

Review of the subject curriculum

I'll try to express my point of view with respect to all questions.

1. Are the learning outcomes and educational content appropriate for the developmental age of students?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
Please explain what should be modified if Your answer is 1, 2 or 3.			
Learning Latin already in Primary school (4 years before Grammar School) is a very positive and appropriate project: a guarantee of gradual acquaintance to Roman culture and Heritage, while understanding - in progress – Latin language.			

2. Are the learning outcomes and educational content appropriate for the number of lessons?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
Please explain what should be modified if Your answer is 1, 2 or 3.			
The 8 years long Curriculum is obviously the best solution: 4 years (105 each) + 4 years (105 each), but also 4 years (105 each) seem to be an appropriate length of studies, provided that specific subjects (such as Ancient History, Mythology, Religion, etc.) may be learned during prior years. Unfortunately - as already reported in the project - serious problems may rise when students are totally unaware about contest of the language they are studying and teachers have less amount of classes (e.g. 2 years Curriculum: General, Science etc. or Vocational and Arts).			

3. Are the learning outcomes and educational content relevant and based on scientific knowledge of the subject area?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Please explain what should be modified if Your answer is 1, 2 or 3.			
Yes, definitely relevant and based on scientific knowledge of subject area.			

4. Are the domains that are necessary for the subject area well represented?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Please explain what should be modified if Your answer is 1, 2 or 3.			
Yes, definitely well represented and harmoniously balanced, clearly distinguished but nevertheless inter-related one another (also with respect to pupil's peculiar inclination).			

5. Does the curriculum contain an adequate ratio of the breadth and depth of knowledge, skills, and attitudes in the subject area?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

Yes, indeed. I do really appreciate the systematic effort to find any given link and connection between the subject which pupils are learning and their own language, cultural tradition, national history, etc., constantly having as main focus and reference point our common and shared European roots.

6. Does the curriculum, especially as regards the proposals in chapters F and G (Learning and teaching, Assessment), enable the acquisition of the listed learning outcomes?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

Yes, learning Latin language and Literature, understanding Roman history and Culture cannot simply be a mere question of translation into one's modern language: comprehension is more important and formative. I especially appreciate these significant words: " Knowledge of classical languages includes grammatical, lexical and civilisation-based understanding of the original text and the message it transmits, achieving learning outcomes requires regular and continual learning across all areas." Finally, proposals in chapters F and G seem to be adequate in order to reach listed learning outcomes.

7. Are the proposed learning outcomes and other elements of the curriculum in line with the European and global recommendations?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

Although the situation in Europe is very different from nation to nation and unfortunately tends to worsen year after year (decrease of study hours dedicated to Latin; short-sighted competition between study of ancient and modern languages; absence of readings to become familiar with the ancient world in the school years that precede the study of Latin, etc.), your project seems to represent a balanced and diversified solution, closer to the current situation in Italy than in France, Spain and Portugal, while in northern Europe there are points of excellence that are confined to extremely specific study addresses.

8. Are the learning outcomes and educational content comparable with those in Your country?

Yes, as explained above, your educational project is overall consistent with the current arrangement of the study of Latin in Italy (so called "liceo classico"), except for the duration of higher education: 4 years instead of 5 years as in Italy. The eight-year proposal is very positive and recalls the Italian pre-reform situation till 1969, i.e. 3 years Latin (less hours/lower level) in the lower middle schools, 5 years Latin (more hours/higher level) in the upper secondary schools of only the classical high school. In my opinion (but also according to distinguished Professors of Italian Literature and of History of Italian Language), that disgraceful reform determined not only the reduction of teaching/learning Latin, but also serious negative consequences with respect to learning Italian language itself, which – as you know - in Latin language should have its basis.

9. Please suggest other modifications if You consider them necessary.

I think I can share the general approach to teaching and learning Latin language and literature, as presented in this appreciable educational project: the importance of studying the fundamental lexicon, the need for constant connection - to the advantage of pupils - between the effort of studying and its high motivations: to search through the study of ancient language and culture the bases and origins of one's own culture and often also of one's own language.

All that, without concealing differences or accentuating analogies, but offering a scientifically and historically appropriate framework of ancient world, as a starting point for reflection to better understand current reality and to develop conscious awareness of the national identity and of the community of peoples that make up Europe.

10. Your conclusion about the proposed curriculum.

I can certainly confirm the overall positive opinion on the educational project, both for the precise definition of the training objectives and aims of teaching, and for the distinction and inter-relation of the main domains identified, as well as the appropriate distribution of teaching hours.

Further detailed clarification and/or beneficial exchanges of opinions on the most modern didactic strategies, more specifically related to the different methodologies of teaching and learning Latin language and literature, as well as to the innovative typologies of practical exercises could possibly find place in a common reflection with Colleagues from schools and universities in Croatia, who may be interested in discussing it with other Italian and European teachers and professors.

So, thank you all for getting me involved in the evaluation of your meritorious project.

I hope to have helpfully contributed to the success of your project.

Prof. Paolo Marpicati