

Virginia Foreign Language Standards of Learning

Latin

Level IV

READING FOR UNDERSTANDING



STANDARD

LIV.1 The student will interpret and analyze authentic Latin texts in selected genres.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-HIGH

At the Intermediate High sublevel, readers are able to understand fully and with ease short, noncomplex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration, although there will be occasional gaps in understand due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

BENCHMARK

I can easily understand the main idea of texts related to everyday life, personal interests, and studies.

I can sometimes follow stories and descriptions about events and experiences in various time frames.

PROGRESS INDICATORS

I can read, interpret, and evaluate the nuances of poetic devices and rhetorical figures in text.

I can create and interpret a translation of unit stories and exercises in oral and written form and answer questions in Latin.

I can analyze and evaluate a Latin passage for content, mechanics, and author's intent.

I can include detailed cultural information in my interpretation of authentic passages.

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.
- ◇ www.thelatinlibrary.com
- ◇ www.Perseus.tufts.edu
- ◇ Lacus Curtius: Penelope.uchicago.edu
- ◇ vroma.org
- ◇ National Junior Classical League
- ◇ Virginia Junior Classical League
- ◇ The American Classical League
- ◇ Dickinson College Commentaries by Chris Francese (section-by-section commentary and vocabulary)
- ◇ Barnard Columbia Ancient Drama Group: <https://ancientdrama.wordpress.com/past-plays/> (videos of modern productions of ancient plays, especially for theater units)
- ◇ Forum Romanum: <http://www.forumromanum.org/index2.html> (digital versions of older books; useful for student research)
- ◇ The Ara Pacis Museum: <http://en.arapacis.it> (incredible virtual tours)
- ◇ Theoi: <http://www.theoi.com> (encyclopedia of Mythology; useful for students to look up unknown references in literature)
- ◇ Latin tutorial: <https://www.youtube.com/user/latintutorial> (videos of grammar; especially useful for flipped classroom, student self-study)
- ◇ TED Talks – David Macaulay: An Illustrated Journey Through Rome http://www.ted.com/talks/david_macaulay_s_rome_antics?language=en
- ◇ Ephemeris: <http://ephemeris.alcuinus.net> (a current events newspaper entirely in Latin, especially good as tweets)
- ◇ Latin Wikipedia: http://la.wikipedia.org/wiki/Vicipaedia:Pagina_prima (can be hit or miss, as all Wikipedia sites, but it *is* in Latin)
- ◇ Weather Underground has an option to report your local weather entirely in Latin. <http://www.weatherunderground.com>

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READING FOR UNDERSTANDING



STANDARD

LIV.1 The student will interpret and analyze authentic Latin texts in selected genres.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Act out an entire story.
- ◇ Draw a story.
- ◇ Label/diagram sentences for grammar and syntax.
- ◇ Literary analysis of familiar and unfamiliar passages.
- ◇ Write a well-organized literary analysis of familiar and unfamiliar passages.
- ◇ Synthesize grammar and cultural concepts through reading.
- ◇ Debate/explain from the point of view of famous figures or characters from passages.
- ◇ Act out battles, incorporating learned military strategies.
- ◇ Literal translation.
- ◇ Summarize a passage for content/information.
- ◇ Paraphrase.
- ◇ Incorporate pre-reading strategies for story anticipation, including but not limited to:
 - ◇ Vocabulary introduction, especially as it distinct to the story
 - ◇ Grammar introduction
 - ◇ Thematic discussion
 - ◇ Silent sustained reading.
- ◇ Label/diagram grammatical portions of sentences, especially for advanced structures.
- ◇ Translate Latin into English to develop reading skills.
- ◇ Jigsaw a story or passage.
- ◇ Give an expert report on a grammar point, figure of speech, rhetorical device, or portion of a passage.
- ◇ Oral and written checks for understanding, including but not limited to:
 - ◇ True/False questions
 - ◇ Content questions
 - ◇ Acting out portions of stories
 - ◇ Rearranging English or Latin phrases into story chronology.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate-Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

BENCHMARK

I can often understand words, phrases, and simple sentences.



PROGRESS INDICATORS

I can sometimes understand the difference between a question and a statement.

I can sometimes understand questions or statements about characters in texts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ [Audio-Visual Classics Database](#)
- ◇ Latin Pronunciation Online Tutorial
- ◇ Catullus Poems Sung in Latin
- ◇ Society for the Oral Reading of Greek and Latin Literature

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Perform basic commands given in Latin.
- ◇ Respond to basic questions about a text without prompted answers.
- ◇ Draw or identify pictures that reflect the meaning of simple Latin sentences.
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis...*”
- ◇ Read a previously translated text aloud without the students being able to view it. Stop at random points in the text and have students identify at what point the teacher stopped.
- ◇ For texts with a plot, the teacher tells/reads a simplified version of the story while the students draw a comic strip of it.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Speakers at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target-language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnative speakers. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

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

- ◇ 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>.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Paired students independently come up with one half of a result clause. They share out their half in front of the class, which must then translate their clause.
- ◇ A group of students comes up with an indirect command or gerund of purpose directed towards another group of students. If it is correct, the targeted group must follow through with the command. If there is an error, the creating group must follow through with the command.
- ◇ One student says a direct statement. Another makes it indirect.
- ◇ 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.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Hang posters in the room of basic questions and responses students can use for daily interaction.
- ◇ Use information gap activities with indirect statements.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions
- ◇ “Quiz Up” — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. 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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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

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BENCHMARKS

I can read aloud authentic Latin texts with appropriate classical pronunciation, word stresses, meter, and expression that conveys the meaning of the text.

