Standards for Classical Language Learning

A Collaborative Project
of The American Classical League and
The American Philological Association and
Regional Classical Associations

Standards for Classical Language Learning

is a collaborative project of
The American Classical League
and **The American Philological Association**
and regional classical associations, including
the Classical Association of the Atlantic States,
the Classical Association of New England,
and the Classical Association of the Middle West and South.

Task Force on Standards for Classical Language Learning

Richard C. Gascoyne, University at Albany, SUNY, Albany, New York (Chair)
Martha Abbott, Fairfax County Public Schools, Fairfax, Virginia
Z. Philip Ambrose, The University of Vermont, Burlington, Vermont
Cathy Daugherty, The Electronic Classroom, Richmond, Virginia
Sally Davis, Arlington County Public Schools, Arlington, Virginia
Terry Klein, North Allegheny School District, Pittsburgh, Pennsylvania
Glenn Knudsvig, University of Michigan, Ann Arbor, Michigan
Robert LaBouve, Southwest Educational Development Laboratory, Austin, Texas
Nancy Lister, Vernon Public Schools, Vernon, Connecticut
Karen Lee Singh, Florida State University School, Tallahassee, Florida
Kathryn A. Thomas, Creighton University, Omaha, Nebraska
Richard F. Thomas, Harvard University, Cambridge, Massachusetts

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Cover:
Coin (left): head of the goddess Roma, denarius, about 268-240 B.C., Boston Museum of Fine Arts
Coin (right): Athena's owl, olive leaves, and the first three letters of the Athenian people's name, Bibliothèque Nationale

Title page:
Logo (left): American Classical League (ACL)
Logo (right): American Philological Association (APA)

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American Classical League
Miami University
Oxford, Ohio 45056.

phone: 513-529-7741
fax: 513-529-7742
email: AmericanClassicalLeague@MUOhio.edu

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Standards for Classical Language Learning and School Reform

Educational reform in the United States took off in a new direction in 1989 when state and national leaders reached consensus on six national education goals for public schools. In 1994 Congress passed *Goals 2000: Educate America Act*, endorsing those goals and expanding Goal Three to include foreign languages in the core curriculum. *Goals 2000* and the complementary federal legislation, *Improving America's Schools Act* encourage the development of voluntary high standards in the core disciplines.

The publication in January 1996 of *Standards for Foreign Language Learning: Preparing for the 21st Century* was the culmination of three years' work by the language profession in developing foreign language standards. The standards include suggestions from the volunteer reviewers and language educators in the field. While four national modern language groups wrote the proposal and the Federal government funded it, the project was very much a product of the entire language profession.

... proficiency in English and at least one other language, modern or classical ...

From the beginning those who formed the policy for the project and those who crafted the standards considered classical languages to be part of the effort. The following statement comes from the "Statement of Philosophy" of *Standards for Foreign Language Learning:* "The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." Classicists held positions on the board of directors and the task force of the project.

The goals and standards in *Standards for Foreign Language Learning* are visionary and describe a K-12 foreign language program in a core curriculum for all students and languages. While broad goals establish the framework for the language program, content standards describe what students need to know and do in a language. The language profession believes the standards are world class, yet realistic and attainable by most students. Language educators realize that the generic standards will have to be made language specific. The ACL/APA Task Force on Standards for Classical Language Learning has in this document adapted the standards to the learning of classical languages.

With this publication in hand, curriculum specialists and school classicists can begin the process of translating the standards into curriculum. These voluntary standards for classical language learning provide the impetus for the development of state foreign language frameworks and local curriculum guides. The task force believes the standards for classical language learning will become an especially valuable resource for states and local schools that do not have specialists in classics or funds to devote to Latin and Greek for curriculum development. It is clear that *Standards for Classical Language Learning* will have an impact upon curriculum development and instruction in those schools that choose to use the standards. Finally, the standards should promote articulation in classical language programs from school to school and school to college.

... standards for classical language learning provide the impetus for the development of state foreign language frameworks and local curriculum guides ...

Standards for Classical Language Learning begins a process and positions classicists to play a role in standards-based school reform. The task force has proposed standards; now we trust that classicists will review and revise them, and then promote, implement, and assess them, fully realizing that the standards will never be set in concrete.

The Status of Classical Language Learning in the United States Today

At the turn of the century—and the millennium—the teaching of classical languages continues to hold a vital place in American education. We are traditional, the inheritors of Periclean Athens of the 5th century B.C. and of Augustan Rome at beginning of the first millennium of this era; but we are innovative, timely and practical, prepared to enter a new millennium. Our appeal does not depend on political or economic interests, but rather on educational beliefs that do not go out of style.

There are an estimated half million students in Latin classes in the United States today. Ancient Greek is standard in leading colleges and universities in the country; the more recent addition of courses in classical civilization, etymology, and mythology has increased the vitality of Greek and Latin as staples in the college curriculum. Continuing interest in Greco-Roman culture is paralleled by the continued vigor of Latin language study, in part, from the recognition that the study of Latin can be a very effective aid in improving language skills in English and in the subsequent learning of other foreign languages. As a corollary of Latin's resurgence, there is a growing need for a new generation of Latin teachers.

Latin, in fact, is for all students.

The persistent popularity of Latin in the last two decades has also brought forth a spirited array of creative, exciting, and more effective teaching materials. Latin classrooms are increasingly lively and engaging. Students learn to read with an emphasis on authentic materials from the ancient world: its literature, graffiti, coins, and inscriptions. Students make connections from their reading to the other subjects they are studying in school and to the communities that surround them. They examine the products and practices of ancient peoples in the light of their own experiences and are challenged to make comparisons.

Latin has come to the elementary and middle schools. Latin is, in fact, for all students. Thousands of young people from inner-city schools, often in impoverished areas, have boosted their chances for academic success through model Latin programs, such as those begun in the 1960s and 1970s in Washington, D.C., Detroit, Los Angeles, and Philadelphia. The continuing development of innovative programs, materials, and methods ensures the survival of classical language programs in the next century—and millennium.

About Standards for Classical Language Learning

The words, ideas, and culture of the ancient world are communicated to us in the writing and the archaeological remains of the people and their institutions. The ancient Greeks and Romans, breaking barriers of time and place, have communicated their message through the ages and continue to communicate to the modern world; we, in turn, communicate more clearly to each other in word, in practice, and in product as a result of that contact.

Standards for Classical Language Learning applies five goals of communication to a context appropriate for Latin and Greek.

goal areas •

content standards •

sample progress indicators •

The standards for classical language learning are organized within the five **goal areas** which make up classical language education: communication, culture, connections, comparisons, and communities. Each goal is one strand in a fabric that must be woven into curriculum development at the state, district, and local levels.

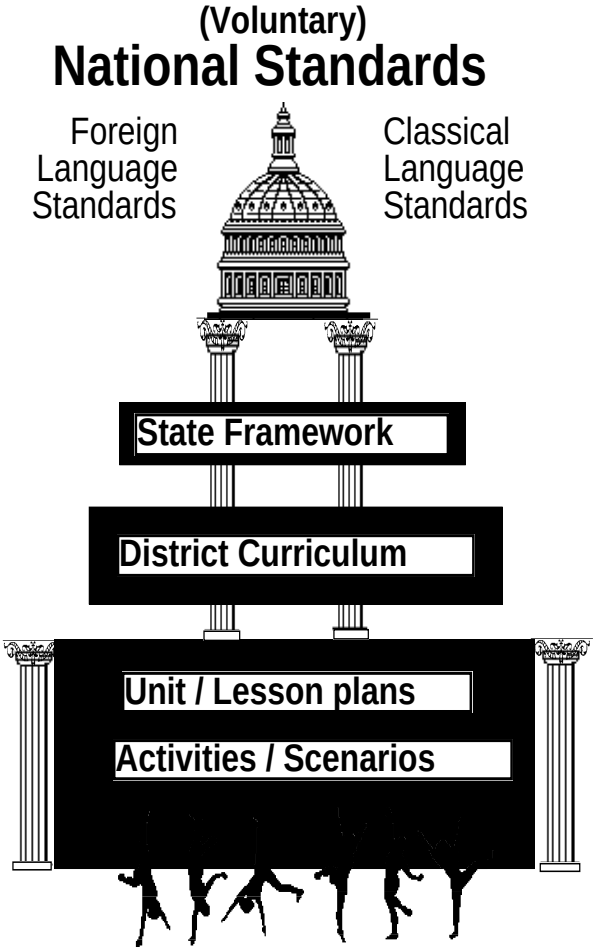
Each goal area contains two **content standards.** These standards describe the knowledge and abilities students should acquire.

Under each standard are **sample progress indicators** for beginning, intermediate, and advanced students. The sample progress indicators are neither prescriptive nor exhaustive. Intermediate and advanced students are expected to exhibit the progress indicators of the lower levels as well as the progress indicators of their own level.

What is a beginning, intermediate, or advanced student? If Latin or Greek is taught continuously from the early grades, it would be reasonable to assume that a beginning student might demonstrate progress indicated by the beginning sample progress indicators by grade 6 or 8. Students who study Latin or Greek every day in grades 7 and 8 should be able to demonstrate the beginning progress indicators by the end of grade 8. Level I high school students may demonstrate beginning status by the end of their Level I course. Intermediate students may demonstrate their progress at the end of a Level III course. Advanced students may demonstrate their progress at the end of an Advanced Placement Course. Such designations as Level I, II, and III place learning in a timeframe and organize it into courses that standards of excellence seek to avoid. Course and curricula are products of the district and school. In the scheme presented here, the progress of students in terms of standards of excellence, or proficiency, is the factor to be measured, not time.

National Standards, State Frameworks, and Local Curricula

Standards for Classical Language Learning is intended for many audiences and for many purposes. It describes on a national level what we expect our students to know and be able to do; it is our message to legislators, educators, boards of education, communities, parents, and students; it is a guide for state curriculum frameworks; at the district level it is a guide for curriculum development.



It is important to understand that this document is not meant to be a classroom tool. It is not a curriculum for a Latin or Greek course; it is not a guide for daily lesson planning. *Standards for Classical Language Learning* does not mandate methodology; it is not textbook bound. It does not tell how to teach. It provides a destination, not a road map.

... a statement of what students should know and be able to do.

Standards for Classical Language Learning is a statement of what students should know and be able to do. State frameworks provide a curricular and programmatic context. District curriculum guides further define course content in a coordinated sequence. Lesson plans translate curriculum into meaningful and creative activities for the individual classroom.

