

## Introducing the Revised *Standards for Classical Language Learning* to New Audiences

Twenty years ago, a joint ACL-APA Task Force launched the original *Standards for Classical Language Learning*. It was a momentous event because Classics organizations joined with their modern language counterparts and ACTFL to create a blueprint for language learning. At the same time, the final document was tailored specifically to the needs of classical language learners. The original document delineated five Goal areas—Communication, Cultures, Connections, Comparisons, and Communities—that showed how language learning was integral to so many other subject areas and to becoming a global citizen.

Two decades later, the *Standards for Classical Language Learning* have been newly revised for the next generation of Latin and Greek teachers. The document maintains the five goal areas and is designed to fit classical language learners, but has added several new features to make them even more useful. The Communication Goal now includes sample performance indicators to help teachers and students recognize what learners can do with the language. In addition, both the performance indicators and sample progress indicators now describe learner progress along the continuum of proficiency levels—novice, intermediate, advanced, and superior. Finally, the *Standards* reinforce 21<sup>st</sup> century skills of communication, collaboration, creativity, critical thinking, and intercultural awareness.

This panel introduces the revised *Standards* to a new generation of teachers, describes what is new, explains why they are relevant to all learners of Greek and Latin, and offers concrete learning scenarios and activities to show teachers how to integrate the *Standards* into their teaching. The panelists represent different perspectives and roles within the profession: a teacher at a small, liberal arts college, the director of an MAT program, a field supervisor who mentors student teachers, a professor at a large public university who collaborates with high

school teachers and works with International Baccalaureate, and a methods course instructor. The panel consists of five presentations (12 minutes each) along with ample time for discussion and questions.

Paper 1, “From *Standards for Classical Language Learning to World-Readiness Standards: What’s New and How it can Improve Classroom Instruction*,” will outline the changes in the new *Standards* and explain the underlying pedagogical principles informing them. In addition, it will discuss how the *Standards* can help teachers evaluate their curriculum and improve daily classroom instruction, and learners recognize their progress through the use of Can-Do Statements.

Paper 2, “College Professors and the new *Standards for Classical Language Learning*,” makes a case that the Standards are just as important for college and university instructors as for K-12 teachers. The revised *Standards* will help college instructors know what their students have experienced before coming to the college classroom, offer strategies for creative approaches to their own teaching, and preparing new teachers.

Paper 3, “How the Revised *Standards for Classical Language Learning* Help Beginning Teachers,” argues that the *Standards* can encourage pre-service teachers and new teachers to add new depth to their lesson plans and make connections to other subject areas and highlight comparisons between the ancient world and our own.

Paper 4, “Backward Mapping with the New *Standards*,” delineates how to design a learning unit and gives two learning scenarios. The first shows how to incorporate multiple Standards in creating a unit on identity and personal values by examining Marcus Aurelius’s *Meditations* and Cicero’s *De Officiis*. The second demonstrates how to build a unit that asks new teachers to study scholastic dialogues and conduct research on a historical figure in order to

compose an original dialogue that expresses the idea, feelings, and social expectations that shape that person.

The final paper, “The Digital Humanist’s Renaissance: *verba volant scripta remanent digita sunt*,” explains how *Digita Vaticana*—the Vatican’s project to digitize 80,000 manuscripts--can lead to the realization of the Communities Standard. Global communities of scholars working on a common manuscript can collaborate to interpret and culturally situate each text, thereby realizing each of the five Standards. The translation project will also result in professional development and career opportunities for our students.