

LATIN 1

CURRICULUM OBJECTIVES



DIOCESE OF ARLINGTON

Latin 1 Curriculum Diocese of Arlington

Objective:

The objective for students exiting the 8th grade, having attended diocesan schools since 1st grade, is to attain a level of Novice-Mid to Novice-High proficiency (according to ACTFL guidelines). With the required passing grade on the Latin high school placement exam (WLPT), and affirmative recommendation from the middle school Latin teacher, the student would be placed in Latin II.

This proposed Latin 1 Curriculum draws from the current curriculum for Arlington diocesan schools, as well as proficiency standards from the American Council on the Teaching of Foreign Languages (ACTFL), the ACTFL Standards for Foreign Language Learning, and the Virginia Department of Education Standards for Foreign Language (DOE). Also included are the indicators for students at the Novice Mid- and High-Learners specific for Latin from the American Classical League.

The proposed curriculum is designed for Latin over grades 6-8 at the middle school level.

ACTFL Proficiency Guideline for Reading

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

ACTFL Proficiency Guideline for Writing

Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

ACTFL Proficiency Guideline for Listening

Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

ACTFL Standards for Foreign Language Learning

COMMUNICATION - Communicate in languages other than English

- ___Standard 1.1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- ___Standard 1.2 - Students understand and interpret written and spoken language on a variety of topics.
- ___Standard 1.3 - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES - Gain knowledge and other understanding of other cultures

- ___Standard 2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- ___Standard 2.2 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS - Connect with other disciplines and acquire information

- ___Standard 3.1 - Students reinforce and further their knowledge of other disciplines through the foreign language.
- ___Standard 3.2 - Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS - Develop insight into the nature of language and culture

- ___Standard 4.1 - Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- ___Standard 4.1 - Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES - Participate in multilingual communities at home and around the world

- ___Standard 5.1 - Students use the language both within and beyond the school setting.
- ___Standard 5.2 - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

VDOE Foreign Language Standards of Learning

Reading for Understanding

- ___LI.1 The student will understand simple written Latin texts about a variety of topics.
 - ___1. Read words, phrases, simple sentences, and short passages.
 - ___2. Demonstrate reading comprehension by answering simple questions about Latin passages.
 - ___3. Demonstrate knowledge of basic Latin vocabulary, inflections and language.

Using Oral and Written Language for Understanding

- ___LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.
 - ___1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs, according to a consistent standard pronunciation.
 - ___2. Respond appropriately to simple oral and written questions, statements, and commands.
 - ___3. Compose simple Latin phrases and sentences.

Cultural Perspectives, Practices, and Products

- ___LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
 - ___1. Identify and investigate practices in Roman life, such as those related to family, education, occupations, religion, and social structure.
 - ___2. Examine products of the Roman people, such as food, clothing, buildings, and art.
 - ___3. Locate major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
 - ___4. Identify some important historical and legendary figures, events, and historical timelines, such as Romulus, the founding of Rome and the three periods of Roman history.
 - ___5. Participate in simulated cultural activities such as family celebrations, banquets, and festivals.

- ___LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated.
 - ___1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as justice, the toga as the symbol of Roman citizenship, and aqueducts as a symbol of Roman innovation.
 - ___2. Examine ways geography and history influenced practices and perspectives of the Romans, such as the founding of Rome near the Tiber River, and conquest of the Mediterranean.

VDOE Foreign Language Standards of Learning

Making Connections through Language

- ___LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.
 - ___1. Give examples of the use of Latin derivatives, numerals, mottoes, phrases, and symbols in other subject areas.
 - ___2. Relate content from other subject areas to topics discussed in Latin class, such as mythology, current events, geography, history, art and architecture.

Linguistic and Cultural Comparisons

- ___LI.6 The student will compare basic elements of the Latin language to those of the English language.
 - ___1. Recognize that the basic language patterns of Latin differ significantly from those of English.
 - ___2. Recognize and interpret the Latin roots, prefixes, and suffixes that appear in English words.
 - ___3. Compare and contrast the sound systems of Latin and English.
- ___LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States.
 - ___1. Compare and contrast elements of Rome and the United States, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
 - ___2. Demonstrate an awareness of unique elements of the student's own culture.