Standards for Classical Language Learning

COMMUNICATION — Goal 1
Communicate in a Classical Language

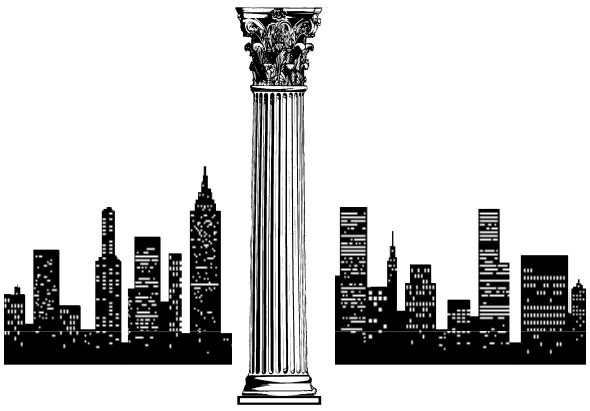
Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

CULTURE — Goal 2
Gain Knowledge and Understanding of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.



Goal 3 — CONNECTIONS
Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Goal 4 — COMPARISONS
Develop Insight into Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Goal 5 — COMMUNITIES
Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Communication Goal 1

Goal 1 defines "communication" as it applies to the learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. ***Reading, then, is the first standard and the key to communicating with the ancient world.*** But the Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, listening, and writing as tools to improve reading.

Reading is the first standard and the key to communicating with the ancient world.

Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Sample Progress Indicators **Beginning**

- Students read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases and simple sentences.
- Students demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek.
- Students demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

Sample Progress Indicators **Intermediate**

- Students read and understand passages of Latin or Greek composed for acquisition of content and language skills.
- Students read and understand, with appropriate assistance, passages of Latin or Greek adapted from the original authors.

- Students read and understand short unadapted passages of Latin or Greek when provided with appropriate assistance.
- Students demonstrate reading comprehension by interpreting the meaning of passages they read.
- Students recognize some figures of speech and features of style of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level.

... the Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip ...

Sample Progress Indicators **Advanced**

- Students read and understand prose and poetry of selected authors with appropriate assistance.
- Students interpret the meaning of the passages they read.
- Students recognize, explain, and interpret content and features of style and meter of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors they read.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Sample Progress Indicators **Beginning**

- Students recognize and reproduce the sounds of Latin or Greek.
- Students respond appropriately to simple questions, statements, commands, or non-verbal stimuli.
- Students sing songs in Latin or Greek.
- Students write simple phrases and sentences in Latin or Greek.

Sample Progress Indicators **Intermediate**

- Students read Latin or Greek aloud with accurate pronunciation,

meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.

- Students respond appropriately to questions, statements, commands, or other stimuli.

- Students write phrases and sentences in Latin or Greek.

Sample Progress Indicators **Advanced**

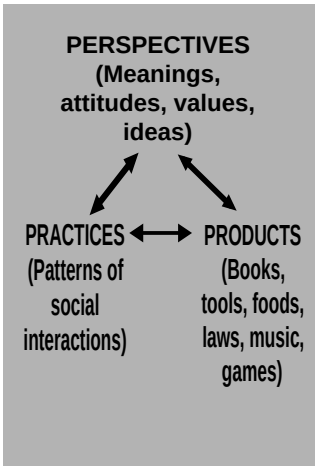
- Students read Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

- Students respond appropriately to more complex spoken and written Latin or Greek.

- Students write passages of connected sentences in Latin or Greek.

Culture Goal 2

Gain Knowledge and Understanding of Greco-Roman Culture



Formulating an understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans. Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices.

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Sample Progress Indicators **Beginning**

- Students demonstrate a basic knowledge of the daily life of the ancient Greeks or Romans.

- Students demonstrate knowledge of some famous Greeks or Romans and of selected facts of history and geography of the ancient world.

Sample Progress Indicators **Intermediate**

- Students demonstrate a knowledge of the daily life and thought of the ancient Greeks or Romans, gained in part from the Latin or Greek texts they read, and apply that knowledge to an understanding of Greek or Roman culture.

- Students demonstrate a knowledge of the people and facts of Greek or Roman history and political life, gained in part from the Latin or Greek texts they read, and relate that knowledge to an understanding of Greek or Roman perspectives.

...sample progress indicators are neither prescriptive nor exhaustive ...

Sample Progress Indicators **Advanced**

- Students demonstrate a broad knowledge of Greek or Roman history, customs, and private and political life, gained from their reading of Latin or Greek authors, and use that knowledge in analyzing Greek or Roman culture.

- Students demonstrate knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans, gained from their reading of Latin or Greek authors, and relate that knowledge to an understanding of Greek or Roman perspectives.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Sample Progress Indicators **Beginning**

- Students identify the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence.

- Students recognize basic architectural features and art forms of the Greeks or Romans.

Sample Progress Indicators **Intermediate**

- Students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.

- Students demonstrate a knowledge of architectural styles, art forms, and artifacts of the Greeks or Romans and use them in analyzing Greek or Roman culture.

Sample Progress Indicators **Advanced**

- Students demonstrate knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin or Greek and apply it to an understanding of Greek or Roman culture.

- Students demonstrate a knowledge of archaeological evidence, art forms, and artifacts of the Greeks or Romans and use it in analyzing Greek or Roman culture.

... students use their knowledge of Greek and Latin to acquire new information ...

Connections Goal 3

Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages. It also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas.

Connect with Other Disciplines and Expand Knowledge

Standard 3.1 **Students reinforce and further their knowledge of other disciplines through their study of classical languages.**

Sample Progress Indicators **Beginning**

- Students use their knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Students recognize and use Roman numerals and the vocabulary associated with counting.

Sample Progress Indicators **Intermediate**

- Students recognize and make connections with Latin or Greek terminology in the sciences and technology.
- Students recognize and make connections with Latin or Greek terminology in the social sciences and history.

... we, in turn, communicate to each other more clearly in word, in practice, and in product as a result of that contact ...

Sample Progress Indicators **Advanced**

- Students demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek.
- Students demonstrate their knowledge of Latin or Greek terminology in the social sciences and history.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Sample Progress Indicators **Beginning**

- Students acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.
- Students recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Students demonstrate a knowledge of the geography of the ancient world and connect it to the modern world.

Sample Progress Indicators **Intermediate**

- Students acquire information about the Greco-Roman world by reading adapted or selected Latin or Greek sources.

- Students connect their knowledge of ancient history and social and political systems to events and systems in the modern world.

- Students connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.

Sample Progress Indicators **Advanced**

- Students acquire information about the Greco-Roman world by reading Latin or Greek literary and non-literary sources.

- Students transfer their knowledge of Latin or Greek literature to their understanding of world literature.

- Students demonstrate their knowledge of the influence of Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures.

... students develop a greater understanding of the structure and vocabulary of English ...

Comparisons Goal 4

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English. By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively.

Develop insight into own language and culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Sample Progress Indicators **Beginning**

- Students demonstrate a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.

- Students understand some Latin or Greek phrases, mottoes, and abbreviations used in English.

- Students demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.

Sample Progress Indicators **Intermediate**

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English.

- Students demonstrate an increased use of English words from or related to Latin or Greek.

- Students compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English.

... students acquire a prespective from which to examine and analyze their own culture more objectively.

Sample Progress Indicators **Advanced**

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English and apply some principles of word building and word transfer.

- Students demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin or Greek.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Sample Progress Indicators **Beginning**

- Students look at the architectural features of the buildings around them and recognize the Greco-Roman elements in them.

- Students compare and contrast aspects of their own public and private lives to those of the Greeks or Romans.

- Students compare the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.

Sample Progress Indicators **Intermediate**

- Students identify elements in their own art and literature that have their basis in the Greco-Roman world.
- Students reflect on classical influence on the political institutions, law, and history of their own culture.
- Students recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

Sample Progress Indicators **Advanced**

- Students recognize the influence of Greco-Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge.
- Students compare and contrast elements of the literature, mythology, and philosophy of their own world with those of the ancient world.

... a basis for interpreting events in the modern world ...

Communities Goal 5

Goal 5 focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to the resources of the worldwide classical community.

Participate in wider communities of language and culture

Standard 5.1 **Students use their knowledge of Latin or Greek in a multilingual world.**

Sample Progress Indicators **Beginning**

- Students present and exchange information about their language experience to others in the school and in the community.

- Students recognize the influence of Latin or Greek on the specialized language of various professional fields and recognize its use in the media.

Sample Progress Indicators **Intermediate**

- Students combine the tools of technology with their classical language skills to communicate with other students in a global community.

- Students interact with community members who are involved in a variety of careers to understand how they have used their study of classical languages.

Students combine the tools of technology with their classical language skills

Sample Progress Indicators **Advanced**

- Students use their knowledge of Latin or Greek in communicating within the student and adult community of classical language learners.

- Students use their knowledge of Latin or Greek in learning other languages.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Sample Progress Indicators **Beginning**

- Students recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.

- Students share with others in schools and communities their understanding of cultural differences in the Greco-Roman world.

Sample Progress Indicators **Intermediate**

- Students compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.

- Students combine the tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Sample Progress Indicators **Advanced**

- Students participate in the community of classical scholars in cultural events, contests, lectures, and scholarship.

- Students show evidence of connecting the past to the present by applying their knowledge of ancient cultures to their own thoughts and actions.

... each goal
is one strand
in a fabric
that must be woven
into curriculum
development
at the state,
district, and
local levels ...

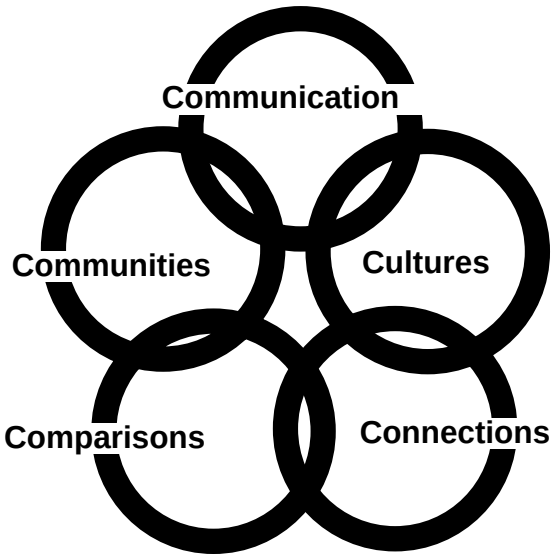
Weaving the Strands Together: The First Step in Curriculum Development

Standards for Classical Language Learning seeks to separate the threads of the discipline in order that they may be seen independently. This separation, however, is nearly impossible, and, in fact, Goal 1 - Communication (i.e., the language strand) and Goal 2 - Culture (i.e., the cultural strand) are woven through Goals 3, 4, and 5. In each case the language strand is the first standard (i.e., Standard 3.1, 4.1, and 5.1), and the cultural strand is the second standard (i.e., Standard 3.2, 4.2, and 5.2).

