

# Virginia Foreign Language Standards of Learning

Latin

Level I



# READING FOR UNDERSTANDING



## STANDARD

LI.1 The student will understand simple written Latin texts about a variety of topics.

### TARGET PROFICIENCY LEVEL—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. Readers at the Novice-High sublevel are typically able to derive meaning from short, noncomplex texts that convey basic information for which there is contextual or extralinguistic support.

### RESOURCES FOR READING FOR UNDERSTANDING

- ◇ Level-appropriate passages from publisher materials on the state-approved list, supplemented by Web resources such as the National Latin Exam past test collections
- ◇ [The Latin Library](#)
- ◇ [Perseus Digital Library](#)

### BENCHMARKS

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.

### PROGRESS INDICATORS

I can read simple questions in Latin.

I can read simple Latin passages which may include: **subject nouns, being verbs/action verbs in the present, direct objects, and some prepositional phrases, plus adjectives and adverbs.**

I can analyze a Latin passage for content and mechanics appropriate to the Novice-High level.

I can identify English derivatives from Latin unit vocabulary about Roman daily life.

I can read and understand cultural information about the Romans' daily life.

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Oral and written checking for understanding, including but not limited to true/false questions, content questions, acting out portions of sections, and rearranging English or Latin phrases into story chronology.
- ◇ Act out entire story, draw the story, or label/diagram sentences for grammar and syntax.
- ◇ Silent sustained reading.
- ◇ Label, diagram, grammatically parse sentences.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## READING FOR UNDERSTANDING



### STANDARD

LI.1 The student will understand simple written Latin texts about a variety of topics.

This page intentionally left blank.

# INTERPRETIVE COMMUNICATION: LISTENING



## STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

### TARGET PROFICIENCY LEVEL—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.

### BENCHMARK

I can recognize some familiar words and phrases when I hear them spoken.



### PROGRESS INDICATORS

I can understand short Latin classroom commands and courtesy phrases.

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

### RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ Audio-Visual Classics Database: <http://people.hsc.edu/drjclassics/avclassics>
- ◇ Latin Pronunciation Online Tutorial

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Play *Simon Dicit*.
- ◇ Act out simple Latin sentences that use assigned Latin names or terms (e.g., *puer, puella*).
- ◇ Perform basic commands given in Latin.
- ◇ Ask students questions with options presented (e.g., “*Estne puer in pictura laetus aut tristis?*”).
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis ...*”
- ◇ As an introduction to Latin pronunciation, have students take dictation. Show the text to the students and discuss what they learned from the differences between the Latin spelling revealed to them and what they wrote.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## INTERPRETIVE COMMUNICATION: LISTENING



### STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

This page intentionally left blank.

# INTERPRETIVE COMMUNICATION: INTERPERSONAL SPEAKING



## STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

### TARGET PROFICIENCY LEVEL—NOVICE-MID

**Listening:** 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.

**Speaking:** Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

### BENCHMARK

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.



### PROGRESS INDICATORS

**I can respond to the teacher's or another student's commands or greetings in Latin.**

**I can respond to the teacher's Latin classroom commands.**

**I can ask and answer simple questions.**

### RESOURCES FOR INTERPERSONAL COMMUNICATION: SPEAKING

- ◇ Sequential Latin — classic Latin texts adapted as graphic novels/Web comics, original stories about Latin boys and girls, a game, and more to come. There is a blog and they issue updates via e-mail from <http://sequentiallatin.org>.

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students ask each other *"Quomodo sentis hodie?"* and respond with words from a word bank for which they choose the correct gendered form
- ◇ Identify a picture based on a prepositional phrase stated in Latin by a partner.
- ◇ Engage in a scripted dialogue with a partner to share information about one another's family.
- ◇ Ask students how they are doing as they walk into the room and encourage them to ask you the same.
- ◇ Have students pick Latin names. Use these for a variety of interpersonal activities.
- ◇ Hang posters in the room with questions students can ask in Latin in order to meet daily needs (e.g., go to bathroom, borrow a pencil).
- ◇ "Quiz Up" — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. While there are always some debatable or inaccurate questions, it does seem to be generally school-friendly with the only questionable items being ones that include pictures of classically nude statues/frescoes.
- ◇ "Twenty Questions" based on classroom objects or chapter vocabulary. A list of question starters could be included, and, depending on the level of complexity (historical figures or events in upper levels), this could be a way for Latin students to speak and interact.
- ◇ Have an investigation, such as the one in *Vesuvius and Other Latin Plays*, by Dick Burnell (ISBN 0-521-40959-4, Cambridge University Press, pp. 58-59), in which an improvised play is put on and the cast solves the murder mystery akin to the game of "Clue."

