

LATIN I 6-8 OVERVIEW

Course Description	<p>Latin I in the 6th through 8th grades introduces students to the Roman culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dictation, listening, reading, and written exercises. Using three years to introduce and deepen understanding, the students leave Latin I with an advanced level of reading and critical thinking skills.</p>
Instructional Strategies	<ul style="list-style-type: none"> Identifying similarities and differences Compare and contrast Reading for Meaning Evidence collecting Engaging in goal setting and self-reflection to support personal and academic growth Supporting claims with text based evidence Using technology as a tool for learning and measuring growth Summarizing and taking notes Guided practice Nonlinguistic representations Graphic organizers Formal and informal feedback Cues, questions, and advanced organizers Formative and summative assessments
Philosophy	<p>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.</p> <p>We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>

LATIN I – HS OVERVIEW

<p>Course Description</p>	<p>The world of ancient Romans and its influence on the civilization of the western world are presented in this beginning course. The focus is on the Latin language, the parent of most modern European languages. Vocabulary and grammatical structures are presented to enable the student to read more and more complex stories. Mythology, history, and cultural information are explored to enable the student to interpret the reading in class and compare the Roman's world with our own. English derivatives from Latin roots are emphasized.</p>
<p>Instructional Strategies</p>	<p>Identifying similarities and differences Compare and contrast Reading for Meaning Evidence collecting Engaging in goal setting and self-reflection to support personal and academic growth Supporting claims with text based evidence Using technology as a tool for learning and measuring growth Summarizing and taking notes Guided practice Nonlinguistic representations Graphic organizers Formal and informal feedback Cues, questions, and advanced organizers Formative and summative assessments</p>
<p>Philosophy</p>	<p>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.</p> <p>We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>History Culture Myth</p>	<p>Family and daily life Geography of Italy and Roman provinces Greek and Roman gods and goddesses and associated myths Transformation myths Meals, clothing, houses Roman naming conventions Numbers Major features of the city of Rome Roman leisure and entertainment Historical and governmental divisions Legends and heroes of Rome Roman roads and travel Aqueducts Inscriptions</p>
<p>Language topics</p>	<p>First, second, and third declension nouns Gender inflections of nouns Noun case usage <ul style="list-style-type: none"> • nominative: subject and predicate • genitive: possession • dative: indirect object • accusative: direct object, with prepositions • ablative: means, place from, prepositions, • vocative: direct address First, second, and third declension adjectives <ul style="list-style-type: none"> • positive degree • noun adjective agreement Verbs, all conjugations <ul style="list-style-type: none"> • Imperative and infinitive forms • Tenses, active voice: present, imperfect, future, perfect, pluperfect, future perfect • Terminology: person, number Adverbs <ul style="list-style-type: none"> • positive degree Interrogative pronouns and sentence structure</p>
<p>Literature and Vocabulary focus</p>	<p>Vocabulary related to Roman daily life, family relationships, and other cultural topics Vocabulary related to topics of interest and differentiated readings and writing prompts Vocabulary related to mythological readings and writing prompts Common verb and noun vocabulary based on frequency of use in major Latin works (via Dickinson College Commentaries) Latin derivatives and cognates Latin phrases and abbreviations in common use</p>