... a weaving together of discrete elements ... that fosters learning and works in the classroom.

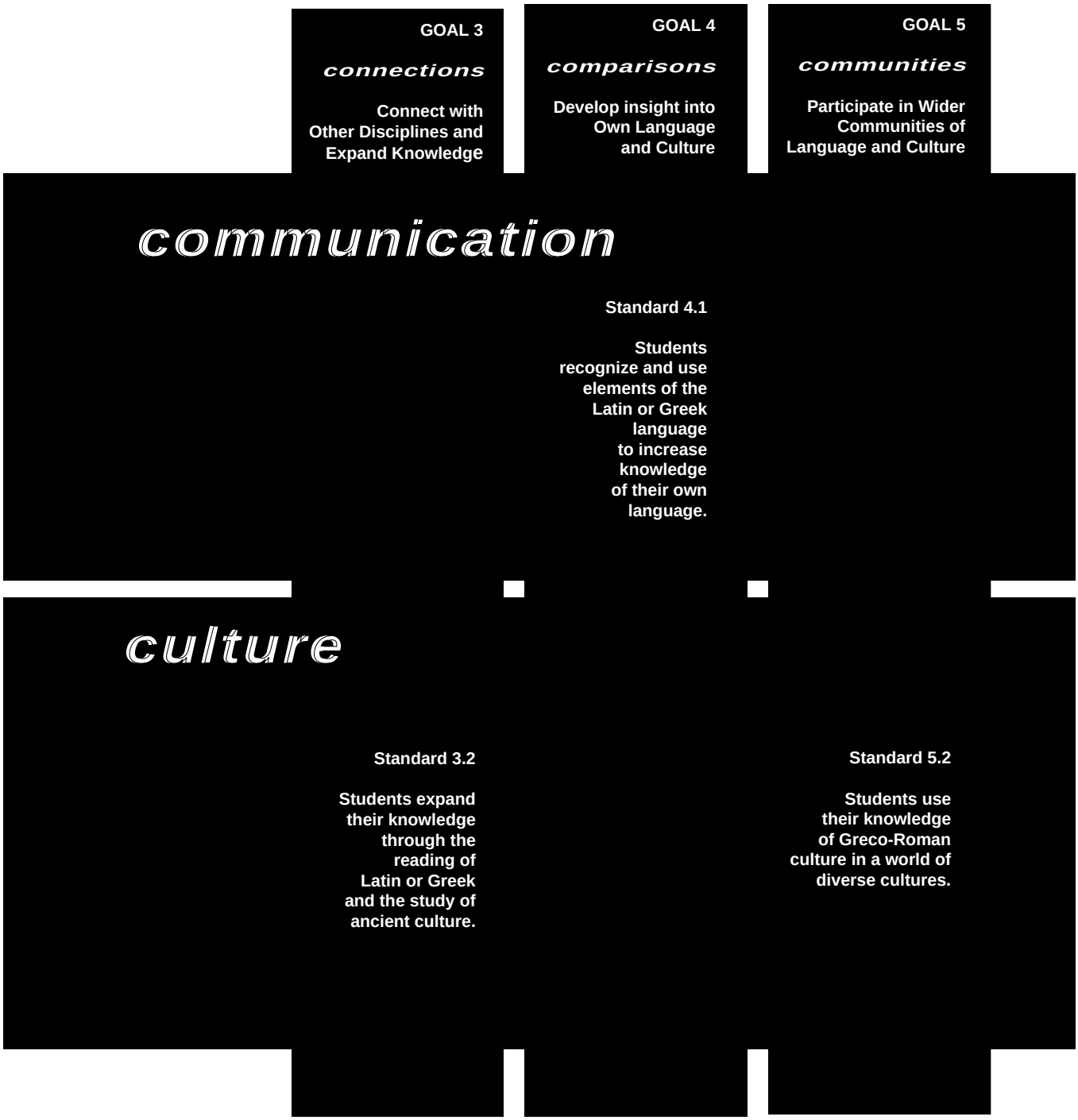
This document leads naturally to the next step: curriculum development, which weaves together discrete elements, such as vocabulary, grammar, and derivation, as well as literature, mythology, and daily life, into a fabric of creative design that fosters learning and works in the classroom.

The scenarios that follow are snapshots of classroom lessons and activities that integrate the separate strands of communication, culture, connections, comparisons, and communities. They are the final product in the process of translating standards to the classroom. They give life to the standards.



The Five C's of Foreign Language Study

Weaving the Strands Together



Scenarios

It is a bold leap from national standards to classroom scenarios. There is an important piece of material missing; between national standards and classroom scenarios a firm fabric of curriculum development needs to be woven. The standards are basic; the scenarios present a product in full dress. The fact that the product exists in exemplary classrooms attests to the fact that the philosophy of *Standards for Classical Language Learning* is already a part of current practice.

The following collection of 15 scenarios represents a selected sample of scenes from today's Latin and Greek classrooms throughout the nation. Limited space and a desire to represent the diversity of exemplary programs has prevented the inclusion of all of the many samples received from teaching colleagues. The scenarios are based in real classrooms; the descriptions have been edited and reworked to illustrate the document.

... the philosophy of Standards for Classical Language Learning *is already a part of current practice.*

THE *AENEID:* WORDS AND PICTURES

Two students from Ms. Gushman's Advanced Placement Vergil class at Yorktown High School, a suburban public school, are making a presentation to their classmates, in a 90-minute block-scheduled class. One, using a laser pointer, highlights details in a slide of a Greek vase, which depicts a scene of Aeneas escaping from Troy with his father and his small son. He tells what is known of the artist and identifies the figures in the painting, pointing out the attributes of the divinities and the hero. His partner gives some background on the technique of Athenian black figure vases. Next, both recall with the class the details of the story and ask how this episode relates to the major themes of the epic. Then they give the class a handout they have prepared with the Latin text and translation of the relevant passages in the *Aeneid,* and the class reads these with special attention to the Greek vase. They invite the class to make a close comparison between the words of Vergil's text and the artistic depiction on the slide, asking which is more detailed and what significant differences there are.

After their ten-minute presentation, the next team explains its slide until all nine have been presented. At the next class meeting, Ms. Gushman invites discussion comparing the different media, the different approaches to the conceptualization of the scenes, and their relative effectiveness. Students are encouraged to choose their favorites and justify their preferences.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
5.1 Students use their knowledge of Latin or Greek in a multilingual world.

The class assignment was to research nine works of art based on themes from the *Aeneid.* The nine slides include: *The Judgment of Paris,* Attic black-figure amphora, Antimenes Painter; *Zeus Carrying Off Ganymede,* painted terracotta from Olympia; *The Wedding of Peleus and Thetis,* "The Françoise Vase; *Zeus,* bronze statue from Cape Artemision; *Laocoön,* marble statue, Rome; *Varvakeion Athene,* marble cult statue; *King and Warriors / Ajax and Achilles Gaming, with Athena,* Attic black-figure amphora; *Achilles dragging the body of Hector around the tomb of Patroclus,* Attic black-figure hydria; *Escape of Aeneas with Ascanius and Anchises,* Attic black-figure amphora.

Each team was responsible for one slide, which they researched by using the following tools in their media center:

1. Slides (provided by the teacher) and slide viewers
2. The Paratext Vergil Reference CD-ROM, containing the Latin text, notes and translation; a manual of mythology; quotations; word lists; search capabilities
3. Web sites for Greek and Roman art (especially *Perseus)*
4. Resource books from the media center, e.g., the 16 volume *World Encyclopedia of Art*

The students spend one 90-minute block period in the media center, a week to meet on their own with their teams and prepare the presentation on their assigned slide, another block period in the presentations, and about twenty minutes in a wrap-up discussion.

Reflection

1.1 Students read passages from the *Aeneid* depicted in the art works.
2.2 Students examine products of ancient artists and note how these artists interpreted the scenes from the *Aeneid* that they are currently reading .

3.1 Students use knowledge of the *Aeneid* to understand the works of art, and vice versa.
5.1 Students use the tools of technology to participate in the community of classical scholars to gain and share knowledge.

This assignment proves especially valuable for its interdisciplinary nature, allowing students to research art techniques and topics in the history of art. Besides introducing students to a new way of seeing characters and events in the *Aeneid,* a very attentive examination of Vergil's words is required for their correlations.

Using CD-ROM and Internet technology provides a valuable tool for future academic and personal projects. Further use of this sort of technology is applicable to archaeological, geographical, historical or political topics related to many Latin texts. Classical literature has inspired countless art works. A natural follow-up to this activity would be a visit to an art gallery to view ancient (and/or modern) sculpture or painting on ancient themes.

Ms. Kevin Gushman *Yorktown High School, Arlington, Virginia*

C IS FOR *CANIS*

The third grade students at Thomas O'Brien Academy of Science and Technology, an inner city public elementary magnet school, are studying *Living Things — Plants, Animals, and Homo Sapiens* as part of a whole school curricular theme. Students look at a picture of a dog and hear Mrs. Gascoyne, their Latin teacher, pronounce the Latin word *canis*. Students repeat the Latin word *canis*. They think of how it might be spelled (someone suggests a "k") and watch as the Latin word is written on the board. Then the students try to think of an English word that starts out like *canis* and means "of or like a dog." They suggest and then discuss the words *canine, canine teeth,* and the genus *canis* used in scientific names. All of a sudden "K-9" has new meaning.