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## INTERPRETIVE COMMUNICATION: INTERPERSONAL SPEAKING



### STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

This page intentionally left blank.



# INTERPRETIVE COMMUNICATION: PRESENTATIONAL SPEAKING



## STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

### TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

### BENCHMARK

I can present on very familiar topics, using a variety of words and phrases that I have practiced and memorized.



### PROGRESS INDICATORS

I can read words aloud using the appropriate **c, g,** and **v** sounds and diphthongs used within classical pronunciation.

I can perform a dramatic reading of a Latin sentence.

I can state information in a simple Latin sentence.

### RESOURCES FOR INTERPRETIVE COMMUNICATION: INTERPERSONAL SPEAKING

- ◇ [Vocaroo.com](https://www.vocaroo.com/) (voice recording)
- ◇ ["Classroom Habits to Promote Oral Latin"](#) (PDF)
- ◇ Latin Pronunciation Guide

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Answer where, where from, and where to, based on a reading that includes prepositional phrases.
- ◇ Watch a video that explores a Roman house. Students call out the Latin words for rooms, furniture, and decoration.
- ◇ State members of one's family in Latin.
- ◇ Create and present a sentence that includes prepositional phrases to describe what is in a picture, or to act out within a skit.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Students scan a reading passage and only say the words that contain a certain letter with a unique pronunciation in Latin (e.g, c, g, v, vowels, diphthongs).

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## INTERPRETIVE COMMUNICATION: PRESENTATIONAL SPEAKING



### STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

This page intentionally left blank.

# INTERPRETIVE COMMUNICATION: WRITING



## STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

### TARGET PROFICIENCY LEVEL—NOVICE-MID

Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. 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.

### BENCHMARK

I can write lists and memorized phrases on familiar topics.



### PROGRESS INDICATORS

- I can label pictures based on the unit vocabulary.
- I can write basic memorized phrases.
- I can collaborate with others to write basic Latin sentences.
- I can write a translation of simple stories in Latin.

### RESOURCES FOR INTERPRETIVE COMMUNICATION: WRITING

- ◇ Tar Heel Reader. Short, illustrated stories at a variety of proficiency levels. Illustrations support language. Students can create stories on this site. <http://tarheelreader.org/find/?search=&category=&reviewed=R&audience=E&language=la&page=1>

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Dictation.
- ◇ Whiteboard writing exercises.
- ◇ Write statements about family relationships using the genitive, based on information in a family tree.
- ◇ Label pictures of Roman family members, clothing, and rooms in a Roman house.
- ◇ Pretend you are a Roman slave. Write a list of your wishes and abilities using *volo*, *nolo*, and *possum* with infinitives.
- ◇ Complete basic sentences with prepositional phrases to describe what is going on in a picture.
- ◇ After viewing a picture or tableau, work together to say what individuals were wearing, using the imperfect tense and clothing vocabulary.
- ◇ Use cloze sentences to focus on specific vocabulary or grammar points.
- ◇ Compose sentences or manipulate endings to adjust meaning, using individual whiteboards.
- ◇ Compose sentences using words on cards color-coded for different case uses.
- ◇ Use foldables to manipulate the changing of endings on a stem.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## INTERPRETIVE COMMUNICATION: WRITING



### STANDARD

**LI.2** The student will use Latin orally and listen to and write Latin as part of the language-learning process.

This page intentionally left blank.

# CULTURE



## STANDARDS

- LI.3** The student will develop an awareness of perspectives, practices, and products of Roman culture.
- LI.4** The student will recognize that perspectives, practices, and products of Roman culture are interrelated.

## TARGET PROFICIENCY LEVEL—NOVICE

**Cultures:** Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

**NOTE:** Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also be demonstrating the Novice level interculturality competencies.

