

## **#532 LATIN I**

**GRADES: 9-11**

**LEVEL: 2**

**CREDITS: 5**

**PREREQUISITES: English Grade 8 - C or better**

**BASIC TEXT:** Cambridge Latin Course, Units 1 - 2, 1989, Cambridge University Press (Workbooks), Amsco-First Year Latin (National Textbook)

### **SUPPLEMENTAL READINGS:**

Primary source documents, e.g. inscriptions or *sententiae*.

### **REQUIRED MATERIALS:**

- A. On a daily basis - book and homework, notebook/ folder, lesson handouts.
- B. On occasion - highlighters, colored pencils or markers, index cards or paper cut to size and holder for these 4 colors are required: red/pink, yellow, orange, green/blue.

### **COURSE DESCRIPTION:**

This course presents to the student the basics of the Latin Language and an overview of the early Roman world. Through this linguistic and cultural approach toward language learning, the course helps the student to build English vocabulary and an understanding of structural roots. The student is expected to demonstrate an elementary proficiency in reading, writing, understanding, and pronouncing Latin.

**MISSION RELATED GOALS:** 1, 2, 3, 5, 6, 9, 12

### **STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:**

Academic expectations:

- students will learn to solve complex problems encountered in the Latin texts and group projects.
- students will work with others toward a common goal in group work in class, in group project presentations and group dialogues or skits in class.
- students will learn to pronounce Latin and to write simple sentences in Latin.

Civic expectations:

- Students may participate in the Junior Classical League (JCL). This organization has a chapter local to Tewksbury, a state chapter and a national chapter. Students are encouraged to join and participate. In JCL, students have the opportunity to communicate and interact with students from around the state and the nation. JCL also requires students to perform social services in their communities.

Social expectations:

- As part of the day-to-day activities in class students are required to respect the work and activities of other students in the classroom.

**GENERAL PERFORMANCE OBJECTIVES:** The student will be able to:

1. Identify in the English language Latin vocabulary roots, prefixes suffixes, abbreviations, expressions, and mottoes.
2. Demonstrate the ability to write basic Latin declarative, interrogative and imperative sentences.
3. Extract factual information from readings, listings, and research information.
4. Understand and answer simple Latin written and spoken questions.
5. Respond to simple Latin commands.
6. Recognize the meaning of English vocabulary words through Latin roots.
7. Identify the ways that Latin has influenced our culture and language.
8. Appreciate the ancient world, its similarities and, differences to the modern world.
9. Exhibit culture, history, and mythology learned through artistic and/or theatrical means.

\* Compete in academic contests regionally or nationally if desired.

**MASSACHUSETTS FRAMEWORK LEARNING STRANDS:**

Communication, Cultures, Comparisons, Connections, and Communities

**CURRICULUM FRAMEWORK LEARNING STANDARDS:**

1. **COMMUNICATION** - Communicate in a Classical Language
2. **CULTURE** - Gain Knowledge and Understanding of Greco-Roman Culture
3. **CONNECTIONS** - Connect with Other Disciplines and Expand Knowledge
4. **COMPARISONS** - Develop Insight into Own Language and Culture
5. **COMMUNITIES** - Participate in Wider Communities of Language and Culture