Interacting in School and Global Communities

- ____LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.
- ____1. Present examples of the Latin language and Roman culture evident in media, entertainment, and occupations.
- ____2. Use suggested resources such as technology, individuals, organizations, and institutions in the community, to gain information about classical Roman culture.

INTERPRETIVE READING

Novice Mid Learners can

- Understand some learned or memorized Latin words

Novice High Learners can

- Easily understand the main idea of texts related to familiar topics
- Sometimes follow stories and descriptions about events and experiences

INTERPRETIVE LISTENING

Novice Mid Learners can

- Recognize some familiar Latin words and phrases when they heard them spoken

Novice High Learners can

- Often understand Latin words, phrases and simple sentences in context
- Understand the main topic of what is being said

INTERPERSONAL MODE

Novice Mid Learners can

- Communicate by asking highly predictable and formulaic questions
- Respond to such questions by listing, naming and identifying using single words or phrases they have learned and memorized

Novice High Learners can

- Communicate and exchange information about familiar topics using phrases and simple sentences

PRESENTATIONAL WRITING

Novice Mid Learners can

- Write lists and memorized phrases on familiar topics

Novice High Learners can

- Write short messages and notes on familiar topics and simple sentences

PRESENTATIONAL SPEAKING

Novice Mid Learners can

- Present information about themselves or other very familiar topics using a variety of words, phrases, or memorized expressions

Novice High Speakers can

- Present information on themselves or other very familiar topics using phrases or simple sentences

CULTURAL PRACTICES

Novice Learners in Middle School can

- Use appropriate gestures and oral expressions for greetings, introductions and common classroom or social interactions
- Imitate appropriate mealtime etiquette in Roman culture
- List practices observed in visual representations or texts of Roman cultural practices
- Role-play simple interactions from daily life in ancient Rome

CULTURAL PERSPECTIVES

Novice Learners in Middle School can

- Identify cultural products, their purposes and basic significance in Roman culture
- Listen to and/or read short stories and play from the Roman culture
- Listen to and/or sing songs expressive of Roman culture
- Connect products to associated practices and possible perspectives

MAKING CONNECTIONS

Novice Learners in Middle School can

- Compare schools of ancient Rome to their own
- Draw and mark plans of houses, sanctuaries and [public] spaces such as the Forum
- Compare the diets of the Romans with their own eating habits
- Identify parts of the human body, animals and plants, using knowledge from health and science classes
- Explore constellations and other space terms and retell the classical myths behind them

EVALUATING PERSPECTIVES

Novice Learners in Middle School can

- Identify the roots of words that are Latin in origin and begin to explain the connections implied

COMPARISONS

Novice Learners in Middle School can

- Identify the Latin cognates and derivatives of English vocabulary
- Compare word order in simple sentences in Latin
- Compare tangible products (*e.g.*, clothing, food, toys, architecture) of the Roman culture and their own
- Compare stories of the Roman culture and their own
- Compare daily routine of the Roman culture and their own
- Compare celebrations and holidays of the Roman culture and their own

STANDARDS FOR LATIN I, GRADES 6-8, ARLINGTON DIOCESE SCHOOLS

Topic	DIOCESAN STANDARD <i>ACTFL Standard</i> VA Dept of Education Standard	Communication Objective	Method
Grammar			
Common Nouns	L.6-8.1 <i>Standard 1.2</i> LI.1, LI.2	Students translate common Latin nouns of the 1st - 3rd declension	Passage of unit-based vocabulary quizzes/tests;
The Case System	L.6-8.2 <i>Standard 1.2</i> LI.1, LI.2	Students demonstrate understanding of the case system in the inflected language; identify a noun's declension by the genitive	Provide "terms and conditions" of the 5 cases of Latin grammar
Adjectives	L.6-8.3 <i>Standard 1.2</i> LI.1, LI.2	Students translate common adjectives of the 1st/2nd and 3rd declensions in the positive, comparative (with <i>quam</i>) and superlative degrees	Choose the correct adjectives to agree with given nouns; differentiate 3 degrees of adjectives
Personal Pronouns	L.6-8.4 <i>Standard 1.2</i> LI.1, LI.2	Students translate personal pronouns in the nominative, accusative and dative cases, singular and plural	Provide the correct subject personal pronoun to a given verb; translate sentences featuring pronouns in the accusative and dative case, singular and plural
Common Verbs	L.6-8.5 <i>Standard 1.2</i> LI.1, LI.2	Students translate common verbs of the 1st - 4th conjugation; identify the four	Passage of unit-based vocabulary quizzes/tests

