

# Latin Curriculum Framework

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Arlington Public Schools  
Department of Instruction  
World Languages Office  
2010

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# PREFACE

The Latin Curriculum Framework is the product of the efforts of the Arlington County Public School teachers of Latin. Work was accomplished through countywide meetings and summer curriculum projects. Teachers from all levels were involved in discussing, reading, evaluating, writing and revising the framework. The document is considered a work in progress. The intent of the framework is to provide guidance and support to teachers to enhance Latin language learning.

The Latin Framework outlines what students should know and be able to do. The Framework is based on the Standards for Classical Language Learning. The standards are organized within the five goal areas targeted in the National Standards for Foreign Language Learning: communication, culture, connections, comparisons, and communities.

The Latin Framework includes a philosophy statement, goals for Latin learning, progress indicators for levels I-IV in each goal area, accuracy expectations for receptive and productive skill areas, language forms targeted to each level, and sections on assessment and best practices.

# PHILOSOPHY STATEMENT

***We believe that the study of Latin for today's students continues to be valuable, beneficial, and practical for:***

- examining the nature of language itself and basic linguistic concepts;
- learning to read Latin literature in the original language;
- reading the works of the great authors of classical antiquity as works that have the power to open our minds, to enhance our lives, and to bring us to a deeper awareness of what it means to be human;
- broadening and deepening English language skills: vocabulary, reading, and appreciation of style;
- providing a basis for the study of modern foreign languages;
- contrasting the customs, values, and world view of a different culture for our own;
- considering the Greco-Roman contributions to western civilization.

***We believe Latin instruction should:***

- be available for all students;
- develop precision and accuracy in our students;
- be a spiral in which reading and consolidation of linguistic concepts reinforce each other each step of the way;
- incorporate an understanding of the culture to include the value system and behavior patterns;
- provide opportunities for students of varied abilities, learning styles, needs, interests, and goals to begin and continue their studies.

# MISSION STATEMENT

***Our purpose is to encourage all Latin students to:***

- begin and continue the study of Latin and to develop an openness, understanding, and appreciation for the Greco-Roman culture.
- develop the necessary skill for reading Latin with comprehension and enjoyment; and
- understand the scope of classical studies: the Latin language and literature, the history and culture, and the substantial contributions of the ancient classical world to our own.

# GOALS AND STANDARDS

## COMMUNICATION:

- Students communicate in a classical language by reading and understanding Latin texts.

**Standard 1.1** - *Students read, understand, and interpret Latin.*

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

## CULTURES:

- Students gain knowledge and understanding of the Greco-Roman culture.

**Standard 2.1** - *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*

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

## CONNECTIONS:

- Students connect with other disciplines and expand knowledge.

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

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

## COMPARISONS:

- Students develop insight into their own language and customs.

**Standard 4.1** - *Students recognize and use elements of Latin language to increase knowledge of their own language.*

## COMMUNITIES:

- Students participate in wider communities of language and culture.

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

**Standard 5.2** - *Students use their knowledge of Greco-Roman culture in a world of diverse cultures.*

# LATIN LANGUAGE STANDARDS

***As students learn the Latin language, they will:***

- read, understand, and interpret Latin;
- develop an insight into the Greco-Roman world and its multi-cultural, multi-ethnic richness;
- compare and contrast their own culture with that of the Greco-Roman world;
- develop linguistic awareness which will enhance their knowledge of English and other languages;
- use their knowledge of Latin in a multilingual world;
- relate Latin language study to experiences in other curricular areas and make interdisciplinary connections; and
- continue to develop the fundamental skills of thinking, problem solving, collaborating, and literary analysis.

# LATIN LANGUAGE PROGRESS INDICATORS

## Level I Objectives

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> <li>• can read easy original Latin (dialogues, mottoes, epitaphs)</li> <li>• can read adapted Latin narratives</li> <li>• scan text for answers to simple questions</li> <li>• can make logical guesses from context</li> <li>• can read simple myths</li> <li>• can answer questions in English</li> <li>• can paraphrase and translate</li> <li>• can formulate judgements about content</li> <li>• can copy simple material</li> <li>• can write simple declarative and interrogative sentences</li> <li>• can take dictation from learned material</li> <li>• can write simple poems, e.g. cinquain</li> <li>• can pronounce the sounds of Latin</li> <li>• can read simple sentences aloud with correct pronunciation and expression</li> <li>• can respond in Latin to simple Latin questions</li> <li>• can comprehend simple commands, phrases, and short sentences</li> <li>• can give simple greetings and commands</li> </ul>	<ul style="list-style-type: none"> <li>• can talk about Roman family life, homes, clothing, the alphabet, schools, and the city of Pompeii</li> <li>• can talk about the geography of the Mediterranean</li> <li>• can recognize Greek and Roman gods</li> <li>• can discuss the Roman influence on American life in the areas of language, government, architecture, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• can begin to understand and appreciate the scope of classical studies: language, history and culture, and the substantial contributions of the ancient classical world to our own</li> <li>• can recognize and use Roman numerals</li> <li>• can use their knowledge of Latin in understanding a specialized vocabulary in such fields as law and medicine</li> </ul>	<ul style="list-style-type: none"> <li>• can understand the linguistic and historical relationship between Latin and English</li> <li>• can break down polysyllabic English derivatives into prefixes, roots, and suffixes</li> <li>• can use the meanings of all common Latin prefixes, suffixes, and roots to figure out the meanings of English words</li> <li>• can recognize basic principles of word formation in Latin and how these correspond to parts of speech and meanings of English equivalents</li> <li>• can recognize prefixes that have undergone spelling changes as a result of assimilation</li> <li>• can compare Roman products and perspectives to their own culture</li> </ul>	<ul style="list-style-type: none"> <li>• can present and exchange information about their language experience to others in the school and community</li> <li>• can use the Internet to access the worldwide classical community</li> <li>• can recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity</li> </ul>



# LATIN LANGUAGE PROGRESS INDICATORS

## Level II Objectives

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> <li>• Can read longer and more difficult adapted passages and original Latin</li> <li>• Can read longer and more difficult sight passages</li> <li>• Can read some original Latin passages</li> <li>• Can glean information from Latin text</li> <li>• Can answer questions (in English) about content</li> <li>• Can paraphrase and translate content</li> <li>• Can make inferences and formulate judgments about content</li> <li>• Can write simple sentences</li> <li>• Can write descriptions with visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce a basic time-line of Roman history from the founding to the fall</li> <li>• Can understand the basic development of the political system: Kingdom, Republic, Empire</li> <li>• Can relate to the heroes Aeneas, Jason, Perseus, Theseus, Hercules, Odysseus</li> <li>• Can demonstrate a more extensive knowledge of Greco-Roman history and mythology</li> <li>• Can demonstrate a basic knowledge of Greco-Roman architecture</li> <li>• Has a considerable knowledge of the daily lives of Roman families of different classes</li> <li>• Understands Roman practices of education, entertainment, public and private religious ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize and make connections with Latin terminology in law and medicine</li> <li>• Can recognize and make connections with Latin vocabulary in the Romance languages</li> <li>• Can connect their knowledge of ancient history, sociology, and politics to events and systems in the modern world</li> </ul>	<ul style="list-style-type: none"> <li>• Can compare and contrast the language patterns and grammar of Latin to the structure and grammar of English</li> <li>• Can compare and contrast aspects of their own public and private lives to those of the Romans</li> <li>• Can compare Roman social customs (entertainment, funeral, and marriage) to today's customs</li> <li>• Can compare and contrast the ideas and actions of historical figures such as Caesar, Cicero, Augustus, and Hannibal to historical figures of the modern age</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the tools of technology with their classical language to communicate with other students in a global community</li> <li>• Can compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures</li> </ul>