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LATIN II OVERVIEW

Course Description	<p>After a review of basic Latin forms and grammar, Latin II continues to develop reading skills using more advanced grammatical constructions. Students deepen their exploration Roman culture and civilization, with the emphasis on the world of the Roman Republic. In the second semester, students begin to read adapted and unadapted authentic Latin texts, such as Caesar's <i>Commentarii de Bello Gallico</i> and Petronius' <i>Satyricon</i>, allowing the students to appreciate the historical and colloquial aspects of Latin.</p>
Instructional Strategies	<ul style="list-style-type: none"> Identifying similarities and differences Compare and contrast Reading for Meaning Evidence collecting Engaging in goal setting and self-reflection to support personal and academic growth Supporting claims with text based evidence Using technology as a tool for learning and measuring growth Summarizing and taking notes Guided practice Nonlinguistic representations Graphic organizers Formal and informal feedback Cues, questions, and advanced organizers Formative and summative assessments
Philosophy	<p>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.</p> <p>We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>History Culture Myth</p>	<p>Roman expansion from seven hills to across the Italian peninsula Cursus Honorum and structure of the Republic Pyrrhic and Punic Wars Geography of the ancient world The Last 100 years of the Republic Life of Caesar to the foundation of the Empire Daily life in the city of Rome Patrons and clients Food and Dining Practices Roman date notation and notions of reckoning time Cultural information to support selections of Petronius - age of Nero Forum Romanum - buildings and associated historical figures and stories. Legal terminology in Latin Hercules Greek mythological heroes Underworld Weekly artifacts and archaeology in the news</p>
<p>Language topics</p>	<p>First, second, and third declensions plus noun case usage Present and perfect system active verbs Relative pronouns - recognizing relative clauses and function of a subordinate/dependent clause Relative pronouns - recognizing use and function in a Latin sentence, producing forms to combine sentences Passive voice of present system verbs, including infinitive Transforming active voice Latin sentences into passive voice Passive voice of perfect system verbs Participles - present active, perfect passive, future active Positive, Comparative, and superlative adjectives and adverbs Comparisons in Latin 4th and 5th declension nouns Uses of quam Deponent verbs Place constructions and time constructions Selections from the Satyricon of Petronius</p>
<p>Vocabulary focus</p>	<p>Common verb vocabulary based on frequency of use in major Latin works (via Dickinson College Commentaries) Common 1-3 declension nouns and adjectives based on frequency of use in major Latin works (via Dickinson College Commentaries) Family and daily life terminology Roman republic terminology Prefixes and compound verbs Shopping and party preparation terminology Common qu-words Relative pronoun all cases Daily life and the geography of the city of Rome Verbs that need complementary infinitives Food and Dining vocabulary 4th and 5th declension nouns Irregular adjectives and adverbs Prefixes and compound verbs Pronouns - hic, ille, is Deponent verbs Text specific vocabulary for selections of Petronius</p>

LATIN II – PERFORMANCE INDICATORS

Communication	Interpretive Communication	Presentational Communication
<p><i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p>	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • understand messages in which the writer tells or asks them about familiar topics. • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals. • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text. 	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • write about familiar items in their immediate environment using words, phrases, and memorized expressions. • write about general topics of Roman and Greek culture using words, phrases, and memorized expressions. • write about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences. • present information about self, others and familiar items in their immediate environment using words, phrases, and memorized expressions.
Cultures	Relating Cultural Practices to Perspectives	Relating Cultural Products to Perspectives
<p><i>Interact with cultural competence and understanding</i></p>	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • use appropriate gestures in classroom interactions. • create cultural triangles connecting practices to associated products and perspectives. • list practices observed in visual representation or a text of a practice in Roman culture. • identify and analyze Roman or ancient Greek cultural practices from authentic materials. 	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture. • create simple cultural triangles connecting products to associated practices and perspectives. • use authentic resources in order to identify and analyze products and their use in Roman or ancient Greek culture. • create a model and explain who was allowed in these spaces and what they did there.
Connections	Making Connections	Acquiring Information and Diverse Perspectives
<p><i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations</i></p>	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • interpret the main ideas from infographics showing population and popularity statistics. • draw and mark plans of houses, sanctuaries, and mixed-use spaces. • use knowledge from health and science classes to compare the diets of the ancient Romans with their own eating habits and those of their peers. • identify, label, and describe works of art from antiquity or later works that depict classical themes. 	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • identify Greek and Roman elements of a work of art, even when modified or modernized. • identify the roots of words that are Latin in origin and explain the connections implied by those roots. • identify and correct corruptions of ancient mythology in modern culture.