## RESOURCES FOR INTERCULTURALITY

- ◇ Family tree of the Julio-Claudians or Olympian gods
- ◇ See Latin items in the Additional Resources document

## BENCHMARKS

I can identify some common products and practices of cultures.

I can identify some basic cultural beliefs and values.

## PROGRESS INDICATORS

### Products and Practices

**I can identify some common products related to home and community life of other cultures and my own.**

I can identify some geographical features of other countries.

I can identify familiar landmarks.

I can recognize some traditional and popular songs.

I can recognize some similarities and differences between the designs of houses, buildings, or towns.

I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.

I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

**I can identify some common practices related to home and community life of other cultures and my own.**

I can identify some common habits of eating in other cultures.

I can identify some habits of dress in other cultures.

I can express the time and date as locals do.

I can sometimes use the appropriate holiday greeting.

### Understanding of Cultural Perspectives

**I can identify some beliefs and values related to age, gender, social class, and ethnicity.**

I can sometimes tell the way people address each other differently based on age and social standing.

I can sometimes recognize that appropriate dress is determined by cultural traditions.

I can recognize that gender and age can determine one's role in a family, school, and the workplace.

**I can identify some characteristics of national identity.**

I can identify some elements of geography that define a nation.

I can identify symbols that represent a nation.

I can identify the importance of some historical events through their celebration on national holidays and monuments.

I can identify major religions of a nation.

**I can identify ways in which cultures are globalized.**

I can identify some similar leisure activities across cultures.

I can identify some similar forms of dress across cultures.

I can identify common fast food restaurants across cultures.

I can identify examples of common technology use across cultures.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## CULTURE



### STANDARDS

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
- LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated.

This page intentionally left blank.

# MAKING CONNECTIONS THROUGH LANGUAGE



## STANDARD

**LI.5** The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.

### CAN-DO STATEMENTS

I can provide examples of the use Latin derivatives, numerals, mottoes, phrases, and symbols in other subject areas.

I can provide examples of how the names and symbols of the Olympian gods are used in other subject areas.

I can use my knowledge of current events to inform my understanding of aspects of Roman culture and history.

I can use my knowledge of history to understand the time periods and historical figures studied in Latin class.

I can use my knowledge of math to manipulate numbers in the target-language class.

I can use my knowledge of geography to identify major areas of the Roman empire.

I can recognize elements of classical art and architecture within the art and architecture of later time periods and cultures.

### RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)
- ◇ Target culture Web sites such as hotel reservation sites, and travel sites.

#### Figures of Speech

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. [http://yle.fi/radio1/tiede/nuntii\\_latini](http://yle.fi/radio1/tiede/nuntii_latini)
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. It broadly reflects conditions around 200 CE but also covers a few sites and roads created in late antiquity. Place names are in Latin. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## MAKING CONNECTIONS THROUGH LANGUAGE



### STANDARD

**LI.5** The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities, etc.
- ◇ Create nonlinguistic representations to show similarities and differences of the above-listed topics.
- ◇ Compare/contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure and sports, etc.
- ◇ Investigate and present about professions and/or community businesses with cultural connections.
- ◇ Examine Latin state mottoes and explain how they fit the state.
- ◇ Create posters/slide presentations demonstrating the uses of the names and symbols of the Olympian gods in the modern world.
- ◇ Make infographics to demonstrate the presence of Latin derivatives in the terms used in other subject areas.
- ◇ Create a flip-book map to demonstrate the growth and decline of the Roman Empire into present modern countries.
- ◇ Make labeled photo collages of buildings in the community that incorporate Greek and Roman architecture.

#### **Suggested topics for investigation:**

- ◇ Simple requests, likes/dislikes, simple greetings and salutations, farewells and expressions of courtesy, directions, self-description, and other familiar topics.

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*



# LINGUISTIC AND CULTURAL COMPARISONS



## STANDARDS

- LI.6 The student will compare basic elements of the Latin language to those of the English language.
- LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States.

## RESOURCES FOR LINGUISTIC AND CULTURAL COMPARISONS

◇ See Latin items in the Additional Resources document

*The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.*

## LINGUISTIC AND CULTURAL COMPARISONS



### STANDARDS

- LI.6 The student will compare basic elements of the Latin language to those of the English language.
- LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States.

This page intentionally left blank.