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



PROGRESS INDICATORS

I can read full sentences aloud, using classical pronunciation and word stresses.

I can read texts aloud in a manner that reflects the poetic meter.

I can perform an oral reading of an authentic Latin passage with appropriate expression and phrasing to convey its meaning.

I can state information in a simple Latin sentence.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Vocaroo.com (voice recording)
- ◇ <http://www.voki.com> (create customized speaking characters)
- ◇ [“Classroom Habits to Promote Oral Latin”](#) (PDF)
- ◇ Latin Pronunciation Guide
- ◇ Meter Tutorial
- ◇ Society for the Oral Reading of Greek and Latin Literature
- ◇ Oratory and Dramatic Interpretation Passages and Rubrics, [National Junior Classical League](#)

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create simple sentences that would be said by a member of Roman society. They say them while they act them out. The class must guess what type of Roman they are.
- ◇ Student groups come up with a humorous response to, “*Cur pullus viam transivit?*”
- ◇ Recite a portion of an oration of Cicero with appropriate pronunciation, word stress, and expression.
- ◇ Recite and act out a dramatic interpretation passage from the National Junior Classical League competition.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Hang posters in the room of basic expressions students can use in the classroom (e.g., *O me hercule! Eugepae!*).

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

BENCHMARK

I can write a short series of sentences, some with multiple clauses, on familiar topics, using familiar grammatical structures.



PROGRESS INDICATORS

- I can write basic Latin sentences on my own, some with multiple clauses.
- I can compose a simple paragraph in Latin.
- I can write basic sentences that reflect the content of a reading passage.

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>
- ◇ Ascanius' SCRIBO writing contest

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Whiteboard writing exercises.
- ◇ Call out a grammatical element for students to write on a whiteboard to start off a sentence. Pass the whiteboards to another student to add another sentence element. Continue passing until a complete sentence is formed. Share out.
- ◇ Post gossip about a character in a text on Edmodo, using indirect statements.
- ◇ Label a picture that reflects the imagery within a poem with appropriate words and phrases from the poem.
- ◇ Write unique sentences using only words from authentic texts that have been read.
- ◇ Write a piece for the Ascanius SCRIBO contest.
- ◇ 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.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

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CULTURE



STANDARD

LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

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 Intermediate-Low language competencies should also be demonstrating the Intermediate-level interculturality competencies.

BENCHMARKS

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.

I can compare and contrast how people celebrate.
I can compare and contrast how my peers socialize.
I can provide basic information about countries' governments.
I can identify similarities among folk tales.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

I can talk about the individual role of family members and the importance of birth order.
I can give examples that show the importance of academics vs. sports.
I can describe the importance of time vs. money.
I can make simple comparisons about the roles of men and women in society.
I can describe the importance of religion.
I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

I can sometimes identify cultural stereotypes or exaggerated views of a culture.
I can compare some religious beliefs.
I can classify the political beliefs of a nation in simple terms.

PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

I can understand the main idea and characters of short stories, folk tales, or graphic novels.
I can recognize and reference famous artists and their works.
I can understand the main idea of a movie clip or documentary.
I can talk about an historical figure.
I can have a simple conversation about a festival.
I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

I can describe similarities and differences in artwork.
I can have a simple conversation about educational systems.
I can provide basic information about countries' governments.
I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

I can compare and contrast eating habits.
I can compare and contrast how people buy and sell.
I can compare and contrast how families interact.