LATIN II – PERFORMANCE INDICATORS

	<ul style="list-style-type: none"> • identify and label cities, topographical features, and historical events on maps. • identify and explain mythological, historical, and cultural images on pottery, temples, and tombs. • research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history. 	
Comparisons	Language Comparisons	Cultural Comparisons
<i>Develop insight into the nature of language and culture in order to interact with cultural competence</i>	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • identify cognates and derivatives between Latin and their native languages and hypothesize their meaning. • compare word order in increasingly complex Latin sentences to their native languages. • hypothesize about the similarities between Latin and their native languages, based on their analysis of cognates, derivatives, and affixes. • notice how different time frames are expressed in Latin and their own languages. 	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • identify, investigate, and compare products and daily routines of the culture studied to their own. • identify, describe, and compare modern physical spaces to equivalents in the cultures studied. • compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures. • compare the role and importance of family and friends in the cultures studied to their own. • compare entertainment and leisure options in the cultures studied and their own.
Communities	School and Global Communities	Lifelong Learning
<i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i>	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • create imaginary situations to role play interactions that might have taken place in a Greek or Roman community setting. • write and illustrate short texts intended for a specific audience in collaboration with learners in other classes. • participate in language club activities that benefit the school, community, or other organizations. • present information gained from research into a Roman cultural event or another topic of interest. 	<p>At the end of Latin II, learners can:</p> <ul style="list-style-type: none"> • interpret materials and/or use media from Latin or Greek language and culture for enjoyment. • exchange information about topics of personal interest. • plan real, historical, or imaginary travel. • attend or use media to view cultural events and social activities.

LATIN III OVERVIEW

<p>Course Description</p>	<p>This course is intended to allow the students to see Latin as literature and not as simply a language. First semester emphasizes Roman comedy with readings from a play by Plautus. Through the text, students explore cultural topics of everyday Roman life. Students investigate Roman attitudes towards love and marriage, societal norms, and attitudes concerning the institution of slavery. During second semester, students delve into the story of the Trojan War. Through readings at differentiated levels, artifacts, and other primary sources, students examine the causes and effects of the conflict while exploring what myth can reveal about the historical realities of society. During second semester, students also go beyond the Romans and discover Latin's lasting contribution to Philosophy and Science by reading selections of original works by thinkers like Galileo, Copernicus, and Kepler. During the entire year, Latin composition is utilized to reinforce grammatical points and to learn new ones.</p>
<p>Instructional Strategy</p>	<p>Identifying similarities and differences Compare and contrast Reading for Meaning Evidence collecting Engaging in goal setting and self-reflection to support personal and academic growth Supporting claims with text based evidence Using technology as a tool for learning and measuring growth Summarizing and taking notes Guided practice Nonlinguistic representations Graphic organizers Formal and informal feedback Cues, questions, and advanced organizers Formative and summative assessments</p>
<p>Philosophy</p>	<p>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.</p> <p>We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>History Culture Myth</p>	<p>Roman Theatre Roman Concepts of</p> <ul style="list-style-type: none"> • Love and Marriage • Wealth and Patronage • Slavery and Social Hierarchies • Death • Afterlife • Burial Practices <p>Greek Theatre Influence of Greek Culture and Literature on Roman Society Oral Poetic Tradition Transmission of Cultural Knowledge The Greek Bronze Age and the Historical Context of the Iliad and Odyssey The Legacy of Latin After the Romans Latin's importance to the transmission of</p> <ul style="list-style-type: none"> • Religion • Philosophy • Science • Astronomy <p>Author Friday (a short focus on influential Latin and Greek authors)</p>
<p>Language topics</p>	<p>Indirect Statement and infinitive verb forms Introduction of Subjunctive Mood Subjunctive forms, all tenses and voices Uses of the Subjunctive</p> <ul style="list-style-type: none"> • Purpose Clauses, Result Clauses, Indirect Command • Indirect Questions • Fear Clauses • Cum Clauses • Conditional Clauses <p>Nouns</p> <ul style="list-style-type: none"> • Place Constructions <p>Participles</p>
<p>Literature and Vocabulary focus</p>	<p>Easy Latin Plays <i>Aulularia</i>, Plautus Various Short Readings at Differentiated Levels Latin Inscriptions Adapted Selections about:</p> <ul style="list-style-type: none"> • The Trojan War • The Odyssey • The Antigone • Theseus and Ariadne <p><i>Consolatio Philosophiae</i>, Boethius <i>Nuntius Siderius</i>, Galileo <i>De revolutionibus orbium caelestium</i>, Copernicus <i>Somnium</i>, Kepler Vocabulary related to topics of interest and differentiated readings and writing prompts Vocabulary related to review of verb forms (30 most frequently used verbs from Dickinson College Commentaries) Motto Monday (Latin mottos of famous institutions) Sententiae Tuesday (quotes and expressions in Latin)</p>