Next students look at a picture of the dog *Cerberus* and answer simple Latin questions about the number of heads, eyes, noses, mouths, ears, legs, and feet that *Cerberus* has: *Quot capita habet Cerberus? - oculos? nasos? ora? crura? pedes?* They know numbers and body parts from previous games they have played. Students share what they already know about the mythology of *Cerberus,* often from Saturday morning cartoons. Students listen as the teacher fills in further information about this unusual dog. Students then look at a constellation chart and search for the word *canis* among the stars. They find *Canis Major* and *Canis Minor* and discover what these Latin expressions mean. Finally, students look at a photograph of the *Cave Canem* mosaic from ancient Pompeii. The class learns the location of the mosaic, its purpose, and the meaning of the Latin phrase in the design. In the course of discussing the phrase, students will notice the difference in the spelling of *canis* and *canem.* A developmentally-appropriate grammar explanation follows. "He's *canis* when he does something and *canem* when somebody does something to him,"

Standards addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
4.2 Students compare and contrast their own culture with that of the Greek or Roman world.

according to Mrs. Gascoyne. "But that doesn't make sense," says Sara. Mrs. Gascoyne asks Sara to tell the class that she sees the dog. Sara says, "I see the dog." Then Mrs. Gascoyne asks her to tell the class that the dog sees her. "The dog sees me," says Sara. "Sara, why did you call yourself *"I"* in one sentence and *"me"* in the second sentence?" This concept takes a while to grasp, but some students get it.

Students talk about how people today would call public attention to the presence of a watch dog by putting a sign in the window. The next day the class reviews the lesson by listing on chart paper the various ways in which the Latin word *canis* was used and is still used today. Working in small groups, students fashion mobiles that illustrate the vocabulary and phrases learned in the lesson. They end the lesson by singing a bilingual song about their dog named B-I-N-G-O. But, *mirabile dictu,* his name has changed to C-A-N-I-S.

Reflection

1.1 Students read and understand Latin words and phrases that include *canis*, the Latin word for dog.
1.2 Students hear, pronounce, sing, and write the Latin words and phrases that include *canis* and words for numbers and body parts.
2.2 Students expand their knowledge of mythology through the story of *Cerberus* and understand how Roman houses might be guarded by watch dogs and how people were warned of their presence; they see the *Cave canem* mosaic from Pompeii.
3.1 Students learn about the use of the Latin word *canis* in scientific names and constellations.
4.1 Students recognize and use English words that are related by derivation to the Latin word *canis* .
4.2 Students compare and contrast the use of watchdogs and how attention is directed to their presence today even as it was in ancient Roman times.

Third graders are eager to learn and share what they know. The theme that they are studying runs through all their subject areas. In this class Latin is the medium for learning about animals, a part of the current interdisciplinary theme for the whole school. The content of the Latin class merges into the regular third grade classroom lessons in science and language arts.

The lesson builds on previously learned vocabulary and language structures and from the content of the world that inner city children bring to school. Students are encouraged to talk and share and to discover things on their own—to search for the stars, to make sense out of a language that uses two forms of the word for the same thing, to meet a dog with three heads, to make a mobile and feel the Latin words in their fingers, to sing an old song with new words.

Joanne Gascoyne *Thomas O'Brien Academy of Science and Technology, Albany, New York*

A GEOGRAPHY LESSON

Students at Lincoln High School, a large public school in Tallahassee, Florida, are learning classical geography in the early weeks of their Latin I class. Mrs. Bower first points out the major cities, provinces, rivers, lakes, seas, and other geographical features on a wall map of the Roman world at the time of Trajan. She identifies each one in complete Latin sentences, which the students repeat after her. Students earn points by giving answers in Latin to a series of questions such as *"Quae insula est haec?"* or by responding to commands such as *"Demonstra duas Romas in charta mundi novi."* (A map of the Western hemisphere is also available.)

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

After this oral exercise the teacher leads a discussion in English on Carthage and the effect which its location had on Rome. This leads to a review of the students' prior knowledge of Hannibal and his trek across the Alps, which the students located earlier in the lesson. The teacher adds a mythological dimension to this discussion by narrating briefly the story of Dido and Aeneas.

Students then receive blank maps and a list of the locations just discussed in class. They proceed to locate and write a short sentence in Latin about each item. The students then read each other's work.

Reflection

1.1 Students read each other's short Latin sentences about geographical locations.
1.2 Students listen to Latin questions on geographical locations and respond to them in Latin.
2.2 Students learn classical geography and relate that knowledge to history and myth.
3.2 Students connect their knowledge of classical geography to that of the modern world.
4.1 Students understand noun/adjective and subject/verb agreement in both Latin and English.
4.2 Students compare the nomenclature of classical geography to that of North America.
5.2 Students compare the geographical interdependence of the ancient world to modern examples.

This activity could be used throughout the year and in successive courses at increasing levels of complexity. It may be especially suitable for introducing new units or new authors. Students learn correct pronunciation and noun/adjective and subject/verb agreement as well as geography and reinforce their knowledge through speaking and writing Latin. They also point out obvious similarities in the nomenclature of classical and modern geography and thus build a storehouse of geographical and linguistic information. In addition to assessing the students' work in the Latin discussion session, a written or oral test on the entire map lesson might be given the following day.

Lois Ann Bower — *Lincoln High School, Tallahassee, Florida*

THE GREEK AND LATIN CONNECTION

In Mr. Higgins' Latin IV class in The Gilbert School, a public high school in Winsted, a small rural town in Connecticut, students learn the Greek alphabet. They are learning the words for the letters by chanting them after the teacher who has grouped the alphabet into six groups of four letters: alpha, beta, gamma, delta . . . epsilon, zeta, eta, theta . . .iota, kappa, lambda, mu . . . etc.). The students learn the chant quickly and echo back and forth in the fashion of a football cheer. The teacher turns to the board and writes each letter, first upper case, then lower case, as the students slowly prompt him with their chant, to accommodate the teacher's writing on the board. Students then see, in Greek, some words that have been taken from the Greek into Latin and then English. Examples include the following: Parqûnon, Swkrßth$. dr≠ma, pßnqhr, kràsi$, fain'menon, fimno$, Íkean'$. They discover that the English transliteration is *Parthenon, Socrates, drama, panther, crisis, phenomenon, hymn, and ocean.* They use a good English dictionary to determine more of the etymology of the words, and they use a Greek/English dictionary to discover meanings and changes that occur in the transformation from Greek to English. They keep a notebook to record what they have found. Then they practice their own skill by writing sample Greek alphabets as they quietly chant to themselves and check the letters with the sample on the board. In subsequent classes the students see some short quotations in Greek, e.g., gnÒqi seaut'n (know thyself) and ùn ¶rc– «n ″ l'go$ (in the beginning was the word), which they practice saying aloud, translate into English, and discuss. In a subsequent class, the students review and practice counting in Latin from one through ten. They write the words and Roman numerals, write the corresponding numbers in Greek, and compare them. The teacher explains that in antiquity, and to some extent in modern times, the Greeks used the letters of the alphabet as numbers. The students discover and discuss other ways in which Greek and Latin number words and symbols are used today in mathematics and sciences.

Standards Addressed:

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Reflection

1.1 Students begin to read words and sentences of ancient Greek.
1.2 Students learn the Greek writing system.
3.1 Students learn that some languages use different alphabets, and they observe the use of Greek and Latin in mathematics and science.
4.1 Students practice the Greek alphabet with English derivatives, and they observe interconnections of Greek, Latin, and English.

This lesson, with variations, can be carried out in one class period or several as a filler and a break from the regular routine. The lesson uses an oral technique as an introduction to writing and provides a quick way to learn the alphabet with a rousing drill. The lesson opens the door to reading short phrases of authentic ancient Greek. At more advanced levels the students could be given Greek phrases and sentences which parallel passages from the Latin authors they are reading (e.g., Homer's *Odyssey* and Vergil's *Aeneid,* Aristotle's *Nichomachean Ethics* and Cicero's *De Amicitia).* The lesson sparks Latin students with a curiosity for Greek to push for more (perhaps a separate class next year).

Based on an idea contributed by John Higgins — The Gilbert School, Winsted, Connecticut

GREEK MEDICINE IN ATHENS AND EPIDAURUS

Students in Dr. Caswell's Level I ancient Greek class at Boston Latin Academy have been studying the chapter in *Athenaze* on Greek medicine and healing sanctuaries.

Half the class forms pairs, one being the patient and one being the áatr'$ (physician). Each pair has been allotted an ailment. The patients must be able to explain and write what their ailments are in very simple Greek. The áatroà (physicians) must then, having prepared ahead of time, go through the proper motions of healing, using simple phrases in Greek. At the end of each three-minute scenario, the doctor must either pronounce the patient cured or recommend a visit to Asklepios at Epidauros, again in Greek. Both patient and doctor will also give a list of Greek words they have used which have English derivatives.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

While half of the class is engaged in this activity, the other half of the class is preparing to re-enact the scene from Aristophanes' *Plutus* Act II, in which Plutus' healing at Epidauros is described. A simplified dialogue based on the original has been provided by the teacher. Students who do not have the dialogue of a character will form the chorus and recite the unadapted original.

This activity requires two class periods as well as some homework. Students are provided with a translation of the play, which they read in preparation, along with scenarios from an ˝atre¡on (surgery) from Guido Majno's book *The Healing Hand.* The two groups present their dialogues to the class. As a follow-up, slides of Epidauros, Cos, and Pergamum, and artifacts relating to Greek medical practice, are shown. In addition, students discuss the topic of comedy and its role in Greek society, along with the questions that this activity inevitably raises: Why was healing considered an appropriate topic for comedy, and how do you, living in the world of modern medical technology, relate to being an ancient Greek patient or áatr'$ (physician), or visiting a healing sanctuary?

Reflection

1.1 Students read and interpret modified texts on Greek medicine.
1.2 Students recite and comprehend medical findings.
2.1 Students investigate the details of Greek medicine.
2.2 Students discuss the attitude of the Greeks to medical science.
4.1 Students relate Greek medical terminology to such terminolgy in English.

Cooperative learning and presenting its results in a culturally "authentic" format involve students in the feel of Greek medicine and comedy. A similar dialogue activity could be used in a discussion among Athenian generals to decide how to pursue the war with the Persians, or to create a conversation between Pericles and other generals about the relative strengths of Athens and Sparta.