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CULTURE



STANDARD

LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials/visit of embassies, government resources, travel agencies, publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) (data and infographics of local origins, languages, international business activities in the United States)
- ◇ Library of Congress (contributions of U.S. immigrants)
- ◇ Calendars (school schedules, observed holidays, and historical events)
- ◇ Maps and statistics of countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages; movie trailers
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, commercials
- ◇ Online sites: shopping sites, restaurant menus, virtual tours, sports sites
- ◇ Children’s books, fairy tales, legends, myths
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)
- ◇ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use information from [Mapping the Nation](#) and prepare a presentation on your town as an international community. Share information with local government, schools, or international visitors.
- ◇ Use information from Doctors Without Borders, daily news, or TV stations in the target culture to learn about global challenges and to discuss and present relevant issues and possible solutions.
- ◇ Retrieve information from various sources about population migrations within the target culture, historical and current. Discuss your key findings.
- ◇ Discuss the diversity of the United States’ culture and its influence on other world cultures (i.e., incorporation of language use and products, science and technology, beauty and aesthetics, contemporary life).
- ◇ Interview a native speaker about higher education options, communities, and career opportunities.
- ◇ Present orally or in writing about, “If you could meet a famous author or historical figure, who would it be and why?”
- ◇ Prepare a presentation about the “dos and don’ts” in the professional world of the target culture. Conduct mock interviews and complete a job application.
- ◇ Create a cookbook using recipes from the target culture.
- ◇ Introduce yourself to a guest and role-play a hosting situation.
- ◇ Host a showcase of student-created cultural products and practices.
- ◇ Watch a movie that incorporates issues about social class and/or gender roles in the target society. Write an editorial response based on what you saw.
- ◇ Present information on culture, using a format such as PhotoStory, Prezi, or student-made movies and skits.
- ◇ Continue exploration of and present a product of your choice related to contemporary life in the target culture.
- ◇ Report on current events, making connections between the United States and the target culture where possible. Anticipate future events.
- ◇ Exchange letters recommending movies and music.
- ◇ Maintain a class blog.
- ◇ Facilitate Edmodo exchanges between classmates or students from the target culture.
- ◇ Participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Participate in student exchanges.
- ◇ Create a book of authentic recipes.
- ◇ Acquire cultural information by interviewing native speakers.
- ◇ Incorporate idiomatic expressions into dialogues or skits.
- ◇ Write poems and songs.
- ◇ Read or tell jokes and watch humorous exchanges in the target language.
- ◇ Research music styles, musicians, and lyrics as poetry.
- ◇ Go to a local restaurant of the target language and/or cuisine.
- ◇ Visit a local international business. Write a follow-up email thanking the business for the visit and mentioning something that you learned.
- ◇ Visit a local museum and create a tour in the target language.
- ◇ Plan a multi-destination trip to a country in the target culture, including several means of transportation. Problem solve an unanticipated complication.
- ◇ Celebrate holidays as they would be celebrated in the target culture.
- ◇ Use advertisements and products to explore perspectives.
- ◇ Research and present how historical figures continue to impact society today.
- ◇ Perform traditional dances, counting time in Latin and wearing traditional clothing.
- ◇ Use Vidpop, Twitter, Wechat, Voxer, and other apps to communicate opinions and activities related to culture points.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.

CAN-DO STATEMENTS

I can describe and explain the influences of the Latin language and classical culture upon other subject areas, for example politics and psychology.

I can identify aspects of classical literature within the literature of other time periods and cultures, for example genre characteristics and literary devices.

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.

- ◇ <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 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>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content 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.
- ◇ Analyze the use of literary devices in Latin literature and write stylistic translations that mimic the use of those devices while maintaining the essential meaning of the text.
- ◇ Identify the use of common ancient literary devices in modern literature and poetry. Discuss how they impact the reader's reception of the text.
- ◇ Examine the various interpretations and uses of a famous line of Latin poetry in later contexts (e.g., Horace 3.2's "*dulce et decorum est*" in Wilfred Owen's World War II poem; on military medals and monuments; in modern YouTube music videos; Catullus' *Odi et Amo* and what modern musicians have done with it).
- ◇ Compare and contrast examples of art throughout multiple time periods and styles that are inspired by stories from Ovid's *Metamorphoses*.
- ◇ Examine the transformation of Ovid's stories into later cultural contexts within modern films (e.g., *Romeo and Juliet* and *West Side Story*, *Pygmalion* and *My Fair Lady*).
- ◇ Compare and contrast how the Romans and Americans deal with major social issues like poverty, human rights, and disease.
- ◇ Compare and contrast social mores present in Latin literature with the social mores students find present in their social circles and American society in general.
- ◇ Examine modern psychological theories and evaluate to what extent they could be applied to characters in classical texts (e.g., does Dido go through the contemporary understanding of the stages of grief?).
- ◇ Perform skits that place the characters of classical texts in a modern context (e.g., Dido and Aeneas go to a marriage counselor, Catullus meets with a social worker to work out his issues with Lesbia).
- ◇ Prepare for an interview with a modern-day refugee, using questions generated from the students' understanding of Aeneas' experience as a refugee from Troy.
- ◇ Create a mock trial for a character in classical literature.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIV.5** The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.
- LIV.6** The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community.

RESOURCES

- ◇ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Demonstrate knowledge in both Latin-to-English translations and English-to-Latin translations.
- ◇ Students will expand their knowledge English vocabulary by noting the relationship of Latin words to their English derivatives (LII.5.1) and more advanced syntax.
- ◇ Make comparisons and draw conclusions about the influences of Roman culture on art, music, literature, and engineering.
- ◇ Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
- ◇ Compare Roman views of public and private life with those of the modern world.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIV.5** The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.
- LIV.6** The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community.

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