LATIN II OVERVIEW

Course Description	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 *Commentarii de Bello Gallico* and Petronius' *Satyricon*, allowing the students to appreciate the historical and colloquial aspects of Latin.
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	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
Language topics	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
Vocabulary focus	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

LATIN II – 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 II, learners can: • 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.	At the end of Latin II, learners can: • 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**
Interact with cultural competence and understanding	At the end of Latin II, learners can: • 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.	At the end of Latin II, learners can: • 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**
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 II, learners can: • 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.	At the end of Latin II, learners can: • 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.

	- 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**
Develop insight into the nature of language and culture in order to interact with cultural competence	At the end of Latin II, learners can: - 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.	At the end of Latin II, learners can: - 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**
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	At the end of Latin II, learners can: - 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.	At the end of Latin II, learners can: - 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.

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

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.

aclclassics.org/pages/standards