Caroline Caswell *Boston Latin Academy, Boston, Massachusetts*

IN PRINCIPIO ERAT VERBUM: THE VERB AS KEY TO SYNTAX

Toward the end of their first year, Mr. Wooley's students at Phillips Exeter Academy read aloud the *Iudicium Paridis* (The Beauty Contest) in 230 words of Latin prose. In addition to translating the passage, they write about 15 sentences from Latin into English and 10 sentences from English into Latin with vocabulary previously learned but with syntax based in part on the Latin narrative. This lesson is part of a carefully coordinated progression to the reading of Caesar in the fourth term. Quantity of vocabulary is considered less important than its being well understood, not only semantically but syntactically. Each of the few new vocabulary items allows a review of basic paradigms: e.g., *amor, amoris* is declined with an *-us, -a, -um* adjective in order to review both third and second declensions simultaneously. The relative pronoun *qui, quae, quod* presents the students with a new option in syntax, the relative adjective clause, which they compare with adverbial subordinate clauses (already learned) introduced by *cum, ubi, quod,* and *dum.* Students consult their teacher's own handbook on the World Wide Web as a resource for constructing their sentences: Some Rules of the Road for the Art of Translating Latin (<http://academy.exeter.edu:80/~awooley>).

Standards Addressed

1.1. Students read, understand, and interpret Latin or Greek.
1.2. Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Reflection

1.1. Students read and understand an adapted passage of Latin, demonstrating a knowledge of vocabulary, basic inflectional systems, and syntax.
1.2 Students read a passage of Latin aloud with accurate pronunciation and phrase grouping, and they write sentences in Latin reflecting the syntax learned from their reading.
2.1 Students read and analyze a passage of Latin that narrates a famous Greek myth.
4.1 Students compare the Latin and English use of the verb and the construction of complex sentences in both languages.

This is a comprehensive presentation of Latin verb syntax. Students learn how the verb's primacy binds it to all the other words in the sentence or clause. The sentences for translation (in both directions) give practice in the linking verb, intransitive action verbs, transitive verbs, verbs complemented with dative, genitive, or ablative, and verbs with accusative direct object and objective complement.

The lesson has six steps: 1) Reading aloud a Latin text; 2) translating Latin sentences; 3) writing Latin sentences; 4) reviewing previous vocabulary, grammar and syntax; 5) analyzing new syntax; 6) reviewing the initial text. This general approach could be applied to many lessons at any level.

Allan Wooley ***Phillips Exeter Academy, Exeter, New Hampshire***

IS VERGIL'S DIDO "MISS SAIGON"?

Mrs. Haukeland's Advanced Placement Vergil students at Schreiber High School, a large suburban public school near New York City, are involved in a lively discussion about whether Dido could have acted differently and avoided the tragedy that ended her life. On the previous day, Mrs. Haukeland took her class to see the musical "Miss Saigon," whose plot is very similar to Book IV of the *Aeneid.* In both, a foreign soldier on his way home from war falls in love with a proud but vulnerable woman; a pseudo-wedding is held; ghosts visit and warn in both stories; and both end in abandonment, curses, and suicide. Both heroes, Aeneas and the young American soldier, Chris, unwittingly bring death to the women they love.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
5.2 Students use their knowledge of Latin or Greek in a multilingual world.

One student suggests that it is the war that is to blame: war always disrupts; rules of civilization no longer apply. Another suggests that Dido, and her counterpart, the beautiful young Vietnamese Kim, had to be sacrificed for "the greater good." Mrs. Haukeland asks how the greater good which Vergil envisions differs from America's in the chaotic aftermath of the Vietnam war.

The discussion moves on to "culture clash." Is it possible that neither of these couples had even the smallest chance of a lasting relationship because of the wide divergence in the perspectives and values of their different cultures? The students, in general, reject this suggestion, but one points out that Aeneas' Roman concept of honor *(pietas)* is very ethnocentric. The conflicts in both stories result from viewpoints that are inflexible and insulated. Another student suggests that these first encounters with "the other" often result in tragedy, but sometimes pave the way for subsequent understanding. The discussion passes quickly on to questions of conscience, honor, a woman's role in a relationship, and Fate—was the outcome inevitable from the beginning?

Before seeing the play, Mrs. Haukeland's class reviewed the plot, characters, and conflicts in Book IV of the *Aeneid*, which they have just finished reading and translating over the previous five weeks. Knowing the details from Vergil's story so well has enabled them to draw these numerous comparisons with the Broadway play and to produce such a spirited discussion. Mrs. Haukeland concludes their colloquium with a comment about timelessness and the reason that the classics are called classics.

Reflection

1.1 Students read Book IV of Vergil's *Aeneid* in Latin.
2.2 Students demonstrate an understanding of Roman perspectives through the reading of Book IV of the *Aeneid.*
3.2 Students recognize the influence of Latin literature on the artistic achievements of the modern world.
4.2 Students compare the themes and heroes of the *Aeneid* with those of their own culture.
5.2 Students recognize from their study of the *Aeneid* that cultural diversity has been an integral feature of society from antiquity.

Linking their reading of Vergil's *Aeneid* with attending a Broadway show caused many students to see the *Aeneid* in a completely new light. For instance, the experience capitalizes on the importance of music in the students' lives by considering Vergil's poetry in the light of its musical

elements. The comparison of the two works enables students to view problems created by war and the ensuing collision of cultural values in a personal context. The students' emotional response to the living characters on stage affects their reactions to Dido and Aeneas' anguished parting.

The central questions of life—love vs. duty, self vs. society, destiny vs. action—are asked by both works. Each one provokes illuminations and responses in its own way. This kind of lesson goes far beyond the classroom and is very successful in creating a deeper personal involvement in the Latin literature that students read in class. The insights into Roman perspectives that provide the substance for this kind of discussion can only be gleaned from a careful reading of Vergil's text.

This type of comparative activity can be implemented with reinterpretations of ancient themes in various media, such as film, opera, live theater, and videotapes, e.g., *A Funny Thing Happened on the Way to the Forum* (Plautus); G.B. Shaw's *Pygmalion* and My Fair Lady (Pygmalion); *Romeo and Juliet* (Pyramus and Thisbe).

Ruth Adams Haukeland *Schreiber High School, Port Jefferson, New York*

LANGUAGE CONNECTIONS

Most of the students in Ms. Marston's elementary Latin class speak Spanish as their first language; they are from an inner city background; English is their second language. They eagerly look forward to the Latin lessons each week that assist them in building connections between their native language and English through the study of Latin. As Ms. Marston circulates throughout the class, the students watch her hold up picture cards depicting members of a Roman family involved in various activities. They listen to her describe what is happening in the picture cards, e.g., *Marcus edit* or *Marcus sedet*, and the students repeat in unison. When she asks the students, *Quid agit Marcus,* as she holds up a card, the students' hands shoot up in eager anticipation of reciting.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
5.1 Students use their knowledge of Latin or Greek in a multilingual world.

After students have demonstrated their understanding of the action verbs, they see an overhead transparency with three headings written across the top: Latin, Spanish, and English. Students discuss the word meanings under each heading and suggest additional derivatives in both Spanish and English. They see the connections that join their native language, their second language, and Latin. Students use sentence strips to compose their own descriptive statements in Latin and come, in turn, to the front of the class and hold up their sentences. As students are called upon to read the sentences aloud in Latin, another student holds up the corresponding picture. Ms. Marsten explains the role of each family member depicted on the picture cards, and the students spend a few minutes comparing these roles to those in their own families. At the end of the lesson, students record their vocabulary notes onto a replica of the overhead transparency and work in small groups to expand their list of derivatives. Since this lesson is part of a unit of lessons on food and dining habits of the ancient Romans, students then work on a "playlet" centering on a Roman family at a dinner, which they are preparing to present to their parents during a school assembly.

Reflection

1.1 Students read and understand simple Latin sentences.
1.2 Students repeat simple Latin phrases and respond to simple questions in Latin.
2..1 Students learn about the role of specific family members in a Roman family.
4.1 Students recognize words in Spanish and English that are derived from Latin.
4.2 Students compare the role of the members of their own families with those of the Roman family.
5.1 Students present their "playlet" at a school assembly for parents.

The activities included in this lesson involve student use of all four modalities: listening, speaking, reading, and writing. Because comparisons are made to English and Spanish, Latin becomes a vehicle for students to strengthen both their native and second language skills. The main focus of the program, however, is on learning the Latin language and Roman culture. Here this happens in a broad context that can enrich a student's entire academic program and sharpen life's skills.

Eilene Marston *Washington Elementary School, Burbank Unified School District, Los Angeles, California*

MARKET DAY IN A ROMAN PROVINCE

Mrs. Pope's seven hundred (700) Latin I students are learning Latin in a two-way video, one-way audio distance learning classroom encompassing twenty-four states in the continental United States. Early in the school year the Latin class reads a passage in Latin from their textbook depicting a typical Roman family's visit to the market. They read the dialogue between the father, mother, and shop keeper and practice reading the Latin out loud, trying to comprehend the Latin. They are then presented with a video dramatization produced by the distance learning teaching staff in which elaborate costuming, sets, and props to simulate a market experience have been incorporated. Students then work with a partner on the Latin conversation given in their book. The teacher calls on students at different schools to read the conversation on the air while the other students listen. The discussion broadens to include trade, goods, money, clothing, roles of family members, numbers, derivatives, a comparison of cultures and shopping practices. Over a two-day period students write a Latin conversation that a family visiting the market might use to buy goods. A handout is provided with formulaic conversation and guidelines for the project. The students are required to write a conversation in Latin using the language skills and vocabulary they are working on at the time. They also research and design a background for their set and gather props. The students perform their skit and record it on a video tape that they send to the teacher. The teacher evaluates the tapes and then plays the skits for the other students to view during class. Students continue to practice their aural comprehension while they watch classmates enact these Roman scenes.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Reflection

1.1 Students read a simple Latin passage from their text.
1.2 Students read a dialogue out loud and comprehend the oral Latin. Students write a simple Latin skit.
2.1 Students learn and role-play a Roman market day.
4.1 Students recognize English words derived from the vocabulary being used.
4.2 Students compare and contrast their own shopping experiences with ancient marketing practices.

The basic activity of developing a dialogue and producing a skit can be used in a variety of cultural studies at all levels of Latin instruction, in both regular classroom and distance learning situations. It can be set at a variety of sites throughout the Roman world, thereby giving access to other cultures of the region. At upper levels peer editing can be incorporated into the final evaluation of the project. At all levels students become more efficient at integrating language, vocabulary, and cultural content through this type of activity. Most students thrive when given creative license within a structure of language and culture, rather than relying on predetermined, non-integrated textbook exercises.