		principal parts; identify a verb's conjugation by the infinitive form	
Persons, Numbers, Tenses	L.6-8.6 <i>Standard 1.2</i> LI.1, LI.2	Students identify the persons, numbers and tenses of common verbs of the 1st - 4th conjugations in the 1st - 3rd persons; singular and plural; present, imperfect, perfect, future, and pluperfect tenses; plus the irregular <i>esse, velle</i>	Passage of unit-based vocabulary quizzes/tests; identification of persons, numbers and tenses of given verbs; translate simple passages; identify person, number, tense of given verbs
Adverbs	L.6-8.7 <i>Standard 1.2</i> LI.1, LI.2	Students translate adverbs of time, and those formed from adjectives	Passage of unit-based vocabulary quizzes; correctly translate simple passages featuring common adverbs
Prepositions	L.6-8.8 <i>Standard 1.2</i> LI.1, LI.2	Students translate common prepositions and identify those governed by the accusative, ablative cases	Demonstrate using common items (<i>under</i> the table, <i>over</i> the table, <i>across</i> the table, etc.); correctly translate simple passages using prepositions

Reading / Writing			
Reading Latin	L.6-8.9 <i>Standard 1.2</i> <i>Standard 5.1</i> LI.1, LI.2	Students read simple sentences and short passages based on familiar topics. Students use knowledge of syntax (noun cases, numbers; verb persons, numbers, tenses) to comprehend written text.	Understand simple sentences, short passages with teacher guidance; answer comprehension sentences with familiar Latin question words (<i>quis, quid, ubi, cur</i>)
Written Translations	L.6-8.10 <i>Standard 1.2</i> <i>Standard 4.1</i> <i>Standard 5.1</i> LI.1, LI.2	Students demonstrate understanding that Latin word order is different from English by writing translations using proper English grammar and syntax	Write out simple sentences or short passages from Latin to good English
Culture & Civilization			
Daily Life - The Family	L.6-8.11 <i>Standard 1.2</i> <i>Standard 2.1, 2.2</i> <i>Standard 3.1</i> <i>Standard 4.2</i> <i>Standard 5.1</i> LI.3, LI.4	Students know the Latin terms for members of the family, including slaves, and read simple text regarding family life; connect Latin vocabulary to English derivatives	Translate simple sentences and short passages about the family; compare Roman family perspectives to US (role of women, children, perspective on slavery)
Daily Life - The Home	L.6-8.12 <i>Standard 1.2</i> <i>Standard 2.1, 2.2</i> <i>Standard 3.1</i>	Students know the Latin terms for rooms and furnishings of the Roman home and connect with common Latin verbs; connect Latin vocabulary to English derivatives	Label rooms from a layout of the Roman home; differentiate <i>villa, insula</i> ; connect rooms with Latin verbs (<i>coquit-culina, dormit-cubiculum, etc.</i>)

	<i>Standard</i> 4.2 <i>Standard</i> 5.1 LI.3, L1.4		
Daily Life - Food & Clothing	L.6-8.13C <i>Standard</i> 1.2 <i>Standard</i> 3.1 <i>Standard</i> 4.2 <i>Standard</i> 5.1 LI.3, L1.4	Students know the Latin terms for meals and food items, clothing for men and women; connect Latin vocabulary to English derivatives	Describe menus for Roman meals, translate vocabulary for common foods (<i>panem, vinum, caro</i>); differentiate toga styles
Entertainment	L.6-8.14 <i>Standard</i> 1.2 <i>Standard</i> 2.1, 2.2 <i>Standard</i> 4.2 <i>Standard</i> 5.1 LI.3, L1.4	Students describe the purposes and layouts of the Circus Maximus, Colosseum, Theater, the Baths	Read simple passages about Roman entertainment; compare to modern equivalents (NASCAR, boxing, Netflix)
Education	L.6-8.15 <i>Standard</i> 1.2 <i>Standard</i> 2.1, 2.2 <i>Standard</i> 3.1 <i>Standard</i> 4.2 <i>Standard</i> 5.1 LI.3, L1.4	Students describe the 3 levels of education for children, materials used in a Latin classroom; read simple passages regarding schools in ancient Rome; connect Latin vocabulary to English derivatives	Read simple passages about Roman educational compare to modern equivalents (elementary, middle, high)