# LATIN LANGUAGE PROGRESS INDICATORS

## Level III Objectives

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> <li>• can read prose and poetry in original Latin</li> <li>• will continue practice in sight reading</li> <li>• can sight read adapted authentic Latin passages</li> <li>• can recognize styles of authors such as Cicero, Pliny, Ovid, and Caesar</li> <li>• can recognize prose genres: history, oration, biography, letter-writing, fables</li> <li>• can understand historical and textual interaction</li> <li>• can recognize historical references</li> <li>• can recognize major poetical figures such as alliteration, anaphora antithesis, etc.</li> <li>• can recognize idiomatic usage such as <i>amans patriae, certum mihi est, finem facere, patres conscripti</i></li> <li>• can translate narrative passages into English</li> <li>• can polish literal translations</li> <li>• can write analytical essays in English</li> <li>• can read Latin Literature aloud with expression</li> <li>• can read aloud with understanding of genre, author intent and historical content</li> <li>• can actively participate in choral reading</li> <li>• can recite short authentic Latin passages</li> </ul>	<ul style="list-style-type: none"> <li>• can write dates according to the Roman calendar</li> <li>• can understand the use of augury in the everyday life of a Roman</li> <li>• can identify major festivals and celebrations, e.g. Saturnalia</li> <li>• can identify the causes of the civil unrest and the downfall of the republic</li> <li>• can explain the <i>cursum honorum</i></li> <li>• can understand the role of the military in the expansion of the republic</li> <li>• can identify mythological characters especially from Ovid and recognize their influence on art and literature throughout the ages</li> <li>• can identify notable cities, regions, mountains, and rivers of the ancient world</li> </ul>	<ul style="list-style-type: none"> <li>• can demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin</li> <li>• can transfer their knowledge of Latin literature to their understanding of world literature</li> </ul>	<ul style="list-style-type: none"> <li>• skills developed in I and II strengthened and geared to specific authors such as Pliny, Cicero, Ovid, and Caesar</li> <li>• can demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin</li> <li>• can compare and contrast elements of literature, mythology, and philosophy of their own world with that of the ancient world</li> <li>• can compare Roman social customs (entertainment, funeral, and marriage) to today's customs</li> <li>• can break down English words into prefixes, roots, and suffixes on a higher level</li> </ul>	<ul style="list-style-type: none"> <li>• can use their knowledge of Latin to communicate within the student and adult community of classical language learners</li> <li>• can use their knowledge of Latin in learning other languages</li> <li>• can participate in the community of classical scholars in cultural events, contests, lectures, and scholarship</li> <li>• can understand and appreciate the influence of the Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures</li> </ul>

# LATIN LANGUAGE PROGRESS INDICATORS

## Level IV Objectives (AP VERGIL)

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> <li>• can read the required books (AP syllabus) of the Aeneid</li> <li>• can write a literal English translation of a Latin passage on the syllabus</li> <li>• can explicate specific words or phrases in context</li> <li>• can identify the context and significance of short excerpts from the required books</li> <li>• can identify and analyze characteristic or noteworthy features of the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound and metrical effects, as seen in specific passages</li> <li>• can discuss particular motifs or general themes not only suggested by specific passages but also relevant to the poem as a whole</li> <li>• can analyze characters or situations as portrayed in specific passages</li> <li>• can interpret a literary text through creative activities such as screen plays, song and poems</li> <li>• can read aloud with attention to pauses and phrases</li> <li>• can scan the Latin hexameter verse</li> </ul>	<ul style="list-style-type: none"> <li>• can identify the characters and events of the Augustan Age</li> <li>• can demonstrate a knowledge of Vergilian geography</li> <li>• can understand the role of the gods and goddesses in the Trojan war and in the Aeneid</li> </ul>	<ul style="list-style-type: none"> <li>• can transfer their knowledge of the Aeneid to their understanding of world literature</li> <li>• can recognize the figures of speech in English literature and use them in their own writings</li> <li>• can understand the many allusions to mythology in English literature</li> </ul>	<ul style="list-style-type: none"> <li>• can do all of Level I, II and III geared to Vergil</li> <li>• can understand the elements of the heroic epic</li> <li>• can appreciate modern reinterpretations of ancient stories and themes in artistic works</li> </ul>	<ul style="list-style-type: none"> <li>• can show evidence of connecting the past to the present by applying their knowledge of ancient culture to their thoughts and actions</li> <li>• can use their knowledge of Latin to communicate within the student and adult community of classical language learners</li> <li>• can use their knowledge of Latin in learning other languages</li> <li>• can participate in the community of classical scholars in cultural events, contests, lectures, and scholarship</li> <li>• can understand and appreciate the influence of the Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures</li> <li>• can appreciate films, plays and musicals based on ancient themes</li> </ul>

# LATIN LANGUAGE PROGRESS INDICATORS

## Level IV Objectives (AP CATULLUS)\*

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> <li>can read selected poems of Catullus [and Ovid]</li> <li>can write a literal English translation of a Latin passage on the syllabus</li> <li>can explicate specific words or phrases in context</li> <li>can identify the context and significance of short experts from Catullus's poetry and selections from either Cicero, Horace, or Ovid, as indicated by the chosen syllabus</li> <li>can identify and analyze characteristics or noteworthy features of the authors modes of expression, including their use of imagery, figures of speech, sound, and metrical effects (in poetry only), as seen in specific passages</li> <li>can discuss particular motifs or general themes not only suggested by passages but also relevant to other selections</li> <li>can analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument</li> <li>can write a literal translation</li> <li>can write a polished translation</li> <li>can interpret poems and communicate their meanings through creative activities</li> <li>can read at sight</li> <li>can scan Alcaic, Sapphic, Asclepiadean strophe, dactylic hexameter, elegiac distich, and hendecasyllabic</li> </ul>	<ul style="list-style-type: none"> <li>can understand the place of the poet in ancient society</li> <li>can appreciate and recognize the influence of the poets on music, art, and literature of the world</li> <li>can develop a deeper understanding of the mythology used by Ovid</li> <li>can understand the social and political milieu of Catullus and Ovid and its effect on their works and lives</li> </ul>	<ul style="list-style-type: none"> <li>can recognize the influence of Ovid's myths on world art</li> <li>can understand the need for expressing oneself from antiquity to the present</li> <li>can recognize echoes of Catullus and Ovid's poetry in the literature of later periods</li> </ul>	<ul style="list-style-type: none"> <li>can do all of Level I, II, and III geared to Catullus</li> <li>can define lyric poetry</li> <li>can understand different meters</li> <li>can understand the use of figures of speech in effective writing</li> <li>can compare ancient love poetry with that of later periods</li> </ul>	<ul style="list-style-type: none"> <li>can show evidence of connecting the past to the present by applying their knowledge of Catullus, Ovid, Cicero, and Horace to their own and their contemporaries' thoughts and actions</li> <li>students use their knowledge of Catullus, Ovid, Cicero, and Horace to learn and appreciate English poetry</li> </ul>

