

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>	At the end of Latin III, learners can: <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. 	At the end of Latin III, learners can: <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>	At the end of Latin III, learners can: <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. 	At the end of Latin III, learners can: <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>	At the end of Latin III, learners can: <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. 	At the end of Latin III, learners can: <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>	At the end of Latin III, learners can: <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. 	At the end of Latin III, learners can: <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.



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.