

# 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 3

## Standard 1.1

### Students read, understand, and interpret Latin

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

**Interpersonal:** will read and comment on other students' Latin and English writing.

- ✓ will write a short scene in English illustrating elements of a Roman comedy, utilize linguistic elements of comedy and elicit and provide feedback for student products.
- ✓ will write a short oratory in English illustrating elements of a Roman oratory, utilize linguistic elements of oratory and elicit and provide feedback for student products.

**Interpretive:**

- ✓ will read adapted an unadapted Latin text.
- ✓ read selections from a comedy in Latin (adapted) and identify comic elements
- ✓ read selections from a Latin philosophical work (unadapted).
- ✓ will read selections from a Latin oration (unadapted)
- ✓ will read selections from a Latin work of history (unadapted)

## Standard 1.2

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

**Presentational:**

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

- ✓ will read a passage of connected Latin prose out loud, with accurate pronunciation and voice inflection, reflecting the tone of the passage.
- ✓ will write short, original Latin compositions reflecting different styles of literature,

## 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 III student.

- ✓ will show understanding of the main concepts of Epicurean and Stoic philosophy as evident in original literature

## Standard 2.2

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

A Level III student will...

- ✓ gain an understanding of the purpose of drama in the Greek and Roman world.
- ✓ trace development of Greek and Roman tragedy and comedy
- ✓ show how the use of stock characters in Roman comedy reflected cultural beliefs
- ✓ understand the impact of Greek and Roman drama on later drama.
- ✓ explain the features of major Greek and Roman authors of tragedy, comedy, and philosophy and their writings.
- ✓ contrast elements of the Greek and Roman stage buildings.

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

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

- ✓ will use knowledge of Latin and of ancient civilizations in leisure activities for personal enrichment.
- ✓ will participate in the community of classical scholars.

## Indian Hill Exempted Village School District Classical Languages Content Standards

### 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 III student...

- ✓ will describe the impact of Greek and Roman drama on later authors.
- ✓ will understand the impact of ancient philosophy on modern science.

### 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 III student...

- ✓ will apply the concepts of ancient tragedy to modern tragedies.
- ✓ will learn how ancient philosophies deal with a wide variety of topics including science, law, ethics and religion.
- ✓ will discover how modern writers use ancient rhetorical strategies to sway their audience.
- ✓ will explore the nature of validity and reliability of historical sources.

## 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 III student...

- ✓ will increase their knowledge of English vocabulary by studying derivatives, prefixes and suffixes.
- ✓ translate idiomatic phrases between Latin and English.
- ✓ translate complex English sentences into Latin using Latin word order.
- ✓ explain why the choice of words and their arrangement in a given passage is rhetorically effective.

## 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...

- ✓ will contrast the elements of Greek and Roman comedy with contemporary comedy.
- ✓ will identify examples of Epicurean and Stoic philosophies in contemporary writing.
- ✓ will compare the writings of an orator and a historian writing on the same topic and explain how their writing styles reflect their purpose in writing.

## 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 III student...

- ✓ investigate the influence of Latin on various professional fields and Share information with the community

## Latin III Power Standards

### COMMUNICATION

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

Participate **IN CONVERSATION** by using literary terms.

### 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.

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**Course Description Latin III**

All constructions from prerequisite courses are thoroughly reviewed before the departure into Latin III readings. This course is intended to allow the students to see Latin as literature and not as simply a language. An emphasis on Roman comedy with readings from a play by Plautus, Cicero's First Oration against Catiline, with a study of Greek and Latin oratory, Sallust's Catiline with a study of a historian's perspective on the same event with a survey of Roman historians are all parts of this course. Cicero as a philosopher, with readings from De Amicitia completes the survey of literature.

**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**

-irregular,  
- positive, comparative, and superlative degrees of irregular

**Adverbs**

-positive, comparative, and superlative degrees of irregular adverbs

**Nouns:**

Nominative: predicate nominative with passive verbs,  
Genitive: partitive ,description, objective  
Dative: possession purpose and reference agent with special adjectives, with special verbs,  
Accusative: place to which  
Ablative: place from which  
ablative absolute  
description, separation  
Locative

**Level III topics:**

- The Latin language
- Etymology
- prominent persons and events from the Roman Republic and early Empire
- Literary devices
- The ancient theater
- Funerals
- Speeches and rhetoric
- Architecture of the Roman Empire

**Pronouns**

*ipse, idem;*  
indefinite, e.g.,  
*aliquis, quidam, quisque*

**Spoken Latin:**

*plaudite omnēs; mē paenitet; ut bene scīs*

**Verbs:**

irregular, impersonal, irregular imperatives, indirect statement with present and past tense main verbs  
subjunctive mood  
hortatory, jussive  
indirect command, purpose clause, result clause, indirect question cum clauses  
gerunds and gerundives, active and passive periphrastic

**Key Concepts and Structures**

**Sentence**

**Structure:** indirect statement with present and past tense main verbs  
subjunctive mood hortatory, jussive indirect command, purpose clause, result clause, indirect question cum clauses, gerunds and gerundives, active and passive periphrastic

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