\*Refers to any of the three Advanced Placement syllabi: Catullus-Ovid, Catullus-Horace, and Catullus-Cicero

# LATIN LANGUAGE PROGRESS INDICATORS

LEVELS	LISTENING	SPEAKING	READING	WRITING
<b>LEVEL I</b>	<ul style="list-style-type: none"> <li>listening for pronunciation</li> <li>listening for endings</li> <li>listening for meaning</li> <li>listening with visuals</li> <li>listening for dictation</li> <li>listening for TPR</li> <li>listening for cognates</li> <li>listening for classroom directions</li> <li>listening for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>simple greetings</li> <li>commands</li> <li>simple questions</li> <li>conversation cards</li> <li>recitation of memorized Latin</li> <li>role-play</li> <li>TPR</li> <li>Games</li> <li>Recording speech on tape and video</li> </ul>	<ul style="list-style-type: none"> <li>pre-reading activities</li> <li>prediction</li> <li>skimming</li> <li>scanning</li> <li>guessing from context</li> <li>extracting information</li> <li>simple cloze</li> <li>identifying cognates</li> <li>choral reading</li> <li>reading aloud with expression</li> <li>graphic-organizers</li> <li>games</li> </ul>	<ul style="list-style-type: none"> <li>copying</li> <li>listing</li> <li>simple description with visuals</li> <li>sentence completion</li> <li>sentence builders</li> <li>dictations</li> <li>graphic fill-ins</li> <li>cinquain poetry</li> <li>translating simple English sentences into Latin</li> <li>simple cloze</li> </ul>
<b>LEVEL II</b>	<p>All of Level I plus...</p> <ul style="list-style-type: none"> <li>listening for the subjunctive</li> <li>listening for passive and active voice</li> </ul>	<p>All of Level I plus...</p> <ul style="list-style-type: none"> <li>word association</li> <li>dialogues</li> </ul>	<p>All of Level I plus...</p> <ul style="list-style-type: none"> <li>detecting functions of text</li> <li>clue searching</li> <li>making inferences</li> <li>cloze techniques</li> <li>identifying link words and referents</li> </ul>	<p>All of Level I plus...</p> <ul style="list-style-type: none"> <li>dictations and variations</li> <li>sentence combining</li> <li>descriptions with visuals</li> <li>cloze passages</li> <li>note writing</li> </ul>
<b>LEVEL III</b>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>listening for comprehension of Latin prose</li> </ul>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>analysis and discussion of literary texts in English</li> </ul>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>compare and contrast different genres and authors</li> <li>recognition of the figures of speech</li> <li>integrating texts with historical backgrounds</li> </ul>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>translate narrative passages into English</li> <li>analytical essays in English</li> </ul>
<b>AP</b>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>listening for comprehension and appreciation of Latin epic and lyric poetry</li> <li>listening for the meter in Latin poetry (hexameter)</li> <li>use of appropriate musical works based on literature</li> </ul>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>memorization and recitation of Latin poetry passages</li> </ul>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>analyzing information</li> <li>read and understand critics commentaries</li> <li>appreciate the poets mode of expression, including use of imagery, figures of speech, and sounds and metrical effects</li> <li>critical analysis of characters on situations</li> </ul>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>write a literal translation</li> <li>explication of specific words or phrases in context</li> <li>interpretations of literary text through student creative activities, screenplays, drawings, songs, etc.</li> </ul>

# ACCURACY EXPECTATION: Receptive Skills

LEVELS	LISTENING	READING
<b>LEVEL I</b>	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. Practice in listening develops auditory learning skills, aids in memorization and build confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• can process simple expressions and mottoes</li> <li>• can comprehend simple stories and questions about stories</li> <li>• can understand and respond to simple greetings and classroom commands</li> </ul>	<p>The goal of reading Latin texts is primary in Latin studies as opposed to the speaking and listening goals of modern languages. All our efforts are directed to the ultimate goal of reading original Latin texts.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• comprehend simple stories and dialogues of made-up Latin</li> <li>• understand simple mottoes, graffiti and epitaphs in real Latin</li> <li>• reading of some unprepared Latin passages at sight</li> </ul>
<b>Level II</b>	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. Practice in listening develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• longer Latin expressions, mottoes are comprehended</li> <li>• difficulty understanding speech delivered at normal rate</li> <li>• cannot generally understand vocabulary beyond most elementary needs</li> </ul>	<p>The goal of reading Latin texts is primary in Latin studies as opposed to the speaking and listening goals of modern languages. All our efforts are directed to the ultimate goal of reading original Latin texts.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• comprehension is strengthened by the reading of longer and more difficult stories</li> <li>• understanding of mottoes, graffiti and epitaphs becomes easier</li> <li>• begin to read Latin texts with comprehension</li> <li>• opportunities are provided for students to practice sight readings</li> </ul>
<b>Level III</b>	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• understanding of prepared authentic Latin passages of up to four lines</li> <li>• understanding of shorter passages or word groups at sight</li> <li>• greetings and classroom commands continue</li> </ul>	<p>The goal of reading Latin texts is primary in Latin studies as opposed to the speaking and listening goals of modern languages. All our efforts are directed to the ultimate goal of reading original Latin texts.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• students read real Latin prose</li> <li>• students read real Latin poetry</li> <li>• students can make sense out of new unseen Latin passages with dictionary</li> </ul>
<b>Level IV</b>	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• understanding of prepared authentic Latin poetry passages</li> <li>• understanding of shorter authentic Latin poetry passages at sight</li> </ul>	<p>All readings at this level are authentic Latin literary works.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>• prose works of history, letters, and orations are read</li> <li>• both epic and lyric poetry are read</li> <li>• reading Latin sight passages is continued</li> <li>• reading of articles or books in English concerning literary analysis or background</li> </ul>

