

Foreign Language Department Guide Latin III/IV Honors Overview

Course Description: Latin III/IV Honors

Latin III Honors is offered to students in classes 9-12. On a seven day cycle the class meets four days out of seven for sixty minutes and one day for one hundred minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

This accelerated course is offered subject to student numbers. Students will solidify their study of the major elements of Latin grammar through literature. Also, through the readings and through videos, major events of Roman History will be reviewed and explored in more detail. Over a two year cycle of poetry and prose, students will read and discuss original excerpts from Pliny, Cicero, Ovid, Catullus, Virgil and Horace and other Roman authors.

Successful completion of the course, with a recommended grade of B or better, allows the student to continue on to Latin Literature AP.

Major Course Objectives

When students have completed Latin III Honors, they will know and be able to:

1. Perform all of the tasks required of Latin II Honors.
2. Recognize and be able to translate properly infinitives, imperatives, plus verbs of all four conjugations in all tenses of the Indicative and Subjunctive Moods, Active and Passive Voices.
3. Recognize and translate properly all major uses of all cases.
4. Recognize and translate properly all major uses of the subjunctive.
5. Recognize and be able to translate properly the irregular verbs in all tenses of the Indicative and Subjunctive Moods, Active and Passive Voice where appropriate.
6. Recognize and translate correctly all participles and all infinitives, gerunds and gerundives.
7. Recognize and translate correctly indirect statements, ablative absolutes and deponent verbs.
8. Demonstrating knowledge of acquired vocabulary, as well as the basic grammatical structures stated above, translate correctly more complex English sentences into Latin.
