

Literacy in Schools: the Achievement Gap in Verbal Skills

“Charleston Latin”: A Solution

A two-day training workshop

for elementary and middle school teachers in New Jersey and New York

June 18-19, 2009

Sponsored by

The Institute for the Humanities at Montclair State University

On June 18-19, 2009, the Institute for the Humanities at Montclair State University is sponsoring a two-day, in-service workshop for public and independent school teachers of grades 4 to 8, from New Jersey and neighboring states. The participants will be trained to teach the Charleston Latin materials. The workshop assumes no background in Latin or in a foreign language. Participants should, however, be motivated and willing to learn an innovative way of teaching.

In the late 70's and early 80's Latin-based programs were implemented in inner-city schools with the purpose of improving the English verbal skills of the lowest- or lower-achieving students in grades 4 through 6. These were instituted in Philadelphia, Washington D.C., Detroit, Indianapolis and Los Angeles with positive results. Sixth graders in Indianapolis, enrolled in this program for 30 minutes a day for 5 months, made these gains over a control group: 1 full year in reading and language; 4 months in spelling; 5 months in science; 7 months in social studies; and 9 months in math solving skills. Fifth graders in Los Angeles taking part in a similar program for 20 minutes a day for 3 months had an average gain over students not enrolled of 4 months in vocabulary, 4 months in reading comprehension, and 3 months in total reading. Student advances occurred not only in verbal, but also in reasoning and analytical skills.

“Charleston Latin” is the most recent revision of the curriculum, which was used in the urban centers mentioned above. The project originated in Philadelphia in the late ‘70’s, pioneered by Dr. Rudolph Masciantonio, and was subsequently adopted by the Los Angeles Unified School District under the leadership of Dr. Albert Baca. The projects received national recognition and significant federal funding. In 1996, this curriculum was revised under the auspices of the College of Charleston, South Carolina, hence its name. It is now being reintroduced to public and independent schools in the United States and Canada. “Charleston Latin” materials may also be used by *any* school, public or independent, which does not currently have a Latin-based program for vocabulary enrichment and language awareness in place.

Focusing on word parts and vocabulary-building skills, this program meets public school standards for English/Language Arts. After completing a two-day, in-service workshop, a regular classroom teacher with no prior knowledge of Latin is fully equipped to teach “Charleston Latin,” and to incorporate it into the English/Language Arts curriculum of his or her school for the year. The program has the following instructional objectives:

1. To develop students’ English language skills through learning Latin root words. Special attention is given to vocabulary acquisition.
2. To increase understanding of a culture which is different from, yet relevant to our own.
3. To generate interest in, and readiness for the study of other foreign languages.

“Charleston Latin” introduces young students to Latin roots and word parts through lively dialogues in Latin, with no teaching of grammar. All learning occurs inductively. This program is ideally taught 20

minutes a day, five days a week throughout the school year. The materials are flexible, however, and can be adapted to whatever schedule the school decides. Some teachers use the curriculum 15 minutes a day, 3 days a week. Others have taught it 40 minutes a day, five days a week. If 20 minutes a day were available, Level I, Units 1-4 could be covered in a year, with Units 5-9 being covered in a subsequent year, if desired.

WORKSHOP LEADERS

Dr. J. Frank Morris earned a BA degree in Greek at the University of Florida, a MA in Latin at Illinois State University, and a Ph.D. in Classics at the University of Cincinnati. After teaching Latin and Greek for five years at Orange Park High School in Florida, he joined the faculty at the College of Charleston where he has taught Greek, Latin and classical civilization courses for the last 30 years. Dr. Morris has extensive experience in training teachers to teach Latin in elementary and middle schools. Through the 1980's and 90's he served as a teacher-training consultant for the Los Angeles Unified School District's Language Transfer Program.

Dr. Trudy Morris earned a BA degree in Elementary Education at the University of Florida, an MA in Elementary Education at the College of Charleston, a Specialist Certification in Reading at the Citadel, and an Ed.D in Education Leadership at Nova Southeastern University. She has taught in Illinois, Ohio, Florida and South Carolina at the elementary and middle school levels. She has been a Title I Reading Consultant and worked in the office of Teacher Evaluation and Staff Development in Charleston County Schools, SC. She is currently Director of Graduate Studies in Education at Charleston Southern University where she also teaches courses in higher education leadership and literacy. In addition to having taught *Charleston Latin* in schools herself, she has participated as a co-trainer in *Charleston Latin* workshops for several years.

General Information: For information about program content, please contact:

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Contact the Institute for the Humanities with questions about registration

APPLICATION PROCESS AND FEES

- The fee for the two-day Charleston Latin Workshop, which includes 15 contact hours of instruction, is \$350. This fee includes the Teacher Instructional Kit (consisting of the Teacher's Guide; Student Workbook-Teacher's edition; cue cards; map; and CD); professional development certification issued by the Institute for the Humanities, MSU; parking; and refreshments & lunch on both days. *Note: The Workshop assumes no background in Latin or in a foreign language.* Please complete the attached registration form and **return, by May 15, 2009**, to the Institute for the Humanities, with the fee of \$350, made payable to **Montclair State University**. Registrations may be completed and faxed to the Institute for the Humanities—check mailed under separate cover.
- Personal checks and school purchase orders will be accepted.
- All fees, purchase orders/vouchers, and registration forms should be received in our office before the program date.
- Early registration is recommended due to space availability. The maximum number of participants in the Charleston Latin Workshop is 25.

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Note: This workshop is being offered by the Institute for the Humanities at Montclair State University in conjunction with the Latin Transfer Project. The latter is a non-profit organization, which sponsors teacher training workshops in different parts of the U.S. for the purpose of improving literacy among young students in urban and rural school districts.