

Reading Public Schools

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World Language

Latin I

Course Description

Fundamentals of Latin is an introductory course in Latin language and Roman culture for any interested students regardless of previous language experience. Students accumulate a substantial Latin vocabulary and learn the basics of Latin grammar while reading adapted Latin stories set in an ancient Roman context. Students learn English derivatives as a complement to their vocabulary study, and learn to make connections between Latin roots and English words. Latin 1 emphasizes the development of strong reading comprehension skills in Latin. Students complete creative projects each quarter to demonstrate their knowledge of Roman culture, mythology, and Latin's influence on the English language. Students in Latin I progress to reading increasingly complex Latin stories and retaining vocabulary words and grammar in context. With successful completion of the course, students will be at the Novice High level of the ACL Standards for Classical Language Learning and will be prepared to advance to Latin 2.

Content Standards

Novice High **readers** can easily understand the main idea of texts related to familiar topics, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.

Novice High **listeners** can often understand Latin or Greek words, phrases, and simple sentences in the context in which they have been learned. They can recognize pieces of information and sometimes understand the main topic of what is being said.

Novice High **speakers** can communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read.

Novice High **writers** can write short messages and notes in Latin or Greek on familiar topics. Students reinforce and further their knowledge of other disciplines through the study of classical languages and ancient cultures.

Novice High Latin learners make comparisons between languages, cite and use examples of words in Latin or Greek that are similar to their native languages. They identify cognates and derivatives between Latin or Greek and their native languages and identify the patterns that connect them.

Novice High Latin learners recognize idiomatic expressions in both their native language and in Latin or Greek and talk about how idiomatic expressions work in general.

Novice High Latin learners identify both tangible and intangible products of ancient Roman and Greek culture and compare them to their own cultures.

Student Skills

- Students can read, interpret, and understand Latin sentences and stories in familiar contexts.
- Students can use Latin orally and understand some spoken Latin. Students can formulate simple questions relevant to a reading or lesson and interact with others in formulaic social situations
- Students can write sentences in Latin using vocabulary words and grammar forms. Students can write short messages and notes in Latin or Greek on familiar topics.
- Students can understand the main topic of conversations that they hear. Students can follow the narrative of a simple story read aloud.
- Students can present information in Latin or Greek about themselves and very familiar topics using phrases or simple sentences that they have practiced in class.
- Students can role play simple interactions from daily life in Roman or ancient Greek culture.
- Students can identify and observe tangible products of Roman or ancient Greek culture (e.g., toys, dress, homes. Students can identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made within Roman or ancient Greek culture.



Concepts	Essential Questions	Key Activities May Include:
Introducing a Roman Family	<p>How do words (parts of speech) create meaning?</p> <p>How does the ability to read a classical language enhance one's ability to communicate in one's native language?</p> <p>What is the meaning of family? How are modern and ancient families similar?</p>	<p>Identify cognates in context.</p> <p>Read a simple Latin story with visual support.</p> <p>Discuss visual cues in storytelling.</p>
Recognizing Ourselves and Others	<p>What role does gender play in language?</p> <p>How does an inflected language work? How is it similar to what we already know?</p> <p>What does spoken Latin sound like?</p> <p>What roles do we play within our families?</p>	<p>Read a story with visual support including multiple people and different genders.</p> <p>Illustrate a Latin story with familiar vocabulary.</p> <p>Identify singular and plural forms in context of Latin stories.</p>
Engaging with Others	<p>How do we identify subjects and objects in language?</p> <p>How do we use actions to advance stories?</p> <p>How do we issue commands or urgent requests?</p> <p>In what way are other languages familiar to what we already know?</p> <p>What do our clothes say about ourselves and our role in society?</p>	<p>Write a simple narrative story using subjects and objects.</p> <p>Reading a short story with transitive and intransitive verbs.</p> <p>Express likes, dislikes, wants, and needs in written and spoken Latin.</p>
Responsibilities in the Roman World	<p>What role does each person play within their family or group?</p> <p>How do we categorize words in language?</p> <p>What does our home say about who we are?</p>	<p>Read a letter in Latin.</p> <p>Communicate bad news and expression emotional reaction.</p> <p>Create a model of a Roman villa rustica.</p>
Saying Goodbye and Starting a New Adventure	<p>What does it mean to make decisions for others?</p> <p>How do we describe ourselves and others?</p> <p>How do we talk about things we can and cannot do?</p> <p>How are family roles in ancient Rome similar or different from our own cultures?</p>	<p>Read a short story of the travels of Aeneas and compare to familiar tales.</p> <p>Write descriptively about ourselves and others.</p> <p>Recreate a tragic story of farewell in art or as a drama.</p>



Concepts	Essential Questions	Key Activities May Include:
Talking about places	<p>How do we use language to express location in time or space?</p> <p>How do we think about time?</p> <p>How do we describe location?</p> <p>What role do deities play in everyday life?</p>	<p>Play a hidden objects game by describing where they are.</p> <p>Guide others around the school using prepositional phrases.</p> <p>Discuss stories of Roman and Greek gods and goddesses.</p>
<i>Familia Romana</i>	<p>What are the responsibilities of every member of a household?</p> <p>What is the role of slavery in ancient Rome?</p> <p>What is the importance of names? What do names tell others about us?</p>	<p>Write a Latin story with dialogue and commands (using all familiar verb forms).</p> <p>Read a story about the actions and consequences of an ancient slave.</p> <p>Read and analyze inscriptions and graffiti.</p> <p>Creating a family tree showing relationships between known characters.</p>
Disaster!	<p>How do we travel? What does our means of transportation reveal about us?</p> <p>How do we tell stories?</p> <p>What past events are important to us?</p> <p>How do we think about time?</p>	<p>Retell in the past tense a story heard in the present tense.</p> <p>Interpret important events in a story from the perspective of different characters.</p> <p>Describe potential solutions to a problem.</p>
Solving Problems	<p>How do we help others? Is this expected?</p> <p>How do societal expectations impact our actions?</p> <p>What is the value of relationships? Friendships?</p> <p>How do we express what we want or don't want?</p>	<p>Analyze characters in a story describing what they want and don't want to do in a difficult situation.</p> <p>Listen to a ghost story set in the past.</p> <p>Predict what will happen next based on understanding of the familiar Roman characters.</p>
Io Saturnalia!	<p>What was the role of deities in the ancient world?</p> <p>What is the impact of symbolism?</p> <p>What stories do we tell to explain our world?</p> <p>What is the role of food in celebration?</p>	<p>Dress as a Roman or Greek deity.</p> <p>Create symbolic elements to represent the deity's role in the pantheon.</p> <p>Prepare a Roman style meal for</p>

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.