LATIN I – HS OVERVIEW

Course Description	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.
Instructional Strategies	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	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. We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students. **Multicultural Perspectives**: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture. **Higher Achievement:** The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions. **Lifelong skills**: Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

History Culture Myth	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
Language topics	First, second, and third declension nouns Gender inflections of nouns Noun case usage - 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 - positive degree - noun adjective agreement Verbs, all conjugations - Imperative and infinitive forms - Tenses, active voice: present, imperfect, future, perfect, pluperfect, future perfect - Terminology: person, number Adverbs - positive degree Interrogative pronouns and sentence structure
Literature and Vocabulary focus	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

LATIN I – PERFORMANCE INDICATORS

Communication	Interpretive Communication	Presentational Communication
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	At the end of Latin I, learners can: • understand accounts of familiar events or personal experiences. • sometimes follow short, written descriptions or instructions when supported by visuals. • understand the main idea of and a few supporting facts about famous people and historic events. • sometimes understand simple questions or statements in Latin on familiar topics in context. • understand simple information when presented with visual support. • sometimes understand the main topic of conversations that they hear. • sometimes follow the narrative of a simple read aloud.	At the end of Latin I, learners can: • write short messages and notes in Latin on familiar topics. • present information about themselves or other familiar topics using acquired words and phrases.
Cultures	**Relating Cultural Practices to Perspectives**	**Relating Cultural Products to Perspectives**
Interact with cultural competence and understanding	At the end of Latin I, learners can: • use appropriate gestures in classroom interactions. • create or propose simple cultural triangles connecting practices to associated products and perspectives. • list practices observed in visual representation or a text of a practice in Roman culture.	At the end of Latin I, learners can: • identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture. • create or propose simple cultural triangles connecting products to associated practices and possible perspectives.
Connections	**Making Connections**	**Acquiring Information and Diverse Perspectives**
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations	At the end of Latin I, learners can: • recognize and use Roman numerals. • label objects or concepts used in other classes, such as animals, weather, or a calendar with Latin words. • read or listen to stories from the Greco-Roman world and compare them to familiar stories from the same genre. • draw and mark plans of physical spaces like the Forum or a Roman villa. • sing songs or chants in Latin. • compare the diets of Ancient Romans with their own.	At the end of Latin I, learners can: • identify the roots of words that are Latin in origin and begin to explain the connections implied by those roots. • use the names of Roman gods to predict the nature of different planets. • identify Greek and Roman elements of a work of art.

	• name planets and some constellations and identify the gods or heroes that inspired their names.	
Comparisons	**Language Comparisons**	**Cultural Comparisons**
Develop insight into the nature of language and culture in order to interact with cultural competence	At the end of Latin I, learners can: • cite and use examples of words in Latin that are similar to their native languages. • identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them. • recognize idiomatic expressions in both their native language and in Latin and can generalize how idiomatic expressions work. • compare word order in simple sentences of Latin to their native languages. • observe and identify formulaic expressions in greetings and departures and compare them with their own. • report differences and similarities between the sounds and writing systems of their own languages and Latin.	At the end of Latin I, learners can: • compare tangible products of the cultures studied and their own. • compare intangible products of the cultures studied and their own. • compare simple patterns of behavior of studied cultures and their own. • compare stories from their own culture to those in the cultures studied. • learners compare daily routines of their own culture to those of the cultures studied. • compare celebrations and holidays from their own culture to those in cultures studied.
Communities	**School and Global Communities**	**Lifelong Learning**
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	At the end of Latin I, learners can: • identify places where Latin was used to attempt to interact with the language in a meaningful way. • identify professions in which knowledge of Latin, Greek, or the Classical world is beneficial. • explore English and Romance Language words that developed from Latin words.	At the end of Latin I, learners can: • interpret materials from Latin language and culture for enjoyment. • exchange information about topics of personal interest. • plan real, historical, or imaginary travel.

STANDARDS FOR CLASSICAL LANGUAGE LEARNING

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

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.