The Roman City	L.6-8.16 <i>Standard</i> 1.2 <i>Standard</i> 2.1, 2.2 <i>Standard</i> 3.2 <i>Standard</i> 4.2 <i>Standard</i> 5.1 LI.3, L1.4	Students identify the key features of the Roman city: Forum, baths, aqueducts, shops and temples	Identify places of the Forum in Pompeii or Rome; compare to modern equivalents (DC Mall, town square)
Government	L.6-8.17 <i>Standard</i> 1.2 <i>Standard</i> 2.1, 2.2 <i>Standard</i> 3.2 <i>Standard</i> 4.2 LI.3, L1.4	Students describe the structures of the 3 historical periods: Monarchy, Republic, Empire; describe the achievements of Julius Caesar, Augustus Caesar, Vespasian, Constantine	Compare the historical periods of ancient Rome to US; differentiate king/consul/ emperor
Religion	L.6-8.18 <i>Standard</i> 2.1, 2.2 <i>Standard</i> 3.2 LI.3, L1.4	Students describe Roman religious festivals and identify key Roman gods (Jupiter, Juno, Minerva) and their Greek counterparts.	Describe realms and symbols of major Roman/Greek gods; describe rituals and traditions of Saturnalia
Speaking & Listening			
Praying in Latin	L.6.8.19 <i>Standard</i> 1.1 <i>Standard</i> 5.1 LI.2	Students recite a prayer in the target language <ul style="list-style-type: none"> • Signum Crucis • Pater Noster • Ave Maria • Gloria 	Teacher-led prayer to open each class; from printed handouts until prayers are memorized

Greetings & Introductions	L.6.8.20 <i>Standard 1.1</i> <i>Standard 5.1</i> LI.2	Students use appropriate greetings and answer questions of courtesy <ul style="list-style-type: none"> • Salve/Vale • Quid est nomen tibi? • Mihi nomen est ... • Quid agis hodie? 	Round-robin greetings and introductions; greeting Teacher in non-classroom settings
Commands	L.6-8.21 <i>Standard 1.1</i> <i>Standard 5.1</i> LI.2	Students respond appropriately to common classroom commands, <i>e.g.</i> : <ul style="list-style-type: none"> • Surgite/Sedete • Aperite libros • Audite /Scribite • Nolite loquere 	Appropriate physical responses to singular/plural positive/negative commands
Numbers	L.6-8.22 <i>Standard 1.1, 1.2</i> <i>Standard 4.1</i> <i>Standard 5.1</i> LI.2	Students count aloud and recognize numbers in and out of sequence; recognize and form Roman numerals I - M	Latin BINGO, counting students in class; converting Roman to Arabic numerals, vice versa
Asking Questions	L.6-8.23 <i>Standard 1.1, 1.3</i> <i>Standard 5.1</i> LI.2	Students correctly respond orally and in writing to questions using common interrogative pronouns <i>ubi, quis, quid, cur, quo</i> , and differentiate <i>num, nonne, -ne</i> types of questions with the appropriate answers <i>ita, minime</i>	Rewrite sentences into questions using interrogatives and enclitics, answer simple questions orally and in writing
Pronunciation	L.6-8.24 <i>Standard 1.1, 1.2</i> <i>Standard 5.1</i> LI.2	Students differentiate church and classical Latin; correctly pronounce Latin words	Oral prayer; choral reading of text passages
Thematic Vocabulary			

The Family and Home	L.6-8.25 LI.1	Students know Latin vocabulary for members of the family, rooms of the house, common activities related to daily life	Passage of thematic vocabulary quizzes/tests
The City	L.6-8.26 LI.1, LI.3	Students know Latin vocabulary for places in the city (street, Forum, theater, baths, courts, government buildings), common activities related to city life (<i>e.g., ambulat, salutat, spectat, vocat</i>)	Passage of thematic vocabulary quizzes/tests
Geography and Nature	L.6-8.27 LI.1., LI.3	Students know Latin vocabulary for geographic features (<i>e.g., mountain, river, island</i>)	Passage of thematic vocabulary quizzes/tests
Adjectives	L.6-8.28 LI.1	Students know common adjectives (colors, sizes, emotions)	Passage of thematic vocabulary of quizzes/tests