life
-geography of Italy
-Roman provinces
-mythology I
-meals, clothing, houses
-names
-numbers
-Roman slavery
-Historical divisions
-Roman heroes and legends
-Roman roads and travel
-Aqueducts
-Inscriptions
-The Roman Forum
-Entertainment

Student self-assessment:
Based upon the **Standards, topics** and **key concepts** and **structures** listed here, students should ask themselves. . .

1.Can I understand and communicate in Latin?
2.Can I explain Roman culture?
3.Can I connect my knowledge of Latin to other disciplines?
4.Am I developing insight into my own language and culture through Latin?
5.Do I participate in wider communities of Latin language and culture?

World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any student was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

	Overall Organization	Comprehensibility	Level of Discourse	Vocabulary	Language Control
6	• Superior completion of the task; • Ideas well developed and well organized • Clear awareness of audience and purpose • Above average word count	• Text readily comprehensible, requiring no interpretation on the part of the reader • Easily understood by a native speaker	• Paragraph length discourse • variety of cohesive devices • Successfully uses more sophisticated, varied sentence patterns • Correct in their usage	• Rich use of vocabulary • Some idiomatic expressions • Vivid language • May use figurative language and imagery	• Control of basic language structures • occasional correct use of advanced language structures • Very few or no mechanical errors relative to the length or complexity
5	• Advanced completion of the task • Clear awareness of audience and purpose • Above average word count	• Text comprehensible • Logical order (sequenced) • Subtle transitions • Provides closure • Understood by a native speaker	• Few errors in structure or usage • Moderately successful in using more sophisticated sentence patterns	• Effective vocabulary • Generally successful in using rich language	• Control of basic language structures • attempts at use of advanced language structures • Few mechanical errors relative to length or complexity
4	• Completion of the task • ideas adequately developed • Awareness of audience and purpose • average word count	• Text comprehensible, requiring minimal interpretation on the part of the reader • Minor lapses in order or structure (some breaks in sequencing) • Contrived transitions • Provides closure • Understood by a native speaker	• Emerging paragraph length discourse; variety of cohesive devices • Attempts to use more sophisticated sentence patterns	• Acceptable and accurate • use of vocabulary for this level • Attempts to use rich language	• Control of basic language structures • Some mechanical errors that do not interfere with communication
3	• Partial completion of the task • ideas somewhat developed • Some awareness of audience and purpose • Repetitive or too general • below average word count	• Text mostly comprehensible, requiring interpretation on the part of the reader • Poor transitions • Random sequencing • Attempts closure • Shift in focus • Understood by a sympathetic native speaker	• Variety of discreet sentences • some cohesive devices • Errors in structure or usage interfere with meaning • Over-reliance on simple or repetitive constructions •	• Somewhat inadequate and/or inaccurate use of vocabulary • Vocabulary too basic for this level	• Emerging control of basic language structures • Some mechanical errors that do interfere with communication
2	• Minimal completion of the task • Content underdeveloped • Poor awareness of audience or purpose • Ideas and details are not clear • below average word count	• Text barely comprehensible • Thought patterns are difficult to follow • Ideas are not clear or sequenced • Resembles free-writing, rambling • No closure attempts • Barely understood by a sympathetic native speaker	• lists of discrete sentences • some repetition • few cohesive devices • No sentence variety • Serious errors in structure or usage • Too brief to demonstrate variety	• Simplistic vocabulary with inappropriate and/or incorrect word choice	• Emerging use of basic language structures • Noticeable mechanical errors that interfere with communication.
1	• Not developed • Restates topic • No awareness of audience or purpose • Inappropriate response • Too brief to show development	• Text incomprehensible • So short or muddled that it lacks organization or focus • too brief to evaluate	• extremely repetitive • no cohesive devices • too brief to evaluate • Riddled with errors in sentence structure at the sentence level	• Extremely limited vocabulary • Inadequate and or/inaccurate use of vocabulary • Riddled with errors in word choice • Too brief to evaluate	• Complete lack of basic language structures • Mechanical errors that seriously interfere with communication • too brief to evaluate