Cindy Pope *TI-IN Network, San Antonio, Texas*

PRONOUN POEMS

Ms. Luongo's eighth graders are finishing their first semester of Latin at St. Andrew's Middle School, an urban private school in Austin, Texas. They have learned nouns in five cases and have met the personal pronouns in the first and second persons. This week's lesson focuses on the third person pronoun, *is, ea, id.* Ms. Luongo introduces the pronoun forms orally in sentences. The students determine their meaning from the context. The teacher then presents the full declension of the pronoun for students to learn. Students chant the paradigm together and practice reading Latin sentences containing the pronoun forms. They discuss why the Romans often do not use this pronoun as the subject of the sentence, and they determine when they might want to use it. They compare the Latin with the English use of the subject pronoun. Then the students are instructed to write a poem in Latin entitled "The Ten Best Things About . . . (their dog, their best friend, a family member . . .)" using forms of *is, ea, id* wherever possible. Students are required to use two or more case forms of the pronoun in their poems. Students supplement the vocabulary that they know by consulting English-Latin dictionaries. Students submit rough copies for their teacher's comments and then spend time in the computer lab, typing their poems onto a disk. Students read each other's poems in the lab and help to proofread for errors. Final copies of the poems are illustrated and submitted for publication in the school's literary magazine, which features works in English, Spanish, and Latin.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
5.1 Students use their knowledge of Latin or Greek in a multi-lingual world.

Reflection

1.1 Students read simple Latin sentences containing *is, ea, id.*
1.2 Students recite and comprehend oral Latin. Students write simple Latin poems.
4.1 Students compare the forms and use of pronouns in Latin and English.
5.1 Students share their Latin poems with their school community.

This activity could be used at any level. Other pronouns or grammar points could be emphasized as well. The activity could be modified for different themes or holidays, such as "Things that I am thankful for" at Thanksgiving. A peer editing component could be added before the teacher gives feedback. Students could look for correct case forms and other required elements based on a peer-review guide supplied by the teacher. If a school does not have a literary magazine, students could create their own magazine or make posters with illustrations to hang in the school's halls. If the school sends home a parent newsletter, sample poems and translations could be included there. This activity is a good skill-builder since, in addition to providing a variety of ways to learn *is, ea, id,* it also promotes use of the other personal pronouns and practice in subject/verb and noun/adjective agreement.

Jennie Luongo — *St. Andrew's Middle School, Austin, Texas*

QUIS CAESAREM INTERFECIT?

When Latin II students in Dr. Beaton's class at Griffin High School, a suburban public school in Georgia, are introduced to the concept of indirect statement, they use the traditional *Clue* game. The activity stimulates responses in Latin to who killed Caesar, where, with what, and when. They explore a variety of other situations that result from the initial question. Students also read an adapted passage of Suetonius' "Death of Caesar" in the *Divus Iulius.* They then review the plan for a Roman house and record the Latin names of the rooms on flash cards, which they arrange properly within a model of the Roman house. Next, students review the use of the *ablative of place where* with the names of the Roman rooms. They then review the use of the *ablative of means* and finally, the formation and use of the five Latin infinitives. The teacher distributes a sample Roman house plan to each student. Students are divided into four equal groups. Students shuffle and distribute the person cards, place cards, and weapon cards to the four groups, reserving one from each as the solution cards. Upon entry into a particular room, a team makes its accusation by stating in Latin who killed Caesar in that room and with what weapon. After questioning another team for possible solution cards, the team may begin moving to another room or make a final accusation and recommend a course of action.

Standards addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

A discussion following the activity focuses on the differences that exist between ancient and modern houses. Discussion can also center on the character of Caesar and the reasons that he was targeted for destruction.

Reflection

1.1 Students use Latin to determine who is Caesar's killer.
1.2 Students formulate and understand a traditional Latin grammatical construction.
2.2 Students develop an understanding of the traditional Roman *domus.*
4.2 Students see and recognize the similarities and differences between modern and ancient homes. Students compare historical events of the ancient and modern worlds.

This activity integrates historical content with language use; it integrates communication and culture; it centers on a major historical character. The formulaic structure of the game allows the student to review the grammatical concepts of *ablative of place where* and *ablative of means,* in addition to proper formation and use of Latin infinitives with subject in the accusative case; and it requires the student to exercise judgment in supplying the appropriate infinitive. The activity stimulates the student to respond in Latin and to listen to oral responses from team members and to connect their language learning to a meaningful cultural activity centering on the *domus.*

This activity is also appropriate for a first year class where the teacher may change the indirect statement formula to a simple direct question. The cultural dimension of this activity can be changed by using a different setting, e.g., the ancient architectural wonders of the city *Roma.* The students may also explore another character from Roman history or mythology who would stimulate questions and discussion on the character and associated history. Other readings to support these changes would then be incorporated into the lesson.

Richard Beaton — *Griffin High School, Griffin, Georgia*

QUIS ES TU?

At Marshall Middle School, a suburban public school in Pittsburgh, Pennsylvania, eighth grade students in Mrs. Hannegan's Introduction to Latin A course are beginning the second nine weeks' term. They have learned the third person forms of present tense verbs from all four conjugations and the verb *sum.* In this lesson, students learn the pronouns *ego* and *tu* and the corresponding verb endings by asking and answering questions, writing dialogues and sentences, and reading stories.

In the classroom is a box of props, each of which represents a person and his or her occupation (e.g., a spoon for the *coquus,* a money bag for the *argentarius,* a serving jug for the *ancilla,* a scroll for the *poeta).* As each item is pulled from the box, students identify the member of Roman society associated with the prop and how and why he or she would use it (e.g., the *poeta* and his scroll). Students listen while the teacher holds each item and says, *"Ego sum coquus. Ego cenam coquo,"* or *"Ego sum ancilla. Ego vinum porto."* After a few repetitions, the teacher hands the items to students at random and asks, *"Quis es tu?"* The students respond to this question and to follow-up questions such as *"Quid tu coquis"* or *"Quid tu portas?"* Next, the students hand their props to other students and the questions are repeated with students questioning students.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

After all students have responded to questions, the teacher gives out an exercise that requires them to ask and answer questions in writing. On the worksheet are pictures of characters with empty dialogue balloons. The students write appropriate questions and answers in the balloons. Later the students listen to and read a story containing dialogues that reinforce the new pronouns and verb endings. Finally, students use the new pronoun and verb forms in Latin sentences of their own.

Reflection

1.1 Students read simple sentences and stories containing first and second person pronouns as subjects.
1.2 Students make "I" and "you" statements and ask "you" questions orally. Students write Latin sentences containing first and second person pronouns and verb forms.
2.2 Students employ props representative of everyday items used by the Romans and discuss their cultural significance.

This is a high interest activity because of the use of props and the level of student involvement. Students hear and speak Latin and become accustomed to patterns before they see words in writing. After written exercises, students are able to draw conclusions about pronoun and verb forms and to apply their knowledge to further readings and to their own Latin composition. Culture is embedded in the lesson by the use of culturally authentic props and by reference to common Roman occupations.

Melody Hannegan *Marshall Middle School, Pittsburgh, Pennsylvania*

ROMAN DRAMA

Students in Ms. Jog's seventh grade Latin class at Westridge School for Girls in Pasadena, California, are working on the fifth stage (chapter) of the *Cambridge Latin Course.* The Westridge School is an independent day school of 430 students; Latin is required in the seventh and eighth grades. The seventh grade class meets 3 days a week; this learning scenario encompasses 4 days of class time. The students first read aloud in Latin and then translate the Latin passages in the stage, not only for reading comprehension and accurate translation but also for the background they provide in understanding Roman drama. They discuss various types of dramatic performances focusing on pantomime, farce, and comedy. They make comparisons between these and other forms of entertainment they enjoy, such as slapstick (the Three Stooges) and sitcoms. Previously they have read in English selected scenes from Roman comedies (the *Aulularia, Rudens,* and *Mostellaria),* and scenes from Shakespeare *(Comedy of Errors)* for comparison.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

The students group themselves into groups of 3 or 4 students to write their own dramas in English and Latin. Different types of drama are represented by the several groups. Each group must write five sentences in Latin, which become part of their drama. The students identify all grammatical aspects of the sentences they write. They spend a day writing and correcting their Latin sentences for accurate vocabulary, grammar and syntax. The teacher checks the content and mechanics of all the Latin sentences before the performance.

Each group rehearses and then presents its miniature drama to the entire class. Students prepare costumes and props for their performances. They even provide cushions for their audience and spray scented water into the air of their "theater." They gloss on the blackboard Latin words not known to the entire class.

Reflection

1.1 Students read Latin passages on Roman drama.
1.2 Students write Latin sentences to incorporate into their drama.
2.2 Students experience Roman culture by performing comedy.
3.1 Students compare Roman comedy to Shakespearean comedy.
4.2 Students compare modern entertainment to Roman comedy.

The goal of the lesson is to immerse seventh graders in reading Latin, to have them use the language actively in a culturally authentic situation, to help them experience an understanding of Roman drama and its influence, and to make comparisons of Roman drama to Elizabethan and modern comedy.

The teacher assesses the students in terms of the content of the written script, the accuracyof their Latin, oral and written, their use of the dramatic form, and their performance.

Anita Jog *Westridge School for Girls, Pasadena, California.*

A ROMAN ELECTION

Mrs. Robinson's eighth grade Latin students at Harbor Day School in Corona del Mar stage an election while they are studying the Roman Republican Period. Students read a variety of original and adapted texts on the topic, including passages from Cicero, Catullus and Pompeian campaign graffiti.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Students discuss thoroughly the Roman political system, how elections were held, and what political campaigns were like. Students then prepare to reenact the election of 63 BC. Cicero presided over this election, and one of the two consular seats was hotly contested by the lawyer Sulpicius and the general Murena. Students discuss the different personalities and qualifications of these two men and the general state of affairs in the Roman world, and they compare them to modern American elections, campaigns, and candidates.

Students receive instruction on Latin commands, greetings, questions, and responses. Simple sentence constructions are reviewed. Then every student receives a personal "voter profile" with name, occupation, family background, ties to candidates, and other pertinent information. Two students, chosen by the teacher to portray the candidates, write campaign speeches and learn how to respond in character to questions from the voters. The remaining students work in groups to produce Latin campaign posters to decorate the room and hall on election day. Latin slogans are checked for historical and linguistic accuracy. Election events can last one to three hours (longer versions include Roman lunch and victory games sponsored by the winner). Students dress in Roman attire. "Cicero" conducts the opening ceremonies.

After the candidates are introduced, they give their speeches, answer questions from the voters, give rebuttals, and mill among voters for a little handshaking. Finally, after all voters file past the voting boxes and cast their tokens, Cicero congratulates the winner who is acclaimed by the "voters."