LATIN III – PERFORMANCE INDICATORS

Communication	Interpretive Communication	Presentational Communication
<i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i>	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • understand basic and nuanced information in paragraph-length Latin texts related to familiar topics. • understand the basic purpose of messages related to familiar topics. • Students can understand simple information when presented with visual support. 	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • write about people, activities, events and experiences and prepare such materials for presentation. • present information about their immediate environment and about topics of Greek and Roman culture.
Cultures	Relating Cultural Practices to Perspectives	Relating Cultural Products to Perspectives
<i>Interact with cultural competence and understanding</i>	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • suggest cultural triangles with reasons connecting practices to associated products and perspectives. • use and understand formal and informal forms of address appropriately in rehearsed situations. 	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • identify and analyze Roman and Greeks cultural practices from primary sources. • suggest cultural triangles with reasons connecting practices to associated products and suggested perspectives.
Connections	Making Connections	Acquiring Information and Diverse Perspectives
<i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations</i>	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • use texts and objects from the Roman and Greek world and chart how it compares to the same idea or topic in the modern world. • view political, theatrical, and/or funerary material from the Greek and Roman world and compare it to similar material from the modern world. • research historical, cultural, and religious topics of the Roman and Greek world and compare to different cultures and time periods. 	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • learners read short passages mathematical, scientific, and philosophical texts to learn about the evolution of topics studied in other classes. • identify Greek and Roman elements of works of art, even when modified or modernized. • identify the roots of words that are Latin or Greek in origin and explain the connections implied by these roots.
Comparisons	Language Comparisons	Cultural Comparisons
<i>Develop insight into the nature of language and culture in order to interact with cultural competence</i>	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • compare word order and other syntactic systems in increasingly complex Latin sentences to their native languages. • compare how different time frames and aspects are expressed in Latin sentences with how they are expressed in their native languages. 	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> • compare the characteristics of Greek and Roman religious practices and beliefs with their own. • compare the role and importance of family and friends in Greek and Roman society and their own. • identify, describe, and compare modern physical spaces to equivalents in the cultures studied.

Based on “Standards For Classical Language Learning”, American Classical League and Society for Classical Studies (2017)

LATIN III – PERFORMANCE INDICATORS

	<ul style="list-style-type: none"> compare and analyze idiomatic expressions in Latin and in their native languages. 	
Communities	School and Global Communities	Lifelong Learning
<i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i>	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> interact with members of the local community to hear how they use Latin or knowledge of the Classical world in their various fields of work. travel to museums, universities, or other community institutions to add to their understanding of Greek and Roman cultures. participate in Latin Club activities that benefit the school and community 	<p>At the end of Latin III, learners can:</p> <ul style="list-style-type: none"> consult various sources in Latin to obtain information on topics of personal interest. attend or use media to view cultural events and social activities. join community or international groups that organize cultural events and social activities.

