

## **#541 LATIN II**

**GRADES: 9-12**

**LEVEL: 1**

**CREDITS: 5**

**PREREQUISITES: C or better in Latin I**

**BASIC TEXT:** Cambridge Latin Course, Units 2- 3, Cambridge University Press, 1990, (Workbooks), First and Second Year Latin, Amsco, (National Textbook)

### **SUPPLEMENTAL READINGS:**

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

### **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 is a continuation of the cultural and linguistic study of Latin I. The students do a more extensive study of vocabulary and language structure. The Roman world in the 1st century A.D provides historical and cultural topics. The students visit Roman Britain and Egypt, meet Celtic and Egyptian deities, and study the geography and history of these areas. Through selected readings the students advance their skills of reading, writing, understanding and pronouncing Latin by mastering more complex structures.

**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 Latin roots and expressions used in the English language.
2. Demonstrate the abilities to read, write, say, and understand phrases containing new or reviewed structures.
3. Extract factual information from readings, listings and research information.
4. Respond orally and in writing to questions or commands.
5. Compose basic Latin sentences that exemplify target structures.
6. Increase knowledge of English words adding prefixes and suffixes to Latin roots.
7. Praise the ancient world and explain its influences on the modern.
8. Exhibit accrued knowledge through ostensible means (e.g. artistic).
9. Read Latin and reconstruct the message and feeling in English.
10. Identify tense or case for Latin words and translate appropriately.

\* 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 15-16) Back to Britain

**(6 days)**

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

**Unit II - (Stages 17 – 18) Arrival in Alexandria** (15 days)

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

**Unit III - (Stages 19 –20) Isis and the Egyptians** (15 days)

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

**Mid year option Review and test** (2-5 days)

**Unit IV - (Stages 21 – 23) Back to Britain for a Cure** (23 days)

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

**Unit V - (Stage 24 - 25) Journey to Chester (Deva)** (12 days)

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

**Review** (2-5 days)

**Final Total 17 Weeks**

**COURSE OUTLINE:**

**Unit I - Back to Britain**

**A. Review** (Stages 14 - 15)

How to:

- a. identify case and tense
- b. account for case or tense
- c. translate sentences
- d. read aloud for pronunciation
- e. read for meaning and feeling
- f. name, find, and translate relative pronouns
- g. identify and affirm the existence of King Cogidubnus, Agricola, Salvius

**B. New King Cogidubnus “The Client King”** (Stages 15 - 16)

Thematic Vocabulary: words related to Britain’s king and people, to the boat competition, to farming, to sacrifice,

Cultural Context: Visiting Fishbourne Palace

How to:

- a. recognize and explain the use of the 3<sup>rd</sup> principal part of a verb
- b. form and translate the pluperfect tense
- c. recognize and translate the 2<sup>nd</sup> principal part (infinitive) of a verb
- d. describe the palace at Fishbourne

- e. sing the declension song

Song: 1<sup>st</sup> declension goes!

### **Unit II - (Stages 17 – 18) Arrival in Alexandria**

Thematic Vocabulary: relative pronouns, words for travel, body, fate, hunt, verbs taking the dative, prepositions, adverbs

Cultural Context: Life in Roman Alexandria

How to:

- a. explain what the genitive case is
- b. identify and translate the genitive endings of 3 declensions
- c. match adjectives with nouns
- d. indicate and translate noun and adjective pairs
- e. explain why a relative pronoun is in a certain case
- f. identify antecedents to relative pronouns
- g. point out verbs that take the dative and translate them
- h. explain how Egypt became Roman
- i. identify the topography of Alexandria
- j. describe the difference between pharaoh and pharos
- k. explain why there was turmoil in Alexandria
- l. make glass

Webquest Project: Let's Get Egyptian (research)

(<http://Westford.mec.edu/schools/Blanch/Webquests>)

Movie: Beginning Clip of Cleopatra

Slides: Alexandria

### **Unit III - (Stages 19 –20) Isis and the Egyptians**

Thematic Vocabulary: medical words, numbers, words for body & fate  
procession words

Cultural Context: From Celebration to Accident

How to:

- a. give positive and negative commands
- b. recognize and use the vocative
- c. explain what a present participle is
- d. recognize, form and translate present participles
- e. recite the “imperfect” vowel song for participle formation
- f. use the forms of is, ea id
- g. use and forms of hic, haec, hoc
- h. identify famous Egyptians and their fields of expertise
- i. explain who Isis was and who her relatives were

Webquest Project: Let's Get Egyptian (cinquain, presentation, pumpkin)  
(<http://Westford.mec.edu/schools/Blanch/Webquests>)

Participle Experiment: mix colors of verbs and nouns = adjectives

Video segment: Campbell on Isis

Is, Ea, Id games

Hic, haec, hoc rhyme

Mid year option Review and test

#### **Unit IV - (stages 21 – 23) Back to Britain for a Cure**

Thematic vocabulary: perfect active participles, words related to the healing and condemning powers of the spring, perfect passive participles, sacrifice terms, Roman spirits

Cultural Context: At Aquae Sulis (Bath)

How to:

- a. explain the difference between a perfect active and a perfect passive participle
- b. distinguish a perfect active from a perfect passive
- c. recognize and translate ablative of agent
- d. read a defixio (curse)
- e. recognize and translate the genitive of quantity
- f. explain the formation of adverbs from adjectives
- g. recognize and translate the genitive of description
- h. describe Aquae Sulis' religious center and its importance
- i. recognize and form neuter nominative/accusative plurals
- j. use complementary infinitives
- k. identify what divination is, what religion was
- l. identify the Roman "spirits"
- m. describe a defixio

Hand out on Bath, Pictures of Bath

Participle Concentration Game

Video Presentation of a Scene option

#### **Unit V - Journey to Chester (Deva) (stage 24 - 25) (12 days)**

Thematic Vocabulary: travel words, cum the conjunction, military words, interrogative words

Cultural Context: Travel and its link to the Army

How to:

- a. form, recognize, and translate imperfect and pluperfect subjunctives

- b. recognize and translate cum clauses
- c. explain the difference between an indirect and direct question
- d. recognize and translate indirect questions
- e. explain how roads were constructed
- f. describe the mail delivery system
- g. translate ut purpose (if time)
- h. translate gerundives (if time)

Make mood houses

Video Roman City ?

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 (community out reach)

B. Latin and A.P. Physics - (for competitions)

- 1. to design and build a marshmallow catapult and an arrow ballista
- 2. to design an aerodynamic chariot

C. Latin, Physics, and Industrial Arts

- 1. to build an aerodynamic chariot

**EDUCATIONAL ASSESSMENT CATEGORIES:**

- 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

**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. Vocabulary quiz every stage
2. Test every stage (written)
3. Listening checks in lab
4. Optional Projects
5. Oral research project presented to the class
6. Cooperative learning assessments

Yearly state and national academic competitions are optional.