Reflection

1.1 Students read and understand Latin slogans on campaign posters. More advanced students read background materials in Latin, such as Cicero's *Ep.ad Fam.* 4.1, 4.2, 4.5, 4.6, 4.12, *Att.* 1.1, *Pro Murena, 9th Philippic, De pet. cons.;* Catullus' poems 49, 52, and 93.
1.2 Students and teachers use Latin commands, greetings and simple sentences and write Latin campaign slogans on posters.
2.1 Students demonstrate knowledge of the political life of the Romans.
4.2 Students read information on Roman campaigning and compare those practices with modern campaigns.

Staging a mock Roman election can be an exciting learning experience, complete with historical characters, priests, centurions, and forum campaigning. It also allows students with different talents to shine. Students discuss and write essays comparing modern and ancient campaigning. They write essays discussing their "Roman" family background and political ties and why they chose to vote for or against a candidate. Did they follow or break with family traditions? By introducing unadapted text and activities that use more Latin and less English, this scenario, originally created for beginning students, becomes appropriate for intermediate or advanced students.

Kathleen Robinson *Harbor Day School, Corona del Mar, California*

THE VOYAGE OF ST. BRENDAN

When reading a section from the *Voyage of St. Brendan,* a medieval Latin text, Mr. Hayes' Latin II and III students in William Hall High School, in a suburban Connecticut town, discuss the use of Latin in the Middle Ages, how it developed through the years, and to what extent it reflected both common and formal speech. Students draw on their studies in a course in World Civilization to contribute to the discussion of the culture of the medieval period, especially as it continues, amplifies, or challenges the structures put in place in the late Roman empire.

Standards Addressed

1.1 Students read, understand, and interpret Latin or Greek.
2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
5.1 Students use their knowledge of Latin or Greek in a multilingual world.
5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Students, in pairs, read the Latin text which describes a group of sea-faring monks unwittingly camping out on the back of a whale, and the unexpected consequences that follow. They first read out loud in Latin, skim silently looking for the main idea, generate a list of cognates, as well as a list of problem words which will be needed to render the passage into good English.

Students translate the first half of the text into English as accurately as possible and try to guess how the story will end. Then they read the second half and compare it to their guesses, and finally they relate the subject matter of this chapter to the previous chapters they have read.

Students then compare the story with other epic tales and long journeys in the literature with which they are familiar, making connections between the *Voyage of St. Brendan* and the *Odyssey,* the *Aeneid,* the *Bible,* and other texts. Finally, students mine the chapter for traces of linguistic change, both in terms of word formation and choice as compared to "classical" Latin, and also in the developing vocabulary of the nascent Romance languages.

As a culminating exercise, each student draws a simple black and white picture of the major action or a major feature of the text. The most cogent are reproduced on transparencies and used as guides in review and further discussion.

Reflection

1.1 Students read and understand an unadapted passage of medieval Latin.
2.1 Students observe the culture of some sea-faring monks at sea.
3.2 Students recognize the continuity of cultures as exemplified in the literatures of the ancient and medieval worlds.
4.2 Students learn how a basic theme, sea narrative, is changed and reshaped to reflect the age and culture that is retelling it.
5.1 Students learn about and reflect upon the development of the Romance languages from Latin.
5.2 Students read an exciting story by a first-rate story teller, whose authentic Latin is accessible to second year students.

Medieval texts provide a variety of material accessible and exciting for the intermediate Latin student. Here students learn that Latin is a communicative vehicle that survived the classical period and that good Latin literature continued to be produced well into the Renaissance. Cooperative learning is a good strategy for extensive reading and for engaging students in the acquisition of content as well as language skills. The lesson may be expanded to a short sequence of lessons or a unit as long as three weeks.

Thomas Hayes *William Hall High School, West Hartford, Connecticut*

Glossary

- **Authentic materials**

For students and teachers of classical languages, authentic materials are the products of the ancient world. For students of Latin and Greek, unadapted literature is the most important authentic material. All the remains of the classical world contribute to our knowledge of their practices, their perspectives, their culture: literature, non-literary records, artifacts, art, architecture, and all the things that archaeologists unearth.

- **Beginning / Intermediate / Advanced**

(see Frequently asked Question 8, p. 43)

Elementary students, if Latin or Greek is taught continuously from the early grades, may be expected to demonstrate progress indicated by the beginning sample progress indicators by grade 6 or 8 (perhaps even by grade 4 if they begin a well coordinated program in kindergarten). Middle school students who study Latin or Greek every day in grades 7 and 8 should demonstrate beginning progress indicators by the end of grade 8. High school students should demonstrate beginning status by the end of their Level I course, intermediate status by the end of a Level III course, and advanced status by the end of a Level V or Advanced Placement Course. Such designations as Level I, II, and III place learning in a time frame that standards of excellence seek to avoid. In the scheme presented here, the progress of students in terms of standards of excellence or proficiency is the factor to be measured, not time.

Middle school students who study Latin or Greek every day in grades 7 and 8 should demonstrate beginning progress indicators by the end of grade 8.

- **Culturally authentic**

The most culturally authentic materials are those the Romans used, read, saw, and touched. Because these materials are rare or inaccessible to most students, it is necessary to create materials that approximate what was known in the ancient world, e.g., a story in Latin about a Roman child's day in school. Although comprehension of an unadapted text is the ultimate goal, that is not often attainable by a beginning 7th grader. If the emphasis in created materials is culturally authentic, students learn culture at the same time that they are learning language.

- **Curriculum**

State frameworks provide a curricular and programmatic context. District curriculum further defines course content in a coordinated sequence. Course curriculum is a teacher's outline for a specific course of study (e.g., Latin I, Latin in grade 7, exploratory Latin for 10 weeks). Lesson plans translate curriculum into meaningful and creative activities for the individual classroom. The standards are meant as a guide to

curriculum development, not a substitute for it. Curricula vary according to teaching style, learning style, the teacher's philosophy of teaching and learning, students' ability, textbooks used, and available resources. Curricula designed to achieve the standards should vary in many ways: in specific lesson plans, in types of drill, and in choice of authors and literary works.

- **Framework**

Many states have chosen the word "framework" to title their documents guiding curriculum development at the district and local level.

- **Goal**

The standards are organized within five goal areas that make up classical language education: communication, culture, connections, comparisons, and communities. These are the goals established in *Standards for Foreign Language Learning: Preparing for the 21st Century.* Each goal is one strand that must be woven into the fabric of curriculum development at the state, district, and local levels.

- **Guidelines**

For Latin, a set of "national guidelines for Latin I and II" can be found in Davis, Sally, *Latin in American Schools,* Atlanta GA: Scholars Press, 1991. Some states are producing curriculum guides with more detailed models as supplements to their frameworks for curriculum development. These guides usually have models of classroom activity similar to the scenarios that appear in *Standards for Classical Language Learning.*

- **Level**

See "Beginning / Intermediate / Advanced," p. 38 and "Frequently Asked Questions," p. 43.

- **Literature**

Greek and Latin literature ranges at least from the 8th century B.C. through the classical periods of Greece and Rome, the Byzantine and Middle Ages, the Renaissance, and even into the present age. Epic, lyric, tragic and comic drama, satire, history, biography, oratory, philosophy, scientific, agricultural, and medical treatises, even the novel are among the genres read by students of Latin and Greek. This wealth of literature provides a broad base for choosing authors or genre. In addition, non-literary Latin and Greek provide a storehouse of authentic material to read: graffiti, inscriptions, coins, curse tablets. Caesar, Cicero, and Vergil have long been standard fare for high school students; they continue to be important models. However, the wealth of non-traditional authors and non-literary sources should not be ignored. *Standards for Classical Language Learning* does not mandate the study of any particular set of

Standards for classical language learning are meant as a guide to curriculum development, not a substitute for it.

authors but is intended to guide students toward a mastery of the language that will enable them, at the most advanced level, to read any author of Latin or Greek.

A standard describes what students should know and be able to do.

- **Oral Latin or Greek**

The oral use of Latin or Greek includes reading or reciting Latin or Greek texts aloud (with proper attention to metrical structure, if the passage is poetry), asking and responding to questions, making statements, issuing and responding to commands. The word "speak," a more natural substitute for "use orally," has been avoided in order not to imply that "conversation" is an important part of the standard.

- **Progress Indicator**

A progress indicator gives a quick picture of what a student who has mastered a standard knows and can do in a specific situation. Under each standard are sample progress indicators for beginning, intermediate, and advanced students. The sample progress indicators are neither prescriptive nor exhaustive. Intermediate and advanced students are expected to exhibit the progress indicators of the lower levels as well as the progress indicators of their own level.

- **Reading**

Reading includes all of the following: reading aloud, paraphrasing content, analyzing grammar and syntax, interpreting meaning, and translating. All of these skills cannot be demonstrated simultaneously, and good pedagogy would elicit practice and assessment of the separate skills for different and specific purposes. Reading that employs all methods needed for an accurate interpretation of the original text is, in the broadest sense, philology.

- **Scenario**

A scenario is a picture in words of student performance in a classroom situation. It is a fully developed segment of curriculum, is articulated in a lesson plan, has activities, and uses specific linguistic and pedagogical strategies. The scenarios in *Standards for Classical Language Learning* list the standards addressed and the reflections of the teacher on the lesson.

- **Standard**

A standard describes what students should know and be able to do. Each goal area in *Standards for Classical Language Learning* contains two content standards.

- **Translation**

Translations are versions of a text in another language. They can range from close adherence to the original syntax to a free interpretation of

content. Translations can be a teaching device to measure comprehension; they can also be high art, demanding an expert command of English and Latin. (See "Frequently Asked Questions," 6, p. 42.)

- **Writing**

Standards for Classical Language Learning uses writing to mean any of the following: taking dictation, translating from English into Latin or Greek, transforming Latin or Greek into different patterns of Latin or Greek while maintaining the meaning, creating free composition in Latin or Greek. The primary aim of such written work is to enhance the ability of students to read the languages.

Frequently Asked Questions

Q. l. Why have national standards for classical language learning been developed when national standards for all foreign languages already exist?

A. 1. Language specific documents aligned with *Standards for Foreign Language Learning: Preparing for the 21st Century* have been commissioned by the National Standards in Foreign Language Education Collaborative Project. The joint effort of the American Classical League, the American Philological Association, and regional classical organizations has been endorsed and commended by our modern language colleagues. They are engaged in a similar activity within their professional organizations. The language specific standards documents are meant to be companion documents to the national foreign language standards.

