

Virginia Foreign Language Standards of Learning

Latin

Level II

READING FOR UNDERSTANDING



STANDARD

LII.1 The student will understand simple written Latin texts based on various topics.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

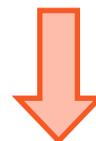
At the Intermediate-Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

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](#)

BENCHMARK

I can read simple Latin with several noun declensions and cases, and more than one tense of indicative verb.



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-Mid 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 aentire story, draw the story, or label/diagram sentences for grammar and syntax.
- ◇ Silent sustained reading.
- ◇ Label, diagram, grammatically parse of sentences.

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READING FOR UNDERSTANDING



STANDARD

LII.1 The student will understand simple written Latin texts based on various topics.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD(S)

LII.2 The student will continue to 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 INTERPERSONAL 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.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD(S)

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

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LII.2 The student will continue to 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 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.”

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

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

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LII.2 The student will continue to 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 information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.



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 PRESENTATIONAL COMMUNICATION: 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).
- ◇ Ask students to scan a reading passage and only say a particular grammatical chunk (e.g., prepositional phrase, subject and verb).

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PRESENTATIONAL COMMUNICATION: Speaking



STANDARD

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

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LII.2 The student will continue to 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. 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 nonnative writers.

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 PRESENTATIONAL 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.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

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

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CULTURE



STANDARD

LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are inter-related.

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

Culture: 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.

Culture: 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.

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CULTURE



STANDARD

LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are inter-related.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.

CAN-DO STATEMENTS

I can give examples of how the Latin language has influenced other subject areas, for example law, medicine, and science.

I can give examples of how Roman culture has influenced other subject areas, for example drama, government,

literature, art, and architecture.

I can compare and contrast information learned in other subject areas with information learned in Latin class.

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)

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
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of neoLatin, 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>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.

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 in the community with cultural connections.

Suggested topics for investigation:

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

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LII.5 The student will develop a deeper understanding of English and other languages through study of Latin.
- LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.

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LINGUISTIC AND CULTURAL COMPARISONS



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