**UNITS AND THEMES:**

**Unit I** (stages 1 - 2) *Salve!* **(9 days)**

**Standards Addressed:** 1, 2, 3, 4, 5

**Unit II** (stages 3 - 4) *Quis es(t)?* **(10 days)**

**Standards Addressed:** 1, 2, 3, 4, 5

**Unit III** (stages 5 - 6) *Plural & Past* **(10 days)**

<b>Standards Addressed:</b>	1, 2, 3, 4, 5	
<b><u>Unit IV</u> (stages 7 - 8) Acusative Plural</b>		<b>(10 days)</b>
<b>Standards Addressed:</b>	1, 2, 3, 4, 5	
<b>Midyear - Review, test (2 days) total 41 days</b>		<b>(2 days) total 41 days</b>
<b><u>Unit V</u> (stages 9 - 10) Indirect Objects</b>		<b>(11 days)</b>
<b>Standards Addressed:</b>	1, 2, 3, 4, 5	
<b><u>Unit VI</u> ( stages 11 - 12) Elected and GONE!</b>		<b>(11 days)</b>
<b>Standards Addressed:</b>	1, 2, 3, 4, 5	
<b><u>Unit VII</u> (stages 13 - 14) A New Look</b>		<b>(11 days)</b>
<b>Standards Addressed:</b>	1, 2, 3, 4, 5	
<b>Unit VIII (stages 15 &amp; 16) Who was King Cogidubnus?</b>		<b>(9 days)</b>
<b>Standards Addressed:</b>	1, 2, 3, 4, 5	
<b>Review &amp; final</b>		<b>(3 days)</b>
Total: (45 days) (2nd) + 41 days (1st) = 86 days semester		

**COURSE OUTLINE:**

**Unit I (stages 1 - 2) Salve!**

Thematic Vocabularies: rooms, names, family members, actions, food

Cultural Context: Pompeian home and its inhabitants

How to:

- a. pronounce the letters, recognizing long and short vowels
- b. say hello and goodbye
- c. express family membership
- d. ask and answer what one's name is
- e. identify story characters
- f. recognize and express where one is in the Pompeian home
- g. express a vocab word as the subject and as the direct object
- h. identify nominative and accusative singular cases and translate them correctly in English
- i. express what a character is doing
- j. put on a stola or toga

Outside readings: Family and Naming (First Yr. Latin)

tape: pronunciation of Latin vowels

Handout: Roman alphabet

Slides: the Roman House

Project: Draw the floor plan of a Pompeian home

### Unit II (stages 3 - 4) Quis es(t)?

Thematic Vocabularies: pronouns, occupations, actions, feelings nouns associated with occupations

Cultural Context: Pompeii and its Forum

How to:

- a. express what a singular subject is doing
- b. ask who some one is, what (s)he does?
- c. locate the monuments of Pompeii on a map
- d. tell and write what you do, who you are
- e. locate buildings in the forum
- f. locate Pompeii on a map of Italy
- g. pick out nouns of the 1st, 2nd, 3rd declensions
- h. recognize prepositional phrases, cases
- i. conjugate verbs in the present singular
- j. pick out 1st, 2nd, 3rd conjugation verbs
- k. describe the main characters of the story

Slides: Pompeii

Project: map of Pompeii or Forum

### Unit III (stages 5 - 6) Plural & Past

Thematic Vocabularies: verbs, adverbs, adjectives, other household members

Cultural Context: Theater and Slaves

How to:

- a. distinguish plural words from singular
- b. express ideas using plural subjects, plural nouns (nom. plu)
- c. express ideas in the past tenses (imperfect, perfect) in the third person
- d. use Latin verbs in the 3 tenses, 3rd person
- e. express who were the famous Roman playwrights
- f. express what type of plays they wrote, about whom
- g. get into a Roman theater, enjoy a performance
- h. sketch a Roman theater
- i. become a slave, become free
- j. sing the imperfect song

Song: All imperfects have a vowel

Movie: Funny Thing Happened on the Way to the Forum

**Unit IV (stages 7 - 8) Acusative Plural**

Thematic Vocabularies: adjectives, verbs, amphitheater words

Cultural Context: Death and the Gladiators

How to:

- a. make an adjective agree with a noun (nom. and acc.)
- b. locate the noun that an adjective modifies
- c. identify perfect stems from present stems
- d. find plural direct objects
- e. make 1st, 2nd, 3rd, nouns accusative plural
- f. recognize and translate correctly superlative adjectives
- g. name and describe the different types of gladiators
- h. find the place where gladiators fight
- i. bury a dead Roman properly
- j. exhibit Roman Religion (Mythology)

Project: Presentation as a Roman god

Writing: Cinquain in Latin, using superlatives &/or genitives

**Midyear - Review, test**

**Unit V (stages 9 - 10) Indirect Objects**

Thematic Vocabularies: pronouns, bath (rms.), verbs taking dative, school terms/items