LATIN IV OVERVIEW

<p>Course Description</p>	<p>This class will prepare students to take the AP Latin exam during their senior year. Students will be exposed to a variety of Roman authors and literary genres. Besides establishing a rich foundation in reading unadapted Latin, the basics of metrics and poetic devices will be explored as well as the cultural context of literature. Writing about the literature will be a major emphasis of class work and special importance will be placed on the language and analytical skills necessary for success in AP Latin. Students also receive an introduction to important subfields of Classical studies including Epigraphy, Numismatics, Textual Criticism, and Paleography. Eutropius, Livy, Catullus, Ovid and Caesar are the major authors covered.</p>
<p>Instructional Strategies</p>	<p>Identifying similarities and differences Compare and contrast Reading for Meaning Evidence collecting Engaging in goal setting and self-reflection to support personal and academic growth Supporting claims with text based evidence Using technology as a tool for learning and measuring growth Summarizing and taking notes Guided practice Nonlinguistic representations Graphic organizers Formal and informal feedback Cues, questions, and advanced organizers Formative and summative assessments</p>
<p>Philosophy</p>	<p>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.</p> <p>We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>History Culture Myth</p>	<p>Livy and epitome Late Roman Empire History vs. Historiography Kings of Rome Geography of Ancient Italy Lucretia and the end of the Roman monarchy Early Republican Heroes Conflict of the Orders Coriolanus Major players of the Late Republic (Cicero, Clodius, Caelius, Caesar) Life of Catullus and his role in the late Republic Cultural topics that appear in the poetry of Catullus Augustan/Golden Age Literature Life of Ovid and his role in the Age of Augustus Cultural topics that appear in the poetry of Ovid</p>
<p>Language topics</p>	<p>Uses of the Subjunctive</p> <ul style="list-style-type: none"> • Hortatory and jussive • Purpose and result clauses • Indirect command • Indirect question • Fear clauses <p>Differentiation of indirect ideas, including indirect statement Cum clauses Ablative Absolutes Gerunds and Gerundives Showing purpose in Latin</p> <ul style="list-style-type: none"> • Subjunctive clauses • Ad, causa, gratia + gerund/gerundive • Relative clauses of Purpose <p>Supine Impersonal verbs Alternative/syncopated forms Rhetorical and poetic devices Verbs that take other cases than accusative Grammatical topics that appear in the poetry of Catullus Scansion and meter Grammatical topics that appear in the poetry of Ovid</p>
<p>Literature and Vocabulary focus</p>	<p>Review Readings:</p> <ul style="list-style-type: none"> • Lygia Fortis • Cephalus and Procris <p>Eutropius - <i>Breviarium historiae Romanae</i>: Book I, chapters 1-20 Catullus - selected poems Specific vocabulary of Catullus (venustus, basia, candidus, etc) Ovid - selections from <i>Metamorphosis</i> and <i>Amores</i></p>