# ACCURACY EXPECTATION: Productive Skills

LEVELS	SPEAKING	WRITING
<b>LEVEL I</b>	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. Practice in speaking develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an aural/oral learning style. Accuracy Level</p> <ul style="list-style-type: none"> <li>pronouncing learned Latin words correctly</li> <li>appropriate responses to greetings</li> <li>accurate responses to questions about learned material</li> <li>generally intelligible in choral reading</li> <li>can get the gist of what is being said and acted in the video <i>Forum Romanum</i></li> </ul>	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of the reading material. Students can answer question, write simple journals, and poems in Latin. Also students are asked to write essays, research papers or other compositions in English about the Latin material they are reading. Accuracy Level</p> <ul style="list-style-type: none"> <li>supplying short answers to questions</li> <li>recombining words and phrases</li> <li>supplying missing parts of words or sentences</li> <li>opportunity for simple composition</li> </ul>
<b>Level II</b>	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. Practice in speaking develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an aural/ oral learning style. Accuracy Level</p> <ul style="list-style-type: none"> <li>pronouncing new vocabulary correctly</li> <li>accurate responses to questions</li> <li>active participation in choral reading of longer and more difficult passages</li> <li>begin to manipulate the language</li> <li>can get the main ideas from <i>Forum Romanum</i></li> </ul>	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of the reading material. Students can answer questions, write simple journals, poems, and paragraphs in Latin. Also students may be asked to write essays, research papers or other compositions in English regarding the Latin material they are reading. Accuracy Level</p> <ul style="list-style-type: none"> <li>supply answers to more difficult and longer questions</li> <li>recombining words or phrases</li> <li>supplying missing parts of words or sentences</li> <li>opportunity for more complex compositions</li> </ul>
<b>Level III</b>	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style. Accuracy Level</p> <ul style="list-style-type: none"> <li>pronouncing new vocabulary correctly</li> <li>responses to questions</li> <li>active participation in choral reading of longer and more difficult passages</li> <li>memorize and recite short authentic Latin literary passages</li> <li>recitation of Latin lyric or epic poetry in correct meter</li> <li>can understand much of what they see and hear in <i>Forum Romanum</i></li> </ul>	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of literary passages. Students can answer questions and write simple sentences in Latin. Also students may be asked to write essays, research papers, or other compositions in English regarding the literary passages they are reading. Accuracy Level</p> <ul style="list-style-type: none"> <li>will paraphrase for clearer meaning</li> <li>will be able to make vocabulary substitutions</li> <li>will be able to use different grammatical concepts to provide a smooth accurate translation of difficult Latin constructions</li> <li>will be able to state and develop a thesis in a logical organized manner.</li> </ul>
<b>Level IV</b>	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style. Accuracy Level</p> <ul style="list-style-type: none"> <li>pronouncing new vocabulary correctly</li> <li>responses to questions</li> <li>active participation in choral reading of longer and more difficult passages</li> <li>memorize and recite short authentic Latin literary passages</li> <li>recitation of Latin lyric or epic poetry in correct meter</li> <li>can understand most of what they see and hear in <i>Forum Romanum</i></li> </ul>	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of literary passages. Students can answer questions and write simple journals, poems, and paragraphs in Latin. Also students are asked to write essays, research papers, or other compositions in English regarding the literary passages they are reading. Accuracy Level</p> <ul style="list-style-type: none"> <li>can produce elegant translations of Latin poetry in poetry and prose</li> <li>can write a well organized essay employing the tools of literary analysis</li> <li>opportunities are given students to imitate the writing styles of the authors studied.</li> </ul>

# LANGUAGE FORMS

<b>LEVELS</b>	<b>ADJECTIVES</b>	<b>NOUNS</b>	<b>PRONOUNS</b>
<b>LEVELS I</b>	<ul style="list-style-type: none"> <li>agreement in gender, number, and case</li> <li>placement of adjectives</li> <li>demonstrative (hic, ille)</li> <li>positive, comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>gender</li> <li>number</li> <li>nominative, subject, predicate nominative and adjective</li> <li>dative, indirect object</li> <li>accusative, direct object</li> <li>ablative, usually with prepositions</li> <li>vocative, direct address</li> <li>declension</li> </ul>	<ul style="list-style-type: none"> <li>personal</li> <li>interrogative</li> <li>demonstratives: hic, ille is</li> </ul>
<b>LEVEL II</b>	<ul style="list-style-type: none"> <li>develop Level I</li> <li>substantive use of adjective</li> <li>participles as adjectives</li> <li>gerundives as adjectives</li> <li>other adjectives, e.g., idem, iste, aliquis</li> </ul>	<ul style="list-style-type: none"> <li>develop Level I</li> <li>appositives</li> </ul>	<ul style="list-style-type: none"> <li>develop Level I</li> <li>relative</li> <li>reflexive</li> </ul>
<p><b>LEVEL III</b> Develop II, Maintain I Level III Latin gives the student the opportunity to use and master the grammar of I and II and if necessary to revisit the grammar. New vocabulary will be introduced based on the authors studied. Advanced grammar constructions which have not been taught in depth will be addressed as they occur in the readings.</p>			
<b>LEVEL IV</b> <b>AP VERGIL</b>		<ul style="list-style-type: none"> <li>genitive singular ai instead of ae</li> <li>genitive plural un instead of -arum, -orum, -uum</li> <li>dative singular u instead of ui</li> <li>nouns of Greek origin that retain some Greek ending. E.g. Aeneas</li> <li>contractions</li> <li>poetic plurals</li> <li>supines</li> </ul>	<ul style="list-style-type: none"> <li>olli and ollis instead of illi and illis</li> <li>quis instead of quibus</li> <li>mi instead of mihi</li> </ul>
<b>LEVEL IV</b> <b>AP CATULLUS/OVID/HORACE</b> Maintain Levels I&II Develop III *See Vergil List		<ul style="list-style-type: none"> <li>contractions</li> <li>poetic plurals</li> </ul>	



# LANGUAGE FORMS

LEVELS	PREPOSITIONS	VERBS	OTHER
<b>LEVELS I</b>	<ul style="list-style-type: none"> <li>with the accusative</li> <li>with the ablative (place)</li> </ul>	<ul style="list-style-type: none"> <li>agreement of subject and verb</li> <li>persons: first, second and third</li> <li>number: singular and plural</li> <li>present, imperfect, perfect, pluperfect</li> <li>voice, active</li> <li>conjugation</li> <li>infinitive</li> <li>principal parts as verb stems</li> <li>imperative</li> <li>irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>no article in Latin</li> <li>inflection</li> <li>enclitics</li> <li>adverbs</li> <li>interjections</li> </ul>
<b>LEVEL II</b>	<ul style="list-style-type: none"> <li>develop Level I</li> <li>ablative of agent</li> </ul>	<ul style="list-style-type: none"> <li>develop Level I</li> <li>historic present</li> <li>passive voice for all tenses</li> <li>present passive infinitive</li> <li>perfect active and passive infinitives, infinitive</li> <li>deponent verbs</li> <li>the use of the subjunctive mood in dependent and independent clauses</li> <li>sequence of tenses</li> <li>gerund, gerundive</li> <li>indirect statement</li> <li>indirect questions</li> <li>volitive subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>prefixes</li> <li>degree of adverbs</li> <li>calendar and Roman system of dating</li> <li>meanings of quam</li> </ul>
<p><b>LEVEL III</b> Develop II, Maintain I Level III Latin gives the student the opportunity to use and master the grammar of I and II and if necessary to revisit the grammar. New vocabulary will be introduced based on the authors studied. Advanced grammar constructions which have not been taught in depth will be addressed as they occur in the readings.</p>			
<p><b>LEVEL IV</b> <b>AP VERGIL</b></p>		<ul style="list-style-type: none"> <li>imperfect indicative active of the 4<sup>th</sup> conjugation, e.g. lenibat</li> <li>plural ending in -ere instead of -erunt</li> <li>contractions of the perfect and pluperfect</li> <li>present infinitive passive ending in -ier instead of -i</li> <li>use of future imperative as a command</li> <li>supine to express purpose</li> <li>supine to express respect</li> <li>infinitive to express purpose</li> <li>contractions</li> <li>poetic plurals</li> </ul>	
<p><b>LEVEL IV</b> <b>AP CATULLUS/OVID/HORACE</b> Maintain Levels I&amp;II Develop III *See Vergil List</p>		<ul style="list-style-type: none"> <li>same as above</li> </ul>	<ul style="list-style-type: none"> <li>puns</li> <li>archaisms</li> <li>diminutives</li> </ul>

# ASSESSMENTS

*The purpose of assessment is to improve student learning and to measure student achievement.*

## **Assessment**

- is an integral part of the teaching and learning process
- includes a wide range of assessment tools both traditional and alternative
- measures important classroom objectives
- is a continuum which provides important data about the student
- encourages student self-assessment

## **Assessment results should be**

- communicated in a clear and precise format in order to promote an accurate understanding of the student's progress and achievement
- used as a regular feedback about student performance in order to promote continuous progress

## KNOWLEDGE

- Teacher made short answer tests.
- Teacher made multiple choice tests.
- Reports
- Responding to questions about the action of the story
- Reading a short Latin passage aloud
- Participating in a discussion about a passage just read
- National Latin Exam

## PERFORMANCE

- Literal and polished translations
- Oral presentations
- Group presentations
- Creation of art or literature which reflects the ancient world
- Museum or archeological presentations
- Problem solving
- Responses to oral Latin commands, directions, etc.

