

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 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 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 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.

Essential Learning Results Level IV

Indian Hill Exempted Village School District Classical Languages Content Standards

Standard 1.1

Students read, understand, and interpret Latin

In order to meet this standard, a Level IV student...

- ✓ Reads poetry, political speeches, and other classical literature in order to acquire new information
- ✓ Analyzes extended, complex speeches and lectures for multiple viewpoints and opinions.
- ✓ Understands the subtleties and stylistic features of texts on unfamiliar topics.

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 IV student...

- ✓ Recognizes and reproduces the sounds of Latin and the cadences of poetic meter
- ✓ Implements consistent pronunciation and appropriate voice inflection in spoken communication.
- ✓ Identify metrical pattern and its affect on meaning

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 IV student...

- ✓ Uses knowledge of Latin to provide and support personal viewpoints and opinions.
- ✓ Explains familiar and new concepts related to other academic content areas using detailed descriptions and narratives.

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 IV student...

- ✓ Uses the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.
- ✓ Recognizes plots and themes of Greco-Roman myths in the literature of other cultures.

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 IV student...

- ✓ Demonstrates an advanced knowledge of the life of the Romans
- ✓ Evaluates practices and perspectives related to social and professional topics.
- ✓ Critiques the effect of events in the target culture's history on perspectives and practices of global interest.

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 IV student...

- ✓ Critiques the effect of events in the target culture's history on products of global interest.
- ✓ Summarizes ways in which the progression of events in Roman history affected products of the Greco-Roman world.

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 IV student...

- ✓ Increases English vocabulary by comparing Latin and English words and applying the principles of word building and analysis.
- ✓ Analyzes the structure of English by applying more complex grammatical concepts and linguistic terminology, such as conditional sentences and figures of speech, acquired through the study 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 IV student...

- ✓ Present aspects of Latin language and Greco-Roman culture found in other subject areas, such as legal and political systems and world literature.
- ✓ Relate topics discussed in other subject areas to those discussed in Latin class, such as the importance of Roman law as a foundation for modern law, philosophy, and governmental administration.

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

In order to meet this standard, a Level IV student...

- ✓ Presents and exchanges information about Latin with complex and clearly articulated language appropriate to the audience.
- ✓ Takes an active part in discussions related to Latin

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 IV student...

- ✓ Identifies examples of the Roman culture and its civilization in modern media
- ✓ Uses resources, such as individuals and organizations in the community to enhance learning

Latin IV Power Standards

COMMUNICATION

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

Participate **IN CONVERSATION** using Latin references from literature.

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 INFORMATIONAL NARRATIVES**.

APPLY APPROPRIATE WRITING PROCESS STRATEGIES (research strategies, references and citation).

CULTURE

DEMONSTRATE an advanced 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.

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Course Description:

Students will be exposed to a variety of Roman authors and literary genres. Besides establishing a rich foundation in reading authentic Latin, the basics of metrics and poetic devices will be explored as well as the cultural context of literature. Writing about the literature will be a major emphasis of class work and special importance will be placed on the language and analytical skills necessary for success in AP Latin and college-level study.

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

Nouns

Diminutives
supines

Verbs:

-Poetic forms
-Syncoated forms

Spoken Latin:

-Reading aloud in poetic meter

Metrics and poetic devices

Onomatopoeia	Alliteration
Metaphor	Anaphora
Litotes	Archaism
Chiasmus	Assonancy
Scansion	Asyndeton
Dactyl	Chiasmus
Elision	Ellipsis
Spondee	Hyperbole
Pleonasm	Synchesis
Polysyndeton	Irony
Praeterition	Litotes
Tmesis	tricolon

Key Concepts and Structures

Genres:

History
Satire
Comedy
Epigrams
Odes
Lyric poetry
Epic poetry

Language structures:

anticipatory clauses, clauses of fearing, indirect question, indirect command, substantive result clause, characteristic, relative result, doubting, hindrance, subjunctive by attraction, subordinate clause in indirect statements

Level IV topics:

- The Latin language
- Etymology
- Literary genres
- Poetic references to geographical locations
- Augustus
- Maecenas
- Vergil
- Horace
- Nero
- Prophecy
- Pietas
- Epicureanism
- Stoicism
- Mythological tradition

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	<ul style="list-style-type: none"> Superior completion of the task; Ideas well developed and well organized Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text readily comprehensible, requiring no interpretation on the part of the reader Easily understood by a native speaker 	<ul style="list-style-type: none"> Paragraph length discourse variety of cohesive devices Successfully uses more sophisticated, varied sentence patterns Correct in their usage 	<ul style="list-style-type: none"> Rich use of vocabulary Some idiomatic expressions Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Advanced completion of the task Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text comprehensible Logical order (sequenced) Subtle transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Control of basic language structures attempts at use of advanced language structures Few mechanical errors relative to length or complexity
4	<ul style="list-style-type: none"> Completion of the task ideas adequately developed Awareness of audience and purpose average word count 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Emerging paragraph length discourse; variety of cohesive devices Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable and accurate use of vocabulary for this level Attempts to use rich language 	<ul style="list-style-type: none"> Control of basic language structures Some mechanical errors that do not interfere with communication
3	<ul style="list-style-type: none"> Partial completion of the task ideas somewhat developed Some awareness of audience and purpose Repetitive or too general below average word count 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Variety of discreet sentences some cohesive devices Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions 	<ul style="list-style-type: none"> Somewhat inadequate and/or inaccurate use of vocabulary Vocabulary too basic for this level 	<ul style="list-style-type: none"> Emerging control of basic language structures Some mechanical errors that do interfere with communication
2	<ul style="list-style-type: none"> Minimal completion of the task Content underdeveloped Poor awareness of audience or purpose Ideas and details are not clear below average word count 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> lists of discrete sentences some repetition few cohesive devices No sentence variety Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Emerging use of basic language structures Noticeable mechanical errors that interfere with communication.
1	<ul style="list-style-type: none"> Not developed Restates topic No awareness of audience or purpose Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> Text incomprehensible So short or muddled that it lacks organization or focus too brief to evaluate 	<ul style="list-style-type: none"> extremely repetitive no cohesive devices too brief to evaluate Riddled with errors in sentence structure at the sentence level 	<ul style="list-style-type: none"> Extremely limited vocabulary Inadequate and or/inaccurate use of vocabulary Riddled with errors in word choice Too brief to evaluate 	<ul style="list-style-type: none"> Complete lack of basic language structures Mechanical errors that seriously interfere with communication too brief to evaluate