LATIN IV – PERFORMANCE INDICATORS

Communication	Interpretive Communication	Presentational Communication
<p><i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • understand accounts of familiar events or experiences. • usually follow short, written descriptions or instructions supported by visuals. • understand the main idea of and supporting facts in paragraph length Latin texts about famous people, well-known myths, and historic events. • sometimes deduce meaning of unfamiliar Latin words from context. • often use their knowledge of Latin prefixes and roots to expand their understanding of the text. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • write about people, activities, events, and experiences. • write messages and announcements. • write a short paragraph about something they have learned or researched. • present information about familiar items in their immediate environment as well as general topics of Roman culture and history using words, phrases, and memorized expressions. • talk about their daily activities and/or the daily activities of the Romans using phrases and simple sentences.
Cultures	Relating Cultural Practices to Perspectives	Relating Cultural Products to Perspectives
<p><i>Interact with cultural competence and understanding</i></p>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • identify and analyze Roman cultural practices from authentic materials. • explore, analyze, and present to others how and why common cultural practices and procedures are carried out. • suggest cultural triangles with reasons connecting practices to associated products and perspectives. • interpret authentic materials to identify and analyze practices. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • use authentic resources in order to identify and analyze products and their use in Roman culture. • identify, investigate, and analyze the function of everyday objects produced in Roman culture. • identify, compare, and analyze perspectives reflected in creative works of Roman culture. • suggest cultural triangles with reasons connecting products to associated practices and perspectives.
Connections	Making Connections	Acquiring Information and Diverse Perspectives
<p><i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</i></p>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • use a text, article, or broadcast on a topic from the Greek or Roman world and chart how it compares to the same topic reported in the United States. • relate lines and themes in music of the last fifty years to similar expressions of love, grief, and excitement expressed by authors from the Greek and Roman world. • draw on knowledge they have obtained in another academic subject to discuss topics in the Latin classroom. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • identify Greek and Roman elements of a work of art, even when modified or modernized. • identify the roots of words that are Latin in origin and explain the connections and/or biases implied by those roots. • identify and correct corruptions of ancient mythology and theorize reasons modern artists may have made decisions to diverge from the received tradition.

LATIN IV – PERFORMANCE INDICATORS

	<ul style="list-style-type: none"> • read Latin literature and analyze the universality of the message. • describe gendered and social hierarchies and circulation patterns within the lived spaces of the ancient world. • read Latin poetry in meter with attention to accentuation and possibly the incorporation of a beat rhythm thus observing both the musical and mathematical aspects of meter. 	
Comparisons	Language Comparisons	Cultural Comparisons
<i>Develop insight into the nature of language and culture in order to interact with cultural competence</i>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • compare complex syntax functions to express meaning in Latin and their native languages. • observe stylistic elements in the Latin and compare them with their own. • identify and use derivatives and cognates in Latin and their native languages, and hypothesize about their origins. • Analyze elements of Latin such as tense, aspect, and mood and comparable linguistic elements in their native languages and conjecture about how languages use forms to express time and tense relationships. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • identify, investigate, and compare the function of everyday objects produced in the culture and their own. • hypothesize about the relationship between cultural perspectives and expressive products by analyzing selected products from the cultures studied and their own. • compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures. • compare the construction of gendered identities in the cultures studied and their own.
Communities	School and Global Communities	Lifelong Learning
<i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • discuss steps to becoming a professional in a field in which Latin or knowledge of the Classical world is beneficial. • present information gained from research using both primary and secondary sources into a Greek or Roman cultural event, language, or literature. • participate in language club activities that benefit the school, community, or other organizations. • travel to museums and to sites in the Greek or Roman world to add to their understanding of aspects of the cultures they have studied. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • consult various sources in Latin to obtain information on topics of personal interest. • exchange information about topics of personal interest. • attend or or use media to view cultural events and social activities. • establish and or/maintain interpersonal relations with other learners of Latin.



STANDARDS FOR CLASSICAL LANGUAGE LEARNING

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using Latin or Greek to develop critical thinking and to solve problems creatively.</p>		<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through Classical languages and cultures.</p>
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use Classical languages to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons:</p> <p>Learners use Classical languages to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use Classical languages both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using Classical languages for enjoyment, enrichment, and advancement.</p>	



STANDARDS FOR CLASSICAL LANGUAGE LEARNING

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The Standards for Classical Language Learning have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to learners at all levels, from pre-kindergarten through post-secondary levels, regardless of educational setting.

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

These Standards reflect that reading ancient texts and interacting with the physical remains of the Greek and Roman world are the main ways that modern students encounter the ancient world.

Other modes of communication besides Interpretive Reading are included within these standards for teachers and students who use these modes.

The Standards are intended to guide teachers as they develop their curriculum, in conjunction with state standards and district documents outlining scope and sequence.