Cultural Context: Baths or School

How to:

- a. read and translate sentences with datives, nominatives, and accusatives, and 2nd and 1st pers. plu. verbs
- b. identify dative singulars and plurals
- c. form datives
- d. express verbs in the 2nd and 1st pers. plu.
- e. recognize and translate comparative adjectives
- f. go to the right school prepared
- g. go to the baths at the right time
- h. proceed properly through the bathing process & stay warm

Project option: Diagram the Roman bathhouse

**Unit VI (stages 11 - 12) Elected and GONE!**

Thematic vocabularies: words associated to elections and the eruption of Mt Vesuvius, question words, adverbs

Cultural Context: A local election and eruption!

How to:

- a. ask a general question, a yes question, a no question
- b. answer question words
- c. form 1st and 2nd pers. plu. verbs in 3 tenses
- d. use all forms of verb to be in pres. and imperf.
- e. read and translate sentences with all cases / tenses studied
- f. decide what office to run for & how to get elected
- g. describe what happened to Pompeii when Vesuvius erupted
- h. contrast the devastation of Pompeii to that of Herculaneum

Movie: National Geographic “Vesuvius”

Writing: Obituary of Caecilius

Reading: Graffiti

### Unit VII (stages 13 - 14) A New Look

Thematic Vocabularies: verbs with 3 parts, adjectives and nouns with 2 spellings, -que, possum, volo/nolo

Cultural Context: From Pompeii to Britain

How to :

- a. use -que in a sentence
- b. recognize and translate correctly the forms of possum, volo, & nolo in different persons & tenses
- c. complete the meaning of a verb with a complementary infinitive
- d. recognize the verb group from the infinitive form
- e. form and translate present active infinitives
- f. find and translate adjective - noun pairs in sentences
- g. make an adjective agree with a noun
- h. identify the people Salvius and Agricola
- i. explain farming and the use of slaves in Britain
- j. give an overview of the occupation of Britain by Romans, naming important Romans

Performances: Skits from these lessons, videotaped

### Unit VIII (stages 15 & 16) Who was King Cogidubnus?

Thematic Vocabularies: Romano/British names country words, irregular verbs relative pronouns

Cultural Context: King Cogidubnus and Fishbourne Palace

How to:

- a. identify and translate relative pronouns in sentences
- b. identify, form and translate the pluperfect tense

- c. locate Chichester (naviomagus) on Britain map
- d. Describe Fishbourne
- e. identify who King Cogidubnus was

## **Review & final**

### **SUGGESTED INSTRUCTIONAL STRATEGIES:**

- 1. Vocabulary
- 2. Literal Comprehension
- 3. Inferential Comprehension
- 4. Study Skills
  - A. Using reference materials
  - B. Following directions
  - C. Summarizing and Organizing
- 5. Multicultural Environment
- 6. Map skills

### **SUGGESTED INTEGRATED ACTIVITIES:**

#### **A. Latin and Art**

- 1. to study together Roman Architecture
- 2. to collaborate on maps, charts and posters for Competition
- 3. to collaborate on the production of Christmas Cards for the nearby residents of the Novitiate

#### **B. Latin and Applied Arts**

- 1. to make costumes

#### **C. Latin, French, and Spanish**

- 1. to unite classes for a cultural food feast

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### **USE OF TOOLS / TECHNOLOGY:**

- 1. Listen to audio cassettes which accompany the text to reinforce listening skills and pronunciation.
- 2. Show videos or segments of movies to clarify or enliven ancient customs
- 3. Use the overhead projector to teach grammar, introduce concepts, reinforce vocabulary, clarify geography, enliven with images reading passages
- 4. Utilize computer programs to teach and reinforce vocabulary and grammar
- 5. Utilize computer to research, access Web quests, to tutor.

**ASSESSMENT TECHNIQUES:**

1. Test every lesson (written, sometimes a listening component)
2. Quizzes on specific topics and special Latin phrases
3. Projects: Oral research project on Roman god.  
At least two drawings required.
4. Cooperative learning assessments
5. Journal