## SELF- ASSESSMENT

- Self-evaluating forms
- Peer response
- Translations
- Portfolios
- Journals
- Discussions

# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Content Retelling:** The student verbally summarizes the content of a lesson to someone who has not heard the lesson. The students' summary provides an indication of how well the student is able to interact with the material.
- Content Dictation:** The student writes sentences about the content as they are dictated by the teacher. The dictation passage should be read aloud by the teacher three times: first, at the normal rate of speed while the student listens; second, while the student writes, with pauses at natural places in the passage but with sufficient material between pauses so the words are difficult to memorize verbatim; and third, at the natural rate of speed so the student can look over the dictation.
- Cloze Procedure:** The student fills in words or phrases, which have been omitted from a text in a systematic way. Cloze can be used to assess language proficiency, readability levels of materials, and comprehension of content. When used to assess readability levels of materials and/or language proficiency, every 5<sup>th</sup> or 7<sup>th</sup> word must be deleted from the passage, regardless of the word. When used for content or language arts, specific content words can be deleted, or words that require specific grammatical or linguistic forms. The activity can be simplified by providing a list of scrambled words from which the students choose.
- Writing Sample:** The student writes on the content area of interest. This provides information on the student's literacy skills in the language and ability to deal with the content in that language. Examples of writing sample include; student produced newspapers, newsletters, graffiti walls, and Language Experience Approach stories.

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Observation:** The teacher observes the student's interactions with content area material, with his or her peers, and with paraprofessional or others who spend time with the student. Observation may be recorded with anecdote or a more formal checklist may be developed and used as indicated next.
- Checklist:** A checklist is developed for observation of student's interaction with the content. Specific items allow for assessment over time, integration of information, and a focus on critical skills.
- Games:** The teacher adapts traditional board games and other games to assess mastery of content area material. Games such as Trivial Pursuit, Pictionary, Taboo, Concentration, and Jeopardy can work well when modified for this purpose. This provides a fun and challenging way to allow students to interact with content area material, while providing a means for the teacher to assess student's abilities to answer questions and interpret information about the material that they have learned.
- Debates:** The students must consider both sides of an issue derived from the content area, and present arguments for differing points of view. This method of assessment also stimulates higher level thinking.
- Portfolio:** The teacher maintains a portfolio for each student in which dated examples of that child's schoolwork and other student contributions of interest are stored. These student contributions may include writing samples, drawings, a tape of the student speaking, singing or interacting with peers, photographs of the student, school projects, anecdotal observations made by the teacher or contributed by the parents, and other. This type of assessment instrument provides a means for checking the student's progress over time and can be used to monitor learning with regard to curriculum objectives and for monitoring progress in the acquisition of the target language.

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Student Self Ratings:** Student rate their own performance using either a teacher developed checklist or one they compose cooperatively based on curricular objectives. This provides an indication for the teacher of how the student assesses his or her own abilities.
- Group Testing:** In this cooperative learning technique, all students must contribute in some way to the answer to each problem on the test. The problems considered by students should be worked on chart paper or on the blackboard, and each group must complete its own work using only the information from within the group. The group answer will result in a shared grade by all participants within each group.
- Content-Based Dialogue Journal:** In this type of dialogue journal, students write about topics beyond their personal experiences. Themes or topics are selected from the curriculum. The student can ask questions, provide reflections on information learned or other. The teacher responds to these in writing and asks questions that will elicit more information. These journals provide an opportunity for students to combine their personal reflections with the informational learned. The teacher can use these student contributions to assess the students overall comprehension of content and language/literacy proficiency.
- Venn Diagram:** Students compare two concepts ideas, books, or other in any content area using a Venn Diagram format (two overlapping circles). This type of assessment provides the student with an opportunity to utilize higher order thinking skills individually or in pairs. Language skills and proficiency in the content area are integrated in a process and product oriented manner.
- Role Play:** Students role-play characters from literature, social studies, or other relevant content areas.
- Graphic Representation:** Students create a visual representation of content area material. For example, students might form collages, make maps, draw pictures, invent cartoons or comic strips, paint a mural, etc.

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# BEST PRACTICES

## **The Latin teacher:**

- uses the target language and encourages students to do the same
- establishes an affective climate in which students feel comfortable taking risks
- connects learning to students' present lives
- connects new learning to what students already know
- develops lessons/tasks that address the range of student abilities, learning styles, and multiple intelligences
- uses a multi-sensory approach for delivery of instruction (e.g., use of manipulative, visuals, and concrete materials)
- provides time for the practice of skills and processes
- systematically incorporates culture into instruction
- guides students in connecting learning to the world
- gives students meaningful choices for demonstrating their learning
- uses a wide range of assessment tools
- establishes assessment criteria and communicates that criteria clearly to students

National Classical Language  
Learning Standards  
and the  
Arlington Public Schools  
Latin Curriculum



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# LATIN I-II

**Goal # 1: Communication:** students communicate in a classical language by reading and understanding Latin texts.

## Standard 1.1

### Students read, understand, and interpret Latin.

Each of the twelve Stages of Unit I opens with line drawings that reflect a specific authentic cultural context. Students read the Latin sentence that accompanies each drawing and without resorting to translation, begin to understand the lives of the Romans through their own language.

Selected examples:

- Roman daily life and routine: Stage 1, pp. 3-7; Stage 2, pp. 20-23
- A story of slavery and freedom: Stage 6, pp. 88-89
- Roman education and skills: Stage 10, pp. 162-165  
Each Stage next connects these contextualized, image-based sentences into meaningful passages that provide students with extended Latin reading they can understand. Selected examples:
  - Roman daily life and routine: Stage 1, p. 7; Stage 2, pp. 24-25; Stage 3, pp. 36-40
  - A story of slavery and freedom: Stage 6, pp. 90-92  
Roman education and skills: Stage 10, pp. 166-169, 172  
Each Stage asks students to demonstrate their comprehension and/or interpret the contextualized Latin they read. Selected examples:
    - Roman daily life and routine; Stage 1, p. 9; Stage 2, pp. 27-28; Stage 3, pp. 39-42
    - A story of slavery and freedom: Stage 6, pp. 95-96  
Roman education and skills: stage 10, p. 173-174

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# LATIN I-II

## **Standard 1.2 - Communication**

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

In each of the twelve Stages high-interest, contextualized stories with authentic conversational tone encourage oral use of Latin and provide students with an opportunity to listen to Latin read aloud by the teacher, other students, and speakers on the accompanying audio cassette. Note in particular:

- Stage 3, p. 40: A conversation about business takes place within a narrative scene at the harbor.
- Stage 4, p. 58: Judge, accused, and accuser argue in court.
- Stage 5, p. 77: Within the Stage's context of the Roman theater, stage directions accompany a conversation among various residents of Pompeii about an upcoming play.
- Stage 7, p. 106: While at dinner, the host tells a marvelous story to his friends.
- In each stage, in the Practicing the Language sections, students write meaningful phrases and sentences in Latin from the beginning, based on the patterns they have experienced in context. Selected examples:
  - Stage 1, p.9 (emphasis: key nouns and verbs)
  - Stage 2, p. 27 (emphasis: meaning of verbs; nominative and accusative cases)
  - Stage 9, p. 151 ( emphasis: meaning of verbs-first, second, and third declension in nominative, dative, and accusative cases)
  - Stage 12, p. 214 (emphases: perfect and imperfect tenses)

## LATIN I-II

**Goal # 2: Culture:** students gain knowledge of the Greco-Roman culture.

**Standard 2.1**

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

Each Stage (a) opens with line drawings that depict the Romans engaging in culturally authentic activities, then includes these practices in the ongoing story line in Latin, and (b) ends with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices: See:

- Home life and daily routine in Stages 1 and 2: (a) 3-7, 20-25, (b) 13-15, 34-36
- Economic life and slavery in Stages 3 and 6: (a) 36-40, 88-92 (b) 43-47, 97-100
- Political life and public service in Stages 4 and II: (a) 52-58, 182-190 (b) 62-66, 194-198
- Education and life skills in Stage 10: (a) 162-172 (b) 175-178
- Dealing with death in Stage 7: (a) 108-114 (b) 115-118
- Theater and performance arts in Stage 5: (a) 70-77 (b) 81-84
- Public gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138
- Socializing in the public baths in Stage 9: (a) 142-152 (b) 154-158

In addition, students are invited to reflect on Roman practices by comparing them with those of the Greeks (pp.162-169) and other Mediterranean cultures of the classical period (pp. 12, 45, 97, 99).

# LATIN I-II

## **Standard 2.2: Culture**

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

Each Stage begins with line drawings that depict Romans surrounded by authentic products and settings. Then throughout the Stage a variety of Roman products are shown through photos, drawings, and diagrams, each with an accompanying caption that connects the product with the Roman perspective that led to its creation. See:

- Products of home and daily life: pp. 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 28, 29, 30, 31, 32, 33, 34, 207, 209, 217 (Stages 1, 2, and 12)
- Products of town life and commerce: pp. 39, 43, 44, 45, 46, 47, 48, 50, 51, 57, 61, 62, 63, 64, 65, 66, 67, 68, 90, 94, 97, 99 (Stages 3, 4, and 6)
- Products of political life: pp. 193, 194, 196, 197, 198, 200 (Stage 11)
- Products reflecting perspectives on death: pp. 103, 107, 115, 116, 117, 118, 119 (Stage 7)
- Products used in education and employment: pp. 167, 175, 176, 177, 178, 180 (Stage 10) products of the theater and literature: pp. 69, 74, 76, 81, 82, 83, 84, 85, 86 (Stage 5) products used in gladiatorial contest: pp. 126, 133, 134, 135, 136, 137, 138, 140 (Stage 8) Public baths: pp. 141, 145, 147, 150, 152, 153, 155, 156, 157, 158, 159, 160 (Stage 9) Works in the fine arts: pp. 7, 9, 37, 78, 80, 83, 132, 140
- Non-literary texts: pp. 138, 197, 198
- Products of religious observance: pp. 50, 207, 209, 213
- In addition, student are invited to reflect on Roman products and perspectives by comparing them with those of the Greeks (pp. 82, 157, 162-169, 177-178) and the Egyptians ( pp. 172-173).

## LATIN I-II

**Goal #3: Connections:** Students connect with other disciplines and expand knowledge.

### **Standard 3.1**

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

Each Stage provides students with tools and skills they can use to increase their accuracy in the use of their own language and the study of additional languages, classical and/or modern. The inductive approach of the Cambridge Latin course guides students so that, in the process of learning to read Latin, they reflect on the nature of the forms and manipulation of language. In the About the Language sections found in each Stage and at the end of Unit I students can confirm and/or clarify what they have learned from their guided reading.

- See pp. 8, 26, 41, 59, 75-76, 78, 93-94, 107, 11, 130, 132, 148-149, 170-171, 186-187, 191, 212-213, 226-242.

Each Stage with its own culturally authentic context provides a Word Study that includes work with derivatives addressing a wide variety of disciplines, including government, law, history, geography, the arts and literature.

- See pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.

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# LATIN I-II

**Standard 3.2: Connections**

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

Each Stage of Unit 1, set in Pompeii in the year AD 79, provides Latin passages in authentic cultural contexts. The passages are followed by English discussions that provide for more in depth study of Roman culture. Note in particular:

- Economics: pp. 36-40, 43-47, 88-92, 97-100
- Politics; pp. 182-190, 194-198
- Historical events – Pompeii and its destruction: pp. 43-47, 138, 202-210, 216-220
- Education: pp. 162-172, 175-178
- Public Life – the Forum: pp. 52-58, 62-66
- Performance arts; pp. 70-77, 81-84
- Social sciences, including social relationships (pp. 3-7, 13-15, 20-25, 34-36) and public events (pp. 122-131, 134-138, 142-152, 154-158)
- Additional areas of study addressed in Unit 1 include:
  - The influence of the Greeks: pp. 162-169
  - Geography: pp. 10, 43-47, 216-220
  - Plots, themes, and authors in literature: pp. 82-84, 118, 138, 155, 177
  - Architecture: diagrams pp. 13-15, 157, 158; photos pp. 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 159, 213, 217

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# LATIN I-II

**Goal #4: Comparisons:** Students develop insight into their own language and customs.

## Standard 4.1

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

Each of the twelve Stages of Unit 1 contains one or two *About the Language* sections that focus on training students to recognize the elements and structure of the Latin language. These sections are followed by a *Practicing the Language* section with a series of activities in which students use the elements of Latin to create meaningful sentences and to reflect on what they have learned. Specifically Unit I trains students in the following key areas (with selected locations presentation and practice for students):

- Case (recognition, pp. 26, 78, 130, 148-149; use, pp. 42, 133, 151)
- Declension of nouns and pronouns (recognition, pp. 41, 78, 149, 186-187; use, 60, 79, 96, 112, 174, 192, 214)
- Verb conjugation and tense (recognition, pp. 59, 75-76, 93-94, 111, 170, 212-213; use, 60, 79, 96, 112, 133)
- Derivatives (in the *Word Study* section of each Stage, pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221)
- Roots, pp. 49, 85, 159, 179, 199
- Latin structure and/or syntax specifically compared to English, pp. 8, 26, 93, 107, 111, 186, 191
- Latin compared to English through focused translation, pp. 9, 27-28, 42, 60-61, 79-80, 96, 112, 133, 151, 174, 192-193, 214-215