... standards describe the best in current teaching practices and propose a model to implement students' progress ...

Q. 2. Are the standards mandatory?

A. 2. No; the standards as published here are voluntary. They are intended to serve as a model for state and local policy makers and curriculum developers as they consider the role of classical languages in their schools. The standards propose a model to implement students' progress in reading classical languages and in achieving the five goals: communication, culture, connections, comparisons, and communities.

Q. 3. Which goal is most important?

A. 3. These standards have been developed with each goal relying heavily on the basic goal of reading the classical language. Reading Latin or Greek (Goal 1, Standard 1) permeates the other four goals. By reading the classical language students become immersed in the culture (Goal 2), make connections (Goal 3) and comparisons (Goal 4), and understand

and move more comfortably in the communities (Goal 5) of the world. Unlike the national standards for foreign language learning, the classical language standards stress the prime importance and value of reading.

Q. 4. Where is the list of classical authors, the usual canon?

A. 4. As school districts develop curriculum from the standards, they select the appropriate authors to be studied in their own schools. (See "Literature" in the "Glossary," p. 39.)

Q. 5. Where is the grammar?

Grammar is an important tool in understanding meaning.

A. 5. Grammar (morphology and syntax) is an important tool for understanding meaning. Students need tools and strategies to read with comprehension. Because each state, county, district, and teacher will choose the tools of instruction appropriate for its own students, curriculum guides and course outlines that are written as a subsequent step in the process of curriculum development will determine what items of grammar should be included to meet specific instructional needs. Grammar is addressed directly in Standard 1.1 and is implied throughout the standards. Each learning scenario needs to include the tools of grammar necessary to accomplish it.

Q. 6. Where and how does translation fit into the classical language learning standards?

A. 6. Reading and understanding Latin or Greek is Standard 1.1. There are many ways of determining what a student reads and understands. Translation into English is one of them. The standards for classical language learning do not mandate method; they are not textbook bound. Individual districts, textbook selection, an individual teacher's creativity, students' learning styles, and specific situations will determine where and how much translation into English is appropriate. Translating is an artful skill; sometimes what passes as a "literal translation" from Latin or Greek into English is not English at all.

Q. 7. Why does this set of standards not use grades 4, 8 and 12 as benchmarks for indicating progress as the national document does?

A. 7. Current Latin and Greek programs start at many places in grades K-12 and in the college and university curriculum. We do not anticipate that most programs will begin in kindergarten and extend through high school and beyond. Sample progress indicators are described for beginning, intermediate, and advanced classical language students regardless of their age or grade level. Activities, of course, must be age-appropriate and developmentally-appropriate to the student.

Q. 8. What happened to Level I, Level II, and Level III?

A. 8. Many innovative Latin programs have been developed since the 1960s that start Latin instruction in the early grades. New textbooks have been created for schemes more diverse than high school Latin I and II. Some states have mandated that foreign language instruction begin below the high school level. An increasingly more common program scheme is Latin in grades 7 and 8 that includes all the skills for entering Latin II in grade 9. This scheme allows for Latin V in grade 12 and an opportunity to use both of the separate Advanced Placement syllabi. In this scheme the progress indicators would be appropriate as follows: Beginning—grades 7 and 8 (Latin I); Intermediate—grades 9 and 10 (Latin II and III); Advanced—grades 11 and 12 (Latin IV and V, advanced placement). Students' progress in terms of standards of excellence or proficiency is the factor to be measured, not time. (See "Glossary, Beginning / Intermediate / Advanced," p. 38.)

Q. 9. What is the relationship of these standards to state frameworks, district curriculum, local curricular guidelines and lesson plans?

A. 9. *Standards for Classical Language Learning* is a national statement of what students should know and be able to do at three points in their development. State frameworks provide a curricular and programmatic context. District curriculum further defines course content in a coordinated sequence. Lesson plans translate curriculum into meaningful and creative activities for the individual classroom.

Curriculum, instruction, and assessment are parts of a fabric so tightly woven that the seams are barely detectable.

Q. 10. Where does assessment fit into the standards for classical language learning?

A. 10. Curriculum, instruction, and assessment are all parts of a fabric so tightly woven that the seams are barely detectable. Assessment is a part of instruction; a good teacher is constantly evaluating and assessing the student and the instruction. On the basis of the assessment, curriculum is adjusted. An assessment may be as informal as noting a student's smile of recognition or as formal as an Advanced Placement examination. The standards can serve as the basic blueprint for a final exam, as the plan for a textbook, or as the foundation of curriculum. They can also be the basis for state or national examinations.

Q. 11. How do the standards relate and connect to the Advanced Placement Tests in Latin, the Latin Achievement Test, the National Latin Exam, the National Greek Exam, and various regional and state examinations?

A. 11. *Standards for Classical Language Learning* should be a standardizing force in the development of local, state, and national assessment tools. Each local, state, or national examination measures achievement of specific curriculum. Since *Standards for Classical Language Learning* already describes what is best in current classical language teaching and learning, some current assessment tools may adequately assess what the standards for classical language learning outline. All assessment tools, local, state, and national, need to be reviewed in light of the standards.

Q. 12. Will classical language teachers be given training to implement these standards?

Standards do not measure time nor a student's age; they measure progress ...

A. 12. The ACL and APA hope to establish a team which will meet with various classical associations across the country to assist and train teachers and curriculum writers in the implementation of the standards.

Q. 13. What are the implications of these standards for college and university Classics programs and teaching?

A. 13. Standards of excellence are appropriate to students of all ages. Progress indicators may be different for beginners of different ages, but the standards will be the same. It may take four years for a middle school student to demonstrate the progress indicators of a beginning student. It may take one semester for a college student to demonstrate the same beginning progress. It may take a high school student three years to demonstrate intermediate progress. A university student may do it in two semesters. Standards are not measured by time nor by a student's age; they are measured by progress, i.e., what a student knows or can do at a specified point.

Q. 14. What are the implications of these standards for teacher training programs in Classics?

A. 14. Teachers new and experienced will need to know what their colleagues deem to be the learning standards for their discipline. Standards can guide curriculum development, as well as national, state, and local testing. Teachers need to be aware of the latest developments in their field; and teacher training programs in the Classics will need to reflect what is happening, guide prospective teachers, and lead the field in developing new teaching and learning strategies.

Q. 15. Are national standards an instrument intended to be used for teacher evaluation?

A. 15. No. Standards describe what students should know and be able

to do. If anything, they provide a base for student assessment. What a student knows and can do is, in part, the result of a teacher's instruction. Good teachers are aware of current pedagogical thinking and create an atmosphere that fosters learning as described in the sample progress indicators.

Q. 16. Why does *Standards for Classical Language Learning* specify that classical languages are for ALL students?

Classical languages are for ALL students.

A. 16. When language instruction is appropriate to the ages, abilities, and learning styles of students, ALL students can learn classical languages. Model Latin programs in Philadelphia, Los Angeles, New York, Washington, Detroit, and Kansas City, among others, led the way in experiments to show that young students, students of many cultural backgrounds, and students of differing abilities can make progress toward learning a classical language and can demonstrate progress on the scale outlined in *Standards for Classical Language Learning.* Successful programs in classical languages currently exist in prekindergarten through graduate school; successful programs in classical languages currently exist for the academically talented and for the physically and/or academically challenged. Students study Latin and Greek whose native languages are not English and whose cultural heritages are widely diverse. Classical languages are for ALL students.

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Some Useful Addresses

ACL/NJCL National Latin Exam. c/o Jane Hall, Director. P.O. Box 95. Mt. Vernon, VA 22121.

American Classical League and Teaching Materials Resource Center. Miami University. Oxford, OH 45056. c/o John A. Dutra, Director. Tel: 513-529-7741. Fax: 513-529-7742.
Access: http://www.umich.edu/~acleague/.

American Philological Association. John Marincola, Executive Director, 19 University Place, Room 328, New York University, New York, NY 10003-4556. Tel: 212-998-3575, Fax: 212-995-4814. e-mail: american.philological@nyu.edu
Access: http://scholar.cc.emory.edu/APA/APA-MENU.html.

Archaeological Institute of America. 675 Commonwealth Ave., Boston, MA 02215.
Tel: 617-353-9361. Fax: 617-353-6550.
Access: http://csaws.brynmawr.edu:443/aia.html.

Classical Association of the Atlantic States. c/o Jerry Clack, Executive Director, Department of Classics, Duquesne University, Pittsburgh, PA 15282-1704.
Tel: 412-396-6450. Fax: 412-396-5197.
Access: http//wings.buffalo.edu/academic/department/AandL/classics/caas/.

Classical Association of New England. c/o Allan Wooley, Executive-Secretary, Dept. of Classical Languages, Phillips Exeter Academy, Exeter, NH 03833.
Tel: 603-772-4311. Fax: 603-778-4384. e-mail: awooley@exeter.edu.
Access: http://www.hnet.uci.edu/classics/cane/cane.html

Classical Association of the Middle West and South. c/o Prof. Gregory N. Daugherty, Department of Classics, Randolph-Macon College, P.O. Box 5005, Ashland, VA 23005.
Tel: 804-752-3732. Fax: 804-752-7231.
Access: http://www.rmc.edu:80/~gdaugher/oca.html.

Classical Association of the Pacific Northwest. c/o Prof. Catherine M. Connors, Department of Classics, Box 351110, University of Washington, Seattle, WA 98195.
Tel: 206-543-2267. Fax: 206-543-2266.
Access: http://weber.u.washington.edu/~alain/CAPN/CAPN_Homepage.html.

Committee for the Promotion of Greek. c/o Prof. Kenneth F. Kitchell, Jr., Department of Foreign Languages, Prescott 222, Louisiana State University, Baton Rouge, LA 70808-5306.
Tel: 504-388-6616. Fax: 504-343-5623.

National Committee for Latin and Greek. c/o Virginia Barrett, Chair, 11371 Matinicius Ct, Cypress, CA 90630.
Tel: 714-373-0588. Fax: 714-897-6681.

National Junior Classical League. Miami University, Oxford, OH 45056.
Tel: 513-529-7741. Fax: 513-529-7741.

Vergilian Society of America. c/o John Dutra, Executive Secretary, P.O. Box 817, Oxford, OH 45056.
Tel: 513-529-1482. Fax: 513-529-1516.
Access: dutra_jack@msmail.muohio.edu.