



# *Languages Other Than English*

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## *Latin for the 21<sup>st</sup> Century*

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*Resource Guide with  
Core Curriculum*



The University of the State of New York

The State Education Department

<http://www.nysed.gov>

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September 2002

Dear Colleague:

Latin for the 21<sup>st</sup> Century: Resource Guide with Core Curriculum has been developed by the New York State Education Department with the assistance of a committee of Latin educators. The purpose of this document is to provide classroom teachers with the guidance they need to integrate the learning standards for languages other than English with the existing Latin syllabus, and to increase awareness of the changes that have been made in the State examinations for Latin.

This document is intended for use at all three levels of Latin instruction, Checkpoints A, B, and C. It emphasizes the acquisition of both language skills and the understanding and appreciation of the ideas and culture of an ancient civilization.

The committee work for this guide was spearheaded by Jill Crooker, a retired Latin teacher and former president of the Classical Association of the Empire State (CAES). In addition to the committee, many other practitioners throughout the State contributed material and advice. Funding for the development of this document originated from a Goals 2000 grant administered by the Hamilton-Fulton-Montgomery BOCES.

Comments regarding these materials are most welcome and should be directed to:

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Sincerely,

Roseanne DeFabio



# Foreword

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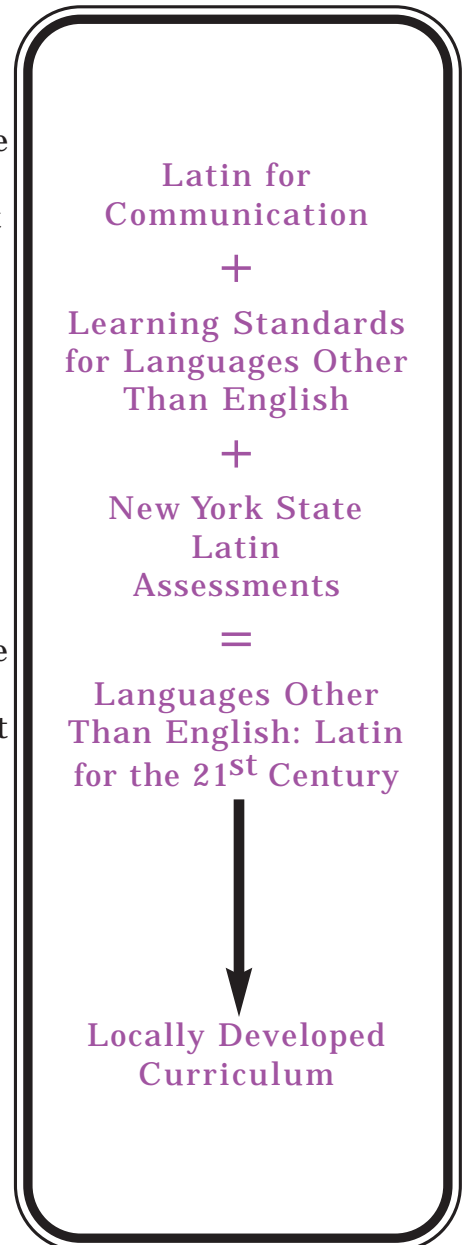
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New York State is engaged in implementing reforms to raise standards for students. The Department's strategy for raising standards includes three elements:

1. Setting clear, high expectations/standards for all students and developing an effective means of assessing student progress in meeting the standards;
2. Building the local capacity of schools/districts to enable all students to meet standards; and
3. Making public the results of the assessment of student progress through school reports.

This document, *Latin for the 21<sup>st</sup> Century: Resource Guide with Core Curriculum*, provides teachers with the resources needed to prepare all students for higher expectations. It presents connections among three other resources in languages other than English: *Latin for Communication: New York State Syllabus*; *Learning Standards for Languages Other Than English*; and the *New York State Second Language Proficiency Examinations and the Comprehensive Regents Examination in Latin*. Familiarity with each of these documents is critical in understanding all checkpoints. Teachers are encouraged to visit the Department's website, at [www.emsc.nysed.gov/ciai/lot.html](http://www.emsc.nysed.gov/ciai/lot.html) for other related documents.

Teachers, administrators, staff developers, and teacher trainers who use this document will have a better understanding of how the Latin classroom should function, what it should look like, and the kinds of communicative learning activities that help students achieve success at the higher levels required by the new learning standards. Providing guidelines for locally developed curricula, this document articulates the links connecting the curricula, the standards, and the assessments. Samples of learning activities demonstrate how the core curriculum on languages other than English (LOTE) differs from that in other subject areas and how teachers may expand the same concepts, skills, and understandings across multiple years of study. Although intended primarily for teachers of Latin, all teachers of languages other than English will find certain portions of this document useful.



# Acknowledgments

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*Latin in the  
New Millennium*

# Overview

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**L**atin for the 21st Century: Resource Guide with Core Curriculum is designed to help teachers, curriculum development personnel, and administrators understand the languages other than English (LOTE) standards and their integral role in the Latin classroom. This document represents a shift from a syllabus-based curriculum to a standards-based curriculum.

A committee of Latin teachers, along with staff from the New York State Education Department, Office of Curriculum, Instruction, and Assessment, met in 2000 and 2001 to analyze the State assessment tools: the Second Language Proficiency Examination (SLP) in Latin and the Comprehensive Regents Examination (Regents) in Latin. That work consisted of analyzing every question to ascertain what standard and performance indicator each question measured, and to determine if each question was appropriate for the SLP (Checkpoint A) or the Regents (Checkpoint B). The Checkpoint C level was also analyzed in terms of all post-Regents instruction. Certain things became apparent:

- There is a need for a document that better aligns the curriculum and assessments to the standards.
- It is important to clarify Latin's supportive role in the teaching of English language arts (ELA).
- Only minor changes were needed in the Latin assessments in order to bring them into alignment with the standards.

In 1987, Latin for Communication: New York State Syllabus began a new chapter by connecting the learning outcomes to the topics of instruction. This connection encourages frequent and ongoing assessment over the course of instruction. It demands student-centered instruction that makes students aware of their performance and suggests where improvement might be necessary. This also requires teachers to modify their instructional strategies on the basis of student performance on assessments.

The evolution of the curriculum and the assessment continued and in 1996 the Board of Regents approved two standards for LOTE. These two standards have now become the heart of all LOTE instruction in New York State. This document reflects the minor changes that were needed to better align both instruction and assessment to the standards. Charts showing these changes can be found on pages 83 and 85 of this document.

# Rationale for the Study of Latin

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The transfer of language skills from Latin to English has historically been recognized by Latin teachers. When students and teachers draw comparisons between ancient (Latin language) and modern (English), the student is able to develop a greater awareness and understanding of the structure and vocabulary of English.