# LATIN I-II

## **Standard 4.2: Comparisons**

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

Each of the twelve Stages of Unit I is organized around a specific aspect of the cultures of the Greco-Roman world. Each contains information, illustrations, and reflections designed both to teach students about classical culture and to provide opportunities for them to compare and contrast their own culture with that of the ancient world with regard to:

- Daily life at home and in the community (Stages 1 and 2)
- Education (Stage 10)
- Economic life (Stage 3, 4, and 6)
- Entertainment and recreation (Stages 5, 8, and 9)
- Politics (Stage 11)
- Beliefs about death (Stage 7)
- Events that have an impact on societies (Stage 12)
- In addition, specific comparisons and contrasts with contemporary culture are found on pp. 10, 12, 13, 15, 63, 65, 97, 115, 154, and 176



## LATIN I-II

**Goal #5: Communities** - Students participate in wider communities of language and culture

### **Standard 5.1**

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

Through the inductive approach of the Cambridge Latin course students will be able to read Latin and to recognize and use appropriate grammar and syntax. Students will also compare Latin structures and concepts to their own language. Students may then use this knowledge and skill to:

- speak about Latin to others in the school or the community; tutor other students;
- participate in school classics clubs and the Junior Classical League;
- recognize Latin words, phrases, and language elements in a variety of texts and media;
- read classical authors for personal enjoyment and enrichment;
- participate successfully in classical language examinations, contests, and festivals; and experience success in additional courses in modern or classical languages.

# LATIN I-II

**Standard 5.2: Communities****Students use their knowledge of Greco-Roman culture in a world of diverse cultures.**

By the end of Unit 1 students have a clear idea of the daily lives and basic activities, attitudes, and beliefs of the ancient Romans. They reflected on the nature of their own culture as they studied that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to:

- recognize Latin cultural elements in a variety of media including films, plays, and television; participate successfully in school, regional, state, and or national classical examinations and contests;
- participate in school or community festivals;
- recognize classical cultural and historical elements in other course disciplines;
- recognize and appreciate classical influences and elements in art, architecture, and music;
- explore additional aspects of classical culture through attendance at lectures and workshops;
- correspond with students around the world.

# LATIN III – LANGUAGE COMPONENTS

## Focus

The focus for the components of Level III shall be to ensure recognition and production of new and previously learned grammatical forms, definitions and use of Latin vocabulary, and recognition and definition of English words derived from the Latin vocabulary. Continued opportunities to enlarge and enrich the student's English vocabulary through derivative study shall be provided.

## Learner Objectives for Communication Goal

**COM. III.1 The student will substantially complete the study of the elements of grammar.**

**Descriptive Statement:** This objective ensures that the students assimilate knowledge of new grammatical forms. Since by the end of Latin II the student has encountered the majority of grammatical forms necessary for the reading of Latin Literature at Level III, the objective also assures that the student maintains a working knowledge of these forms.

**To accomplish this objective the student is expected to:**

- memorize new forms as met.
- identify forms in context.
- practice spelling and pronunciation of forms for reinforcement.

# LATIN III – LANGUAGE COMPONENTS

## Cambridge Latin Course Unit IV

*Indirect Statement* Stage 36-38, 40 - 41  
*Subjunctive Forms*

Present Subjunctive, Active, Passive and Deponent, Stage 36, 41

Imperfect Subjunctive, Passive and Deponent, Stage 42-43

Perfect Subjunctive, Active, Passive and Deponent, Stage 37, 48

Pluperfect Subjunctive, Active, Passive and Deponent, Stage 46

*Subjunctive Clauses*

Fear clauses, Stage 37

Deliberative Subjunctive, Stage 38

Jussive Subjunctive, Stage 45

Conditionals, Stage 42, 45, 46

*Gerund/Gerundive*

Gerundive of obligation, Stage 38

Ad + gerund/gerundive, Stage 40, 41

Gerunds in genitive and ablative, Stage 43

*Case usage*

Ablative of comparison, Stage 36

*Fruor, utor* + ablative, Stage 35,37

Possessive dative, Stage 38

Dative of disadvantage, Stage 45

Genitive of Value, Stage 45

# LATIN III – LANGUAGE COMPONENTS

**COM III. 2 The student will enlarge a functional vocabulary.**

**Descriptive Statement:** Each author uses vocabulary and idioms peculiar to his style and genre. Therefore, it is necessary for the student to acquire a functional understanding of this vocabulary.

**To accomplish this objective the student is expected to:**

- recognize new words and idioms.
- determine meanings of new words/idioms in context.
- determine new meanings for familiar vocabulary.
- use these words/idioms to comprehend the reading.

## Cambridge Latin Course Unit IV

**Stages 41-48 contain adapted excerpts from prominent Roman writers. At the end of each stage the vocabulary for the chapter is presented. “The “Vocabulary Checks” are designed to practice words which, though common, are easily forgotten or confused. Sometimes an important but troublesome word which occurs in a number of consecutive reading passages is included in the “Vocabulary Check” for each passage so that repetition may assist in memorization.” (CLC Unit IV Teacher’s Manual. NCC Enterprises Limited. 1992. p. 35.)**

The variety of authors, both prose and poetry, exposes the students to various styles of writing and vocabulary.

A frequent exercise in “Practicing the Language” is a Latin vocabulary drill that expands the students knowledge of Latin vocabulary.

Stage 35	antonyms
Stage 36	adjectives formed from nouns
Stage 39	related verbs and nouns
Stage 40	antonyms
Stage 42	distinction in meaning between <i>emittere</i> , <i>petere</i> , and <i>referre</i>
Stage 43	synonyms
Stage 44	multiple translations of <i>solvere</i>
Stage 45	antonyms
Stage 47	synonyms

## LATIN III – LANGUAGE COMPONENTS

### **COM III. 3 The student will exhibit an increased knowledge of derivatives.**

**Descriptive Statement:** Emphasis is on increasing the student's personal vocabulary through association, memorization, and application of prefixes, suffixes, and root words derived from the vocabulary of each author read.

**To accomplish this objective the student is expected to:**

- memorize the meanings of root words, prefixes, suffixes.
- apply this knowledge in determining the meaning of unfamiliar English words.

### **Cambridge Latin Course Unit IV**

Each stage provides a Word Search or Synonym Search that includes work with derivatives . . . See *CLC Unit IV*. NCC Enterprises Limited. 1991. pp. 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280.

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# LATIN III – LANGUAGE PROCESS

## Focus

The Focus of Processes Level III shall be to provide sufficient opportunities to recognize, identify, and interpret within the readings the syntax common to each author. Frequent review of syntax in context will be conducted to ensure proficiency in recognizing and interpreting the constructions with an eye toward comprehension.

## Learner Objectives

**PRO III. 1 The student will identify the syntax common to each author read.**

**Descriptive Statement:** Proficiency in the reading of Latin literature requires mastery of syntactical usage. These usages include all introduced on previous levels as well as those required of Latin III.

**To accomplish this objective the student is expected to:**

- practice identification of syntax in context.

## Cambridge Latin Course Unit IV

One of the main components of the CLC series is to teach and reinforce Latin syntax through reading. Each stage introduces a new syntactical form and/or common Latin sentence pattern that is repeated throughout that particular stages readings. The “About the Language” sections of each stage identifies the new syntactical forms and/or sentence structures as it was used in the readings for that stage. The “About the Language” sections may also include a review of previously learned grammar forms and/or sentence structures.

For a list of the syntax and sentence structures taught in each stage in Unit IV see the *CLC Scope and Sequence* which has been appended to this document.

**PRO III.2 The student will analyze and interpret the syntax common to each author read.**

**Descriptive Statement:** Comprehension of Latin literature depends on an understanding of syntax. Analysis and interpretation of syntax precedes this understanding.

**To accomplish this objective to the student is expected to:**

- analyze elements of syntax in context.
- use this analysis to interpret the reading.

## Cambridge Latin Course Unit IV

The “Practicing the Language” section of each Stage contains drills that require the student to manipulate the language. The types of grammar drills used by *CLC Unit IV* are substitution, completion, transformation, and translation.

The “Review Grammar” at the end of the book contains exercises that drill both the grammar and the syntax for Unit IV.



# LATIN III - LITERATURE

## Focus

The focus of Literature Level III shall be to introduce the student to original works of Latin Literature and the techniques of critical analysis. Attention shall be paid to developing an awareness of the element of style and an appreciation of the emotional impact of the works studied. Continuing emphasis shall be placed on correct pronunciation of the Latin through oral reading.

## Learner Objectives

**LIT.III. 1 The student will continue to read Latin aloud observing standard Classical pronunciation and accent.**

**Descriptive Statement:** The purpose of this objective is to increase oral/aural skills. Special attention is given to poetic meter where applicable.

**To accomplish this objective the student is expected to:**

- read aloud Latin selections.
- listen and repeat phrases, sentences, and passages read by the teacher
- memorize and recite short passages from authors studied.

## Cambridge Latin Course Unit IV

Four of the 14 stages in Unit IV contain readings written in dialogue format that encourages students to read aloud the Latin with proper intonation and gestures. The other ten stages are devoted to reading real Latin both poetry and prose.

Stage 36 Reading Marcus Valerius Martialis – *recitatio* in the ancient world

Epigrams of Martial

Stage 37 Reading “*Amici principis*”

Stage 38 Marriage of Polla

Stage 39 *Heredes principis*

The culture sections of Stages 36 and 39 discuss the ancient Romans’ habit of reading Latin aloud rather than silently.

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# LATIN III - LITERATURE

**LIT.III 2 The student will read and comprehend selected passages of original Latin literature.**

**Descriptive Statement:** This objective introduces the student to original works of prose and/or poetry. These original works may be selected from such authors as Caesar, Cicero, Sallust, Pliny, Ovid, Catullus, Martial, Phaedrus, and Petronius.

**To accomplish this objective the student is expected to:**

- complete regular reading assignments.
- employ syntactical analysis and interpretation to achieve comprehension.

## Cambridge Latin Course Unit IV

Stages 41-48 contain adapted passages from the following prose authors:  
Pliny the Younger, Pliny the Elder, Tacitus, Suetonius

Stages 41-48 contain adapted poetry passages from these poets:  
Catullus, Ovid, Martial, Phaedrus, Vergil

**In addition Unit IV contains supplementary readings taken from:**

Petronius, *Satyricon*  
Pliny the Elder, *Natural Histories*  
Pliny the Younger, *Letters*  
Tacitus, *Agricola*  
Suetonius, *Life of Domitian*

**LIT.III.3 The student will interpret the selected passages through critical analysis.**

**Descriptive Statement:** The focus of this objective is twofold: (1) to develop an awareness of style and (2) to develop and apply analytical skills necessary for a critical approach to literature.

**To accomplish this objective the student is expected to:**

- learn terminology for elements of style
- practice recognition and identification of elements of style.
- analyze the relationship between style and meaning.

## Cambridge Latin Course Unit IV

“A cardinal principle throughout the Course has been that students should not only study the reading material from a linguistic point of view but also explore and discuss its content.”(*CLC Unit IV, Teacher’s Manual*. Cambridge University Press. 1992. pp. 14)  
Particularly in stages 41-48, which contain the real Latin excerpts, the reading comprehension questions contain questions that require the students to evaluate the author’s tone, the effectiveness of figures of speech, choice of words etc.

The teacher’s manual for Stages 36, 39, 42,45, and 47 contains instruction on how and where to introduce poetic devices and meter.

# LATIN III - LITERATURE

## **LIT.III 4 The student will respond to a literary work as an art form.**

**Descriptive Statement:** The focus is to move students beyond an emphasis on the relationship of style and meaning to an awareness and appreciation of the emotional impact of the work.

To accomplish this objective the student is expected to:

- apply techniques of critical analysis
- discuss and justify his or her emotional reaction to the work.

## **Cambridge Latin Course Unit IV**

As stated in LIT.III.3, CLC considers the student's emotional response and literary analysis of the readings to be a very important part of the curriculum. The reading comprehension questions for each reading contain thought provoking questions as well as questions regarding content and grammar. Moreover, the teacher's manual for each stage suggests possible ways to engage the student in an analysis of the reading as a piece of literature.

# LATIN III - CULTURE

## FOCUS

The focus of Culture LEVEL III shall be to develop an understanding of the relationships between the works read and their social, economic, political, historical, and moral contexts. Continuing attention shall be paid to similarities in and differences between Roman and subsequent cultures. Emphasis shall be placed on understanding the immediate and subsequent literary value of the works under study.

## Learner Objectives

**CUL.III.1** The student will be able to synthesize the cultural and historical contexts of the works read.

**Descriptive Statement:** This objective expands the student's scope of inquiry to include the social, economic, political, historical, and moral contexts of the literary works.

To accomplish this objective the student is expected to

- place the work in historical context.
- identify aspects of social conventions, economics, and politics reflected in the work, where applicable.

## Cambridge Latin Course Unit IV

The historical context for Stages 35-40 readings are 83AD – 90AD set during the middle of Domitian's reign. While the main storyline focuses on the Roman government under the emperors, secondary storylines revolve around marriage, Roman law, and the poet Martial, a contemporary of Domitian.

Stages 41-48 are comprised of excerpts from a variety of authors. Prior to each Stage's readings CLC provides background information about the historical and social context of the readings. Each stage ends with a culture unit related to the content of the readings.

	<b>AUTHOR</b>	<b>CULTURAL BACKGROUND</b>
Stage 41	Pliny the Younger	Roman Provincial Government
Stage 42	Phaedrus, Catullus, Vergil	Latin poets and poetry
Stage 43	Petronius	Divorce and Remarriage
Stage 44	Ovid	Icarus in Art
Stage 45	Catullus	Clodia
Stage 46	Pliny the Younger	Time chart of Roman authors
Stage 47	Vergil	Chariot Race in Homer's Iliad
Stage 48	Tacitus	The Emperor

# LATIN III - CULTURE

**CUL.III.2 The student will recognize the immediate and subsequent literary value of works read.**

**Descriptive Statement:** Attention is paid to the significance of the work in Roman literary history and its impact on subsequent Western culture.

**To accomplish this objective the student is expected to:**

- place the work in appropriate historical perspective.
- discuss the use and impact of the work in Western literature.

## Cambridge Latin Course Unit IV

Before each reading, CLC provides a brief historical overview of the author and the events surrounding the author's life. The culture section at the end of each stage often contains information that relates Roman culture to subsequent cultures.