As students begin to learn prepositions and their meanings, and basic verbs and their meanings, they develop an awareness of roots, prefixes, and suffixes and subsequently recognize them in English words. From these steps they come to demonstrate the relationship of Latin words in general to their derivatives and cognates in English. As they process, they begin to apply some of the principles of word building.

In addition to the Latin-English vocabulary connection, there is emphasis on the understanding of basic language patterns of English as they relate to Latin. Latin teachers are apt to use English sentence diagrams to explain to students the subject and predicate or the subject, verb, and direct and indirect objects.

Though reading Latin is the most important skill students acquire in learning Latin in order to communicate with the ancient world, an additional goal throughout instruction is to let Latin help with English and English with Latin. Unlike modern language instruction, Latin teachers do not focus on ultimate face-to-face communication. Rather, the objective is to communicate via reading the ancients and expressing that communication/learning in English. One might give the example of using a short paragraph in Latin for which the teacher asks, "What did she say? Where did she go? Who was with her?" The student must process all the Latin grammar rules before s/he can deal with answering the question (Latin is not a subject-verb-object language like English). The two languages are inextricably intertwined.

Latin teachers in the 21<sup>st</sup> century must now make a commitment to be familiar with the English language arts (ELA) standards and performance indicators and consciously support them in their instruction. In order to help with that objective the ELA standards and performance indicators are embedded throughout this document.



*Applying the  
Languages Other Than  
English  
Learning Standards  
to Latin*



# Overview

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The New York State standards for Latin are the same as the standards for all languages other than English. They are:

**Standard 1—Students will be able to use a language other than English for communication.**

**Standard 2—Students will develop cross-cultural skills and understandings.**

Together these standards define the purposes for the teaching and learning of Latin. They present a model for what students should know and be able to do upon completion of a prescribed course of study. In Latin, as in other language study programs, student achievement is measured at three levels, Checkpoints A, B, and C, each level representing a way station en route to meeting the standards. Performance indicators have been developed to clearly demonstrate progress as students move along this instructional continuum.

The attainment of language proficiency differs significantly from the attainment of proficiency in other disciplines. Because language proficiency is measured by the checkpoints, the level of achievement is not directly linked to either a specific grade level or to the more general levels of elementary, middle, and commencement.

The chart that follows provides easy reference for the performance indicators for each standard at Checkpoints A, B, and C.

# Languages Other Than English—Standard 1

Students will be able to use a language other than English for communication.

## Latin:

Key idea: Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

Performance indicators: Students will:

Checkpoint A	Checkpoint B	Checkpoint C
<ul style="list-style-type: none"> <li>• Read and understand simple connected materials written in Latin</li> <li>• Write simple responses to oral, visual, or written stimuli</li> <li>• Demonstrate an awareness of the vocabulary, grammar, derivation, and word structure of English</li> </ul>	<ul style="list-style-type: none"> <li>• Understand composed Latin and passages adapted from Latin authors</li> <li>• Respond in simple written Latin and in English to questions based on composed Latin and on passages adapted from Latin authors</li> <li>• Demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand selected authors of prose and poetry with some assistance</li> <li>• Express in English the general and specific meaning of Latin passages of prose or poetry, assisted by glosses, and demonstrate a controlled but increasing ability to write Latin</li> <li>• Read aloud Latin prose and poetry with attention to features such as the correct metrical structure</li> <li>• Demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it</li> </ul>



Key idea: Listening and speaking support the reading skills in Latin.

Performance indicators: Students will:

Checkpoint A	Checkpoint B	Checkpoint C
<ul style="list-style-type: none"> <li>Recognize and comprehend simple spoken Latin statements and questions based on classroom situations</li> <li>Articulate simple Latin phrases and convey meaning in controlled situations</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend simple spoken Latin statements and questions based on classroom situations or a simple Latin passage read aloud</li> <li>Read familiar Latin aloud and speak Latin with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in controlled classroom situations</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and appreciate the linguistic and artistic qualities of oral Latin prose and poetry when read aloud</li> <li>Read aloud Latin prose and poetry with attention to features such as the correct metrical structure</li> <li>Read aloud Latin prose and poetry with attention to features such as the correct metrical structure</li> </ul>

## Languages Other Than English—Standard 2

Students will develop cross-cultural skills and understandings.

### Latin

Key idea: Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Performance indicators: Students will:

Checkpoint A	Checkpoint B	Checkpoint C
<ul style="list-style-type: none"> <li>Demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture</li> <li>Recognize manifestations of antiquity in the modern world</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, and art, and architecture, and of their influence on later civilizations</li> <li>Read culturally authentic passages of Latin adapted from Latin authors</li> <li>Apply knowledge of Latin literature, authors, and techniques of style to world literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>Use adapted reading from Latin prose and poetry to broaden knowledge about Greco-Roman civilization and its influence on subsequent civilizations</li> <li>Make comparisons of Latin literary style with those of world literary traditions</li> </ul>



# *Components of Instruction*



# Overview

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Communication consists of four components: topics, situations, functions, and proficiencies. The first three components (topics, situations, and functions) are the “what” of communication and the proficiencies are the “how well” of communication. For example, a person reads (situation), in Latin or in English, about a house (topic), for the purpose of obtaining facts (function). This is the “what” of communication. The proficiency level is the “how well.”

The topics, situations, and functions are described at three levels of proficiency (Checkpoints A, B, and C) and are the basis for the coordination and articulation of the entire program. They illustrate the spiraling progression of knowledge and skills based on previous knowledge and practice.

<b>Topics</b>	The subject on which the communication occurs
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<b>Situations</b>	The process through which communication occurs <ul style="list-style-type: none"><li>• Reading</li><li>• Listening</li><li>• Speaking</li><li>• Writing</li></ul>
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<b>Functions</b>	The purpose is to <ul style="list-style-type: none"><li>• communicate in Latin</li><li>• improve communication in English</li></ul>
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<b>Proficiencies</b>	The performance indicator that demonstrates the degree of facility and complexity of the target language being used
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# Topics

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One of the components of any act of communication is the topic on which the communication occurs. A short letter of Cicero might contain 11 topics, such as names, health, personality traits, family members, geography, weather, calendar, roads, modes of travel, political issues, and sites. Each of these topics is worthy of consideration and discussion in the study of Latin. Topics such as these may be introduced in the Latin classroom in a variety of communicative situations, at various times and levels in the Latin program, and with greater or lesser attention devoted to them at any given time or level.

The purpose of the following list is to offer common topics of reading in Latin and to suggest a point at which some accumulated knowledge about each can be expected to be demonstrated. Most of the topics will be introduced at the earliest stage of language development, Checkpoint A, and will continue to be presented and expanded at subsequent levels, Checkpoints B and C.

While the list of topics is meant primarily as an analysis of communication in the reading situation, it also serves as a list of topics of communication in the situations of listening, speaking, and writing, and of situations in which English as well as Latin is the medium of communication.

# Situations

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**S**ituations in Latin define the channels of communication that are used in the instructional and language acquisition process. These channels are the skills of listening, speaking, reading, and writing. In the Latin classroom these situations will frequently occur in English.

These skills have further been defined as receptive skills (listening and reading) and productive skills (speaking and writing). In Latin, a classical language that is no longer spoken, reading takes priority. The listening/speaking skills in Latin support and strengthen the reading skills and generally occur in these situations:

- Reading aloud
- Repeating
- Oral interpretation of texts
- Questions and answers
- Basic classroom conversations

As the study of the language progresses, emphasis will shift to reading passages aloud and developing skills in oral interpretation of literary texts. Attention needs to be given to the ways in which Latin has entered English and influenced English linguistically and culturally.

# CHECKPOINT A: Learning Goals

TOPICS	SUBTOPICS
Personal Identification	Names, gender, age, nationality, occupations, physical characteristics and parts of the body, personality traits, health, clothing
House and Family	House, apartment, country home, rooms, furnishings, garden, family members, childhood, family life
Physical Environment	City and town, weather, animals, calendar (recognition of names of months and Kalends, Nones, Ides)
Meal Taking, Food and Drink	Everyday family fare
Educational System	Number system, school life
Geography	Italy, Mediterranean
Leisure	Pastimes, athletics, circus, arena
Travel	Roads
History and Government	Historical periods: dates of monarchy, republic, empire, great names in Roman history (recognition)
Social Structure	Social class structure
Religion	Deities: functions and attributes
Architecture and Art	Buildings and structures, mosaics
Myths and Legends	Gods, goddesses, heroes, traditional oral tales, Roman virtues



The topics and situations are the “what” of communication. The elements of language skills and cultural awareness pervade the components.

### SITUATIONS that indicate performance indicators and key ideas

**Key idea:** Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own language.

Students can:

- read and understand simple connected materials written in Latin
- write simple responses to oral, visual, or written stimuli
- demonstrate an awareness of the vocabulary, grammar, derivation, and word structure of English

**Key idea:** Listening and speaking support the reading skills in Latin.

Students can:

- recognize and comprehend simple spoken Latin statements and questions based on classroom situations
- articulate simple Latin phrases and convey meaning in controlled situations

**Key idea:** Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture
- recognize manifestations of antiquity in the modern world

### LINKS TO ELA STANDARDS

Students will read, write, listen, and speak for

1: information and understanding. Students can:

- relate new information to prior knowledge and experience
- use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print
- support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns

4: social interaction. Students can:

- learn some words and expressions in another language to communicate with a peer or adult who speaks the language
- take turns speaking and respond to others' ideas in conversations on familiar topics

## CHECKPOINT B: Learning Goals

TOPICS	SUBTOPICS
Personal Identification	Names, gender, age, nationality, occupations, physical characteristics and parts of the body, personality traits, health, clothing
House and Family	House, apartment, country home, rooms, furnishings, garden, family members, childhood, family life, birth, coming of age, marriage, death and funerals
Physical Environment	City and town, weather, animals, calendar (recognition of names of months and Kalends, Nones, Ides), natural disasters, time
Meal Taking, Food and Drink	Everyday family fare, banquets
Educational System	Number system, school life, preparation and training for occupations, structure and curriculum, literature, oratory and rhetoric
Geography	Italy, Mediterranean, provinces
Leisure	Pastimes, athletics, circus, arena, baths
Travel	Roads, modes of travel, mail and letter writing
History and Government	Historical periods: dates of monarchy, republic, empire, great names in Roman history (recognition), biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest
Social Structure and Economic Life	Social class structure, economic class structure, shops, commerce and trade, coinage
Religion	Deities: functions and attributes, traditions and customs, festivals and holidays
Architecture and Art	Buildings and structures, mosaics, sites and city planning, painting, sculpture
Myths and Legends	Gods, goddesses, heroes, traditional oral tales, Roman virtues

Each checkpoint contains all the topics and situations and objectives from the previous checkpoint. The topic information new to the checkpoint is in bold print.

### SITUATIONS that indicate performance indicators and key ideas

**Key idea:** Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own language.

Students can:

- understand composed Latin and passages adapted from Latin authors
- respond in simple written Latin and in English to questions based on composed Latin and on passages adapted from Latin authors
- demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin

**Key idea:** Listening and speaking support the reading skills in Latin.

Students can:

- comprehend simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud
- read familiar Latin aloud and speak Latin with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in controlled classroom situations

**Key idea:** Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, art, and architecture, and of their influence on later civilizations
- read culturally authentic passages of Latin adapted from Latin authors
- apply knowledge of Latin literature, authors, and techniques of style to world literary traditions

### LINKS TO ELA STANDARDS

Students will read, write, listen, and speak for:

**1:** information and understanding. Students can:

- relate new information to prior knowledge and experience
- distinguish between relevant and irrelevant information and between fact and opinion
- use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print
- support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
- produce oral and written reports on topics related to all school subjects

**4:** social interaction. Students can:

- learn some words and expressions in another language to communicate with a peer or adult who speaks the language
- take turns speaking and respond to others' ideas in conversations on familiar topics
- make effective use of language and style to connect the message with the audience and context

# CHECKPOINT C: Learning Goals

TOPICS	SUBTOPICS
Personal Identification	Names, gender, age, nationality, occupations, physical characteristics and parts of the body, personality traits, health, clothing
House and Family	House, apartment, country home, rooms, furnishings, garden, family members, childhood, family life, birth, coming of age, marriage, death and funerals
Physical Environment	City and town, weather, animals, calendar (recognition of names of months and Kalends, Nones, Ides), natural disasters, time, plants, animals, calendar, time
Meal Taking, Food and Drink	Everyday family fare, banquets
Educational System	Number system, school life, preparation and training for occupations, structure and curriculum, literature, oratory and rhetoric, philosophy
Geography	Italy, Mediterranean, provinces, Asia Minor and Greece
Leisure	Pastimes, athletics, circus, arena, baths, theater
Travel	Roads, modes of travel, mail and letter writing
History and Government	Historical periods: dates of monarchy, republic, empire, great names in Roman history (recognition), biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, law
Social Structure and Economic Life	Social class structure, economic class structure, shops, commerce and trade, coinage
Religion	Deities: functions and attributes, traditions and customs, festivals and holidays, augury, sacrifice
Architecture and Art	Buildings and structures, mosaics, sites and city planning, painting, sculpture
Myths and Legends	Gods, goddesses, heroes, traditional oral tales, Roman virtues

Each checkpoint contains all the topics and situations and objectives from the previous checkpoint. The additional topic information new to the checkpoint is in bold print.

### SITUATIONS that indicate performance indicators and key ideas

**Key idea:** Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own language.

Students can:

- read and understand selected authors of prose and poetry with some assistance
- express in English the general and specific meaning of Latin passages of prose or poetry, assisted by glosses, and can demonstrate a controlled, but increasing, ability to write Latin
- read aloud Latin prose and poetry with attention to features such as the correct metrical structure
- demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it

**Key idea:** Listening and speaking support the reading skills in Latin.

Students can:

- recognize and appreciate the linguistic and artistic qualities of oral Latin prose and poetry when read aloud
- read aloud Latin prose and poetry with attention to features such as the correct metrical structure

**Key idea:** Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- use adapted reading from Latin prose and poetry to broaden knowledge about Greco-Roman civilization and its influence on subsequent civilizations
- make comparisons of Latin literary style with those of world literary traditions

### LINKS TO ELA STANDARDS

Students will read, write, listen, and speak for:

- 1: information and understanding.** Students can:
  - relate new information to prior knowledge and experience
  - distinguish between relevant and irrelevant information and between fact and opinion
  - use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print
  - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
  - support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument
- 2: literary response and expression.** Students can:
  - identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work
  - present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience
  - use standard English effectively
  - read aloud expressively to convey a clear interpretation of the work
  - produce literary interpretations that explicate the multiple layers of meaning
- 3: critical analysis and evaluation.** Students can:
  - present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments
  - use standard English, precise vocabulary, and presentational strategies effectively to influence an audience
- 4: for social interaction.** Students can:
  - make effective use of language and style to connect the message with the audience and context
  - study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups

# Functions

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**F**unction defines the reasons for communication in any language. Latin instruction emphasizes reading with understanding, writing in both Latin and English information learned from authentic sources, listening to spoken Latin with appreciation, and speaking with classical Latin pronunciation.

The following functions are basic to the Latin curriculum:

	A	B	C
To obtain information about:			
Facts	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
Events	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
Opinions		• <input type="checkbox"/>	• <input type="checkbox"/>
Attitudes			• <input type="checkbox"/>
Feelings			• <input type="checkbox"/>

To gain access to:	A	B	C
Literary texts in Latin	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>

To aid communication in English through:	A	B	C
Language skills	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
Content and Idea	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
Style			• <input type="checkbox"/>

# Proficiencies (Performance Indicators)

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## The “How Well” of Latin

**P**roficiency is the “how well” of communication in a language other than English. It is measured by performance indicators that have been developed for each checkpoint.

It is important to remember that proficiency never means perfection or even a high degree of fluency. Rather, it is a measurement of how well a student performs a task. A Checkpoint

A student, for example, will have little control of Latin with respect to the entire body of knowledge and range of skills that the subject encompasses, but when judged by well-defined performance indicators, he or she may have achieved excellent results at the Checkpoint A (beginning) level.

**Reading and writing** (Standard 1)

Reading is the most highly developed proficiency in Latin. En route to achieving the standards, the ability to read should constantly increase. Writing supports the reading skills.

**Listening and speaking** (Standard 1)


These also serve to help students develop their reading skills; they are not ends in themselves. They are included because a certain ability in each of these areas is necessary if students are to develop their reading skill to the fullest.

**Cultural awareness** (Standard 2)

Cultural proficiencies increase as the skills of reading, writing, listening, and speaking develop. They are embedded in all the topics, situations, and functions of Latin study.

Specific performance indicators for Checkpoints A, B, and C will be found in Chapter 2 and in the Appendix.

The following pages contain examples of instructional activities that demonstrate achieving the performance indicators at each checkpoint.

	Checkpoint A	Checkpoint B	Checkpoint C
<p>Reading</p>  <p>General Examples:</p>	<ul style="list-style-type: none"> <li>• read original texts and simple exercises to derive meaning</li> <li>• recognize the general principles of the language and understand the grammar in its original context</li> <li>• demonstrate an awareness of Latin root words in English</li> </ul>	<ul style="list-style-type: none"> <li>• comprehend selected passages in familiar Latin sentence patterns</li> <li>• use context, clues, and accumulated experience to understand an unfamiliar passage</li> <li>• read Latin authors from texts that have been adapted to reflect the interests and language skills of the students</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish main ideas from lesser ones to advance understanding</li> <li>• recognize some features of an author's style</li> <li>• analyze Latin grammar and language patterns in context</li> <li>• use the aids and resources available to readers of authentic texts of the major authors of Latin prose and poetry</li> </ul>

Checkpoint A

Checkpoint B

Checkpoint C

Reading



General Examples:  
Continued

- compare and contrast English and Latin grammar
- do word building in English through a study of Latin roots, prefixes, and suffixes

- compare and contrast grammar styles of Latin and English through analysis of the same genre of poetry

- demonstrate an ability to read authentic Latin prose and poetry, while using appropriate resources
- demonstrate a knowledge of Latin and English grammar through comparison and contrast and through applied use in reading Latin and in reading, listening, speaking, and writing English
- derive meaning from Latin passages on the basis of increased knowledge of vocabulary and word-building skills
- use knowledge of Latin vocabulary to determine the meaning of English derivations

Reading



Specific Examples:

- student reads in Latin, responds to questions in Latin or English based on the reading, and gives the meaning of the Latin passage in English
- student knows the direct object is in the accusative case
- student recognizes that *properat* indicates that a subject is hurrying, since the subject in context is running

- student understands the adapted version of a passage from Aulus Gellius
- student can pick out and explain a purpose clause in a letter of Cicero

- student expresses in English the meaning of a selected annotated passage from Vergil
- student can read a letter of Pliny for the main idea without letting lesser details interfere with overall comprehension
- student recognizes Vergil's use of the dative for naming "place to which" instead of *ad* and the accusative



Checkpoint A

Checkpoint B

Checkpoint C

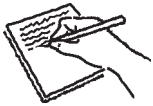
Writing



General Examples:

<ul style="list-style-type: none"> <li>• write responses to a reading or visual/oral presentation</li> <li>• transcribe material read aloud by the teacher</li> <li>• express in written English the meaning of simple Latin passages</li> </ul>	<ul style="list-style-type: none"> <li>• respond in simple written Latin to questions based on readings that contain authentic vocabulary and language structure</li> <li>• express in written English the general and/or specific meaning of a passage adapted from a Latin author</li> </ul>	<ul style="list-style-type: none"> <li>• express in English the general and specific meaning of Latin passages</li> </ul>
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Writing



Specific Examples:




<ul style="list-style-type: none"> <li>• as teacher points to a window and asks Quid est? student writes Fenestra est.</li> <li>• as teacher holds up an appropriate picture and asks Quid facit Marcus? student writes Marcus laborat</li> <li>• student takes a dictation</li> <li>• student writes the English of a simple Latin passage</li> </ul>	<ul style="list-style-type: none"> <li>• student writes answers in English to questions based on an adapted passage from Cornelius Nepos.</li> <li>• student writes an English translation of an adapted passage from Caesar.</li> </ul>	<ul style="list-style-type: none"> <li>• student writes answers in English to questions based on a Latin passage from a speech of Cicero</li> <li>• student writes the translation of a selected passage from Catullus, using a dictionary or glosses</li> </ul>
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Listening



General Examples:

<ul style="list-style-type: none"> <li>• listen to Latin being read aloud and begin to recognize and appreciate phrase groupings and voice inflection</li> </ul>	<ul style="list-style-type: none"> <li>• answer specific questions based on a classroom reading</li> </ul>	<ul style="list-style-type: none"> <li>• identify some effects of metrical structure and diction</li> <li>• distinguish between classical and ecclesiastical pronunciation</li> </ul>
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	Checkpoint A	Checkpoint B	Checkpoint C
<p>Listening</p>  <p>Specific Examples:</p>	<ul style="list-style-type: none"> <li>teacher and students interact in a simple conversational situation: Quis es? Sum Marcus.</li> <li>Student recognizes a prepositional phrase as a group</li> </ul>	<ul style="list-style-type: none"> <li>in response to <i>semper pluit?</i> student says <i>mimime, solem video</i></li> </ul>	<ul style="list-style-type: none"> <li>student listens to a Latin poem read aloud and recognizes the use of metrical form and poetical devices</li> <li>student hears the difference in the reading of the <i>Aeneid</i> as opposed to the reading of <i>Carmina Burana</i></li> </ul>
<p>Speaking</p>  <p>General Examples:</p>	<ul style="list-style-type: none"> <li>correctly repeat words or phrases spoken by the teacher</li> <li>read aloud with generally correct pronunciation</li> <li>respond appropriately to questions based on oral communication or reading passages</li> </ul>	<ul style="list-style-type: none"> <li>make an oral presentation using Latin words, sounds, and forms of expression</li> </ul>	<ul style="list-style-type: none"> <li>read aloud with appropriate attention to metrical structure, voice inflection, and expression</li> <li>respond appropriately in Latin to classroom situations and readings of prose and poetry</li> </ul>
<p>Speaking</p>  <p>Specific Examples:</p>	<ul style="list-style-type: none"> <li>student responds in Latin to the stimulus <i>Quid agis hodie?</i> by replying <i>Bene, et tu?</i></li> </ul>	<ul style="list-style-type: none"> <li>student answers in Latin simple, factual questions asked in Latin or in English about a familiar reading passage</li> </ul>	<ul style="list-style-type: none"> <li>student demonstrates correct reading of Catullus's hendecasyllabic verse</li> <li>student reads with emotion a speech of Dido from Vergil's <i>Aeneid</i></li> </ul>

	Checkpoint A	Checkpoint B	Checkpoint C
Cultural Awareness	<ul style="list-style-type: none"> <li>• read selections of culturally authentic passages, some of which are based directly on Latin authors, and point out significant cultural aspects</li> </ul>	<ul style="list-style-type: none"> <li>• develop a portfolio of modern architecture, labeling those aspects derived from the Greco-Roman tradition</li> </ul>	<ul style="list-style-type: none"> <li>• read unadapted works of Vergil and identify new features of style and content</li> </ul>
Specific Examples:	<ul style="list-style-type: none"> <li>• describe the mythological origins of symbols such as Apollo spacecraft, Nike</li> <li>• student recognizes a Corinthian column on a local bank</li> </ul>	<ul style="list-style-type: none"> <li>• read sections of poetry by Ovid, identifying recurring themes, forms, issues</li> <li>• write a paper in English showing how the literary techniques of a Latin author influence a modern author</li> <li>• student knows that Rome was founded in 753 B.C. and knows the legend of its founding</li> <li>• student knows the tribune's veto power and sees that the system of checks and balances is common to ancient Rome and the United States</li> <li>• student is acquainted with several works of Cicero and recognizes that influence on modern literature</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast the literary devices employed in an authentic Latin epic with those used in a medieval epic such as El Cid</li> <li>• student knows the myth of Orpheus and can recognize and appreciate its influence in painting and music</li> <li>• student knows the story of Dido and Aeneas from reading Vergil and appreciates its influence in art</li> </ul>



*Developing Skills  
in Latin*



# Overview

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The development of these language skills, grammar usage, vocabulary building, and word derivation is a continuous process that occurs at each level of Latin study and that builds on the topics, situations, and functions that have been encountered at an earlier level.

The goals of Latin are to read Latin, hear Latin, and to a lesser degree speak and write Latin. Throughout these activities students of Latin grow in their knowledge and understanding of the vocabulary and grammar of the Latin language. By extension, they also grow in their understanding of how Latin has influenced English and the Romance languages. Latin may serve as a natural starting point for the learning of other languages and for gaining a better understanding of our own language. It provides a linguistic link between the ancient and modern worlds.

# Grammar

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The role of grammar in education and the nature of the grammar taught have changed since the days when elementary schools were known as “grammar” schools. Knowledge of Latin grammar, however, remains an important element of Latin study. While acquiring Latin grammar skills, students gain linguistic insights and are better able to understand and manipulate their own language. This document demonstrates how English and Latin are linked through the performance indicators for each language.

The following is a list of Latin grammar elements studied throughout Latin programs in the schools. The assignment to a checkpoint is intended to suggest that the acquisition of grammar is a progressive development, and the specific checkpoint is the level at which that grammar can be assessed on a State examination. The checkpoints should in no way hinder teachers from going beyond and teaching items from a higher level. Rather, this chart is intended to guide classroom assessment practices to reflect what students will need to know and be able to do on the Second Language Proficiency and Comprehensive Regents Examinations.

Each item is shown where introduced and tested, but it must be understood that each continues to be used and refined at the next higher level. The Checkpoint C column continues the refinement of all that precedes that level and points out grammar that should be included in a post-Regents curriculum.

	Checkpoint A	Checkpoint B	Checkpoint C
Agreement	Finite verb with its subject	•	•
	Adjective with noun	Appositive	•
		Relative pronoun	•
Case: Nominative	Subject of finite verb	•	•
	Predicate nominative	•	•
	Predicate adjective	•	•
Case: Genitive	Possessive	•	•
		Description	•
		With special words ( <i>cupidus, causā</i> )	•
			With special verbs ( <i>meminī, obliviscor</i> )
Case: Dative	Indirect object	•	•
		With certain adjectives	•
		With intransitive verbs	•
		With compound verbs	•
		Purpose	•
		Reference	•
		Possession with <i>sum</i>	•
			Agent with passive periphrastic
Case: Accusative	Direct object	•	•
	With certain prepositions	•	•
	Place to which	•	•
		Duration of time	•
		Extent of space (measurement)	•
			Specification With middle voice
		Subject of infinitive	•



	Checkpoint A	Checkpoint B	Checkpoint C
Case: Ablative	Place where	•	•
	With certain prepositions	•	•
	Accompaniment	•	•
	Time when	•	•
	Time within which	•	•
	Means or instrument	•	•
		Personal agent	•
		Respect	•
		Manner	•
		Description	•
		Comparison	•
		Degree of difference	•
		Separation	•
		With special verbs (utor, potior, careō, etc.)	•
		With special adjectives (dignus, indignus, vacuus)	•
		Ablative absolute	•
Vocative	•	•	•
Locative		•	•
Pronouns	Personal	•	•
		Demonstrative	•
		Relative	•
		Interrogative	•
		Reflexive	•
		Intensive	•
		Indefinite	•
Adjectives	Agreement	•	•
		Substantive	•
		Degrees of comparison	•
Adverbs		Formation and comparison	•

	Checkpoint A	Checkpoint B	Checkpoint C
Verb: Indicative Mood	Present tense	•	•
	Imperfect tense	•	•
	Future tense	•	•
	Perfect tense	•	•
		Pluperfect tense	•
		Future perfect tense	•
	Independent clauses	•	•
		Relative clauses	•
		Other dependent clauses	•
		Passive voice	•
		Deponent verbs	•
	Declarative and interrogative	•	•
	Verb: Infinitive	Complementary	•
		Subject or object of finite verb	•
		Indirect statement	•
			Historical
Verb: Imperative	Present active	•	•
		Deponent verbs	•
	Negative		•
Verb: Gerund/ Gerundive		•	•
Verb: Participles		Present	•
		Perfect	•
		Future	•
			Active and passive periphrastic
			Supine

	Checkpoint A	Checkpoint B	Checkpoint C
Verb: Subjunctive		All tenses, both voices	•
		Sequence of tenses	•
		Cum clauses	•
		Indirect question	•
		Result clauses	•
		Purpose clauses	•
		Relative clause of characteristic	•
		Conditions	•
		Hortatory	Volitive (jussive)
			Deliberative question
			Optative
			Potential
			After verbs of fearing and doubting
			Clauses of attraction

## Vocabulary, Word Derivation, and Word Study

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Vocabulary is a collection of words, and words are the instruments of language. For the Latin student, acquiring vocabulary provides both a means for reading Latin and an introduction to the way in which words are combined to form meaningful communication. Because so much of the English language has its roots in classical Latin, vocabulary development, derivation study and word-building skills developed by students of Latin have practical value beyond the classroom. The English language arts Standards 1, 2, and 3 address language skills that are strongly supported by Latin instruction. These standards and their performance indicators are found in the Appendix.

The chart that follows gives a snapshot of the Latin performance indicators and some sample tasks directly related to the acquisition of word skills at each checkpoint.

## Performance Indicator

## Sample Task

### Checkpoint A

Beginning Latin students have a natural curiosity about new words. Students' vocabularies will grow as will an awareness of Latin roots in English. Word building and derivation require special attention and emphasis. Specific Latin vocabulary will be derived from the Latin readings, not from a predetermined vocabulary list.

Demonstrate an awareness of the vocabulary, grammar, derivation, and word structure of English

Recognize the general principles of the language and understand the grammar in its original context

Compare and contrast English and Latin grammar

Do word building in English through a study of Latin roots

### Checkpoint B

Intermediate students will demonstrate their knowledge of basic Latin vocabulary and continue to learn vocabulary in context. They will increase their Latin word building through a knowledge of root words, prefixes, and suffixes and be able to recognize word families such as that represented by *cupō*, *cupidus*, *cupiditās*. English vocabulary will also be expanded by associating new words with their Latin roots.

Demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin

Respond in simple Latin to questions based on readings that contain authentic vocabulary and Latin language structure

Compare and contrast grammar styles of Latin and English through analysis of the same genre of poetry

Produce a list of English words derived from a single Latin root

### Checkpoint C

Students at the commencement level will demonstrate their expanded vocabulary and linguistic knowledge by their ability to read and derive meaning from the work of selected prose and poetry. They will develop sensitivity to authors' styles, vocabulary, choice of words, and nuances of meaning.

Demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it

Demonstrate a knowledge of Latin and English grammar, through comparison and contrast, and through applied use in reading Latin and in reading, listening, speaking, and writing in English

Derive meaning from Latin passages on the basis of increased knowledge of vocabulary and wording skills

Use knowledge of Latin vocabulary to determine the meaning of English derivations

# Cultural Understanding

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The development of cross-cultural skills and understandings (Standard 2) is a continuous process that pervades all topics, functions, and situations and is measured by performance indicators at each checkpoint. Students achieve cultural understanding when they make connections between the ancient and modern worlds and recognize their potential impact on the future. The main threads or themes of cross-cultural skills are found in the study of:

- Daily life
- Myths and legends
- History (conflict and conquest)
- Architecture and art
- Literature

These five themes are easily integrated into the regular study of Latin. The level of understanding of each theme builds as the student progresses through the checkpoints. This is referred to as the spiraling effect.

All of these themes (threads) are interwoven into the fabric of what we know as Roman civilization. The classroom teacher will use both Latin and English as they lead the student in exploring Roman civilization so that they can analyze, understand, criticize, and respect the diversity of today's world as it is connected to Roman civilization. Students will be called upon to identify, write about, and discuss all aspects of their cultural understandings. When initiating or assigning discussions, teachers frequently focus on the English language arts Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Further discussion of the English language arts standards can be found in Chapter 5 of this document.

The chart on the following page suggests ways to develop a theme across the checkpoints.

Theme	Checkpoint A	Checkpoint B	Checkpoint C
Daily Life (house)	create a Roman house and label the rooms	describe the rooms and interior of the house	read and analyze Pliny's letter about his villa
Myths and Legends (gods/goddesses)	list the 12 Olympians and their attributes	read adapted Latin and/or English stories about the gods	read unadapted original texts from Ovid's <i>Metamorphoses</i>
History (conflict and conquest)	identify the major characters of the Punic Wars	retell the historical events of the Second Punic War	read Livy's account in unadapted Latin of selections from the Second Punic War
Architecture and Art (mosaics)	create a mosaic	recognize and explain the use of mosaics in specific settings such as house and baths in Pompeii, Ostia, and Herculaneum	identify manifestations of mosaics in the Roman world as indicators of the spread of Roman culture
Literature	read tomb inscriptions	read adapted selections of Pliny's letters; e.g., the Haunted House	read unadapted selections; e.g., Catullus

*Connecting the  
Latin Standards and  
Performance Indicators  
to the  
State Assessments*





# Overview

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The following section shows how the standards and performance indicators for Latin are being assessed by both the Latin Second Language Proficiency Examination (Checkpoint A) and the Comprehensive Regents Examination in Latin (Checkpoint B).

When matching the performance indicators to the specific test items, it is important to note that some test items may indeed be linked to several different performance indicators. An attempt was made here to demonstrate the connections, using the performance indicators that seemed to be most relevant.

## Examples of Instruction and Assessment for Checkpoint A

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**Standard 1—Students will be able to use a language other than English for communication.**

**Key Idea 1:** Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

**Key Idea 2:** Listening and speaking support the reading skills in Latin

**Standard 2—Students will develop cross-cultural skills and understandings.**

**Key Idea 1:** Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

NOTE: Essential macrons have been used in prose passages and in Checkpoint A and B passages, but no macrons have been placed in poetry for Checkpoint C.

<p><b>Standards:</b> LOTE 1 <b>Key Idea:</b> 1</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can read and understand simple connected materials written in Latin.</li> </ul>
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Sample taken from: Part IIA, Second Language Proficiency in Latin, June 2000.

Pliny' Villa

Villa Laurentina prope aquam me delectat. Ego saepe meis amicis de mea villa narro et nunc te de hoc splendido loco docebo.

What is the best translation of Ego saepe meis amicis de mea villa narro?

1. I never tell anyone that I have a villa.
2. Sometimes I hear my friends talk about their villas.
3. I often tell my friends about my villa.
4. I often invite my friends to my villa.

	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can write simple responses to oral, visual, or written stimuli.</li> </ul>
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Sample taken from: Part IIB, Second Language Proficiency in Latin, June 2000.

Ubi Tarquinius Superbus rex erat, anus quaedam in regiam intravit. Illa regem petebat quod ei novem libros vendere volebat.

Why was the old woman seeking the king?

<p><b>Standards:</b> LOTE 1 <b>Key Idea:</b> 1</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate an awareness of the vocabulary, grammar, derivation, and word structure of English.</li> </ul>
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Sample taken from: Part IIIA, Second Language Proficiency in Latin, June 2000.

Scientists are hard at work on medicines.

The English word scientists is associated by derivation with sciō, the Latin verb that means

1. look
2. come
3. know
4. want

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea:</b> 2</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can recognize and comprehend simple spoken Latin statements and questions based on classroom situations.</li> </ul>
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Sample taken from: Parts IA and C, Second Language Proficiency in Latin, June 2000.

Teacher selects five to ten lines from current readings in the class textbook. Students must correctly transcribe ten preselected words from the passage. Teacher will construct activities to elicit a total of three oral responses in Latin. Activities may be any of three types: oral, visual, and/or reading.

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea:</b> 2</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can articulate simple Latin phrases and convey meaning in controlled situations.</li> </ul>
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Sample taken from: Parts IB and C, Second Language Proficiency in Latin, June 2000.

Students will read aloud with correct pronunciation from teacher-selected, level-appropriate materials. Students will make a total of three oral responses in Latin to written, visual, or oral stimuli.

<p><b>Standards:</b> LOTE 2</p> <p><b>Key Idea:</b> 1</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture.</li> </ul>
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Sample taken from: Part IV, Second Language Proficiency in Latin, June 2000.

What did the Romans use to sweeten their food?

1. honey
2. sugar
3. molasses
4. maple syrup

To remember his love for Daphne, Apollo created the

1. golden helmet
2. laurel wreath
3. loot
4. caduceus

During the monarchy what was the total number of kings who ruled Rome?

1. 2
2. 5
3. 7
4. 10

<p><b>Standards:</b> LOTE 2</p> <p><b>Key Idea:</b> 1</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Students can recognize manifestations of antiquity in the modern world.</li></ul>
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Sample taken from: Part IV, Second Language Proficiency in Latin, June 2000.

The planet Neptune is named for the god of the

1. underworld
2. harvest
3. sea
4. sky

## Examples of Instruction and Assessment for Checkpoint B

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**Standard 1—Students will be able to use a language other than English for communication.**

**Key Idea 1:** Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

**Key Idea 2:** Listening and speaking support the reading skills in Latin.

**Standard 2—Students will develop cross-cultural skills and understandings.**

**Key Idea 1:** Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea:</b> 1</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can understand composed Latin and passages adapted from Latin authors.</li> </ul>
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Sample taken from: Part IIIA, Comprehensive Regents Examination in Latin, June 2000.

Give the best translation according to the context of the passage:

In plūribus locīs simul circum forum incendium ortum est.

1. In a few places, including the Forum, a fire was seen.
2. In several places around the Forum, fire began at the same time.
3. Many places, including the Forum, were overwhelmed by flames.
4. As soon as the Forum burned, many other places followed.

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea:</b> 1</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can respond in simple written Latin and in English to questions based on composed Latin and on passages adapted from Latin authors.</li> </ul>
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Sample taken from: Part IIIB, Comprehensive Regents Examination in Latin, June 2000.

Sulla Seizes the Republic

...Militēs in exercitū Sullae possessiōnes cīvium occupāvērunt et agrōs dēvastāvērunt...

What did Sulla's soldiers do to the fields?

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea:</b> 1</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin.</li> </ul>
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Sample taken from: Part IIIB, Comprehensive Regents Examination in Latin, June 2000.

Scipio Africanus and the Maiden

...Tam pulchra erat captīva ut omnēs ad eam oculōs verterent...

How did everyone react as the maiden was led to Scipio?

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea: 1</b></p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin.</li> </ul>
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Sample taken from: Part IVB, Comprehensive Regents Examination in Latin, June 2000.

.....Moreover, the supercomputer simulations used to project future conditions may not be accurate.

The English word simulations is associated by derivation with simulō, the Latin word that means

1. imitate
2. calm
3. steal
4. break

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea: 2</b></p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can comprehend simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud.</li> </ul>
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This example is not a part of the 2000 Comprehensive Regents Examination in Latin but rather an oral classroom activity that is apt to be used frequently. It involves both listening and speaking skills.

The teacher reads the following sentence aloud:

“Post mortem Caesaris, Augustus quinque bella civilia gessit.”

The teacher then asks, “Quandō Augustus bella civilia gessit?”

<p><b>Standards:</b> LOTE 1</p> <p><b>Key Idea:</b> 2</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can read familiar Latin aloud and speak Latin with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in controlled classroom situations.</li> </ul>
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Oral reading, begun in Latin 1, continues throughout Latin study. Part I, Oral Reading, on the Comprehensive Regents Examination in Latin asks the teacher to select passages for students to read aloud. The following is an example of such a passage.

Volō tē certiōrem facere mē factum esse patrem eōdem diē, quō L. Iulius Caesar et M. Marcius Figulus dēlectī sunt cōsulēs. Mea Terentia et noster infāns puer salvī sunt.

Diū ā tē nōn audīvī. Scripsī anteā atque nārrāvī rēs meās tibi. Hōc tempore in animō habeō Catilīnam, competitōrem nostrum,

dēfendere. Spērō, sī liberātus erit, nōs meliōrēs amīcōs fore sīn aliter accīderit, hūmāniter ferēmus.

Cupiō tē redīre quam prīmum ut in comitiīs mihi auxiliū des. Nōn nullī ex amīcīs tuīs potentibus mihi adversantur. Ianuāriō mēse revēnī Rōmam rūsus, sī plācet tibi, ut cōstituistī!

Cicero, Epistulae Ad Atticum, I, 2  
(adapted)

<p><b>Standards:</b> LOTE 2</p> <p><b>Key Idea:</b> 1</p>	<p style="text-align: center;"><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, art, and architecture, and of their influence on later civilizations.</li> </ul>
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Sample taken from: Part V, Comprehensive Regents Examination in Latin, June 2000.

**History and Public Life:**

One use of a basilica in ancient Rome was as

1. a court of law
2. a sports arena
3. an apartment house
4. a bathhouse

**Myths and Legends:**

In ancient mythology, nectar and ambrosia were used by the gods as

1. medicinal plants
2. poisonous herbs
3. food and drink
4. magic potions

Literature:

Which figure of speech gives human characteristics to something that is not human?

1. litotes
2. personification
3. simile
4. anaphora

<p><b>Standards:</b> LOTE 2 <b>Key Idea:</b> 1</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Students can read culturally authentic passages of Latin adapted from Latin authors.</li></ul>
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Sample taken from: Part IIID, Comprehensive Regents Examination in Latin, June 2000.

.....Ob ingentem fortitudinem, nōmen,  
Achillēs Rōmānus eī datum est.

The new name given to Dentatus compares him with

1. a praetor
2. an orator
3. a Roman author
4. a Greek hero

<p><b>Standards:</b> LOTE 2 <b>Key Idea:</b> 1</p>	
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This example is not a part of the 2000 Comprehensive Regents Examination in Latin. A classroom activity developed by the teacher might include the following.

The teacher gives students the quote:

Was this the face that launch'd a  
thousand ships  
And burnt the topless towers of Ilium?  
Marlowe, Doctor Faustus, 14. 92-93

The teacher asks:

1. Identify the person whose face is described.
2. To what event does this description refer?



*Connecting the  
English Language Arts  
Standards to Latin*



# Overview

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Students in a Latin classroom should gain more than an awareness of a second language. They are in a unique position to develop an increased awareness of their cultural heritage and to improve their ability to communicate in English.

In addition to skills in Latin, instruction in the subject will simultaneously develop skills involving Latin and English at work together, and skills in English that have been influenced by Latin. For example, in order to learn facts and events, a student may read in Latin an adapted version of Livy's account of how Pyrrhus defeated the Romans. That reading will facilitate communication in English when the student hears the expression "Pyrrhic victory" used in a history class.

Because of this linkage, all students can benefit from the study of Latin. Teachers will, therefore, find it useful in planning the Latin curriculum to know the specific English language arts standards and performance indicators that are strongly supported by Latin.

The following chart demonstrates the supporting role at three levels of instruction in English language arts. A complete listing of the ELA standards and performance indicators may be found in the Appendix.

**Standard 1—Students will read, write, listen, and speak for information and understanding.**

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Performance indicators supported by the study of Latin: Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> <li>• Make appropriate and effective use of strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print. Checkpoints A,B,C</li> <li>• Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. Checkpoints A,B,C</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between relevant and irrelevant information and between fact and opinion. Checkpoints B,C</li> <li>• Relate new information to prior knowledge and experience. Checkpoints A,B,C</li> <li>• Produce oral and written reports on topics related to all school subjects. Checkpoints B,C</li> </ul>	<ul style="list-style-type: none"> <li>• Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument. Checkpoint C</li> </ul>

**Standard 2—Students will read, write, listen, and speak for literary response and expression.**

Students will read and listen to oral, written, and electronically produced texts and performances; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Performance indicators supported by the study of Latin: Students will:

Elementary	Intermediate	Commencement
	<ul style="list-style-type: none"> <li>• Identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work. Checkpoint C</li> <li>• Present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience. Checkpoint C</li> <li>• Produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect. Checkpoint C</li> </ul> <p>Use standard English effectively. Checkpoint C</p>	<ul style="list-style-type: none"> <li>• Read aloud expressively to convey a clear interpretation of the work. Checkpoint C</li> </ul>

**Standard 3—Students will read, write, listen, and speak for critical analysis and evaluation.**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Performance indicators supported by the study of Latin: Students will:

Elementary	Intermediate	Commencement
	<ul style="list-style-type: none"> <li>• Present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments. Checkpoint C</li> <li>• Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience. Checkpoint C</li> </ul>	

**Standard 4—Students will read, write, listen, and speak for social interaction.**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Performance indicators supported by the study of Latin: Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> <li>• Take turns speaking and respond to others' ideas in conversations on familiar topics. Checkpoints A,B,C</li> </ul>	<ul style="list-style-type: none"> <li>• Learn some words and expressions in another language to communicate with a peer or adult who speaks that language. Checkpoints A,B,C</li> </ul>	<ul style="list-style-type: none"> <li>• Make effective use of language and style to connect the message with the audience and context. Checkpoints B,C</li> <li>• Study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups. Checkpoint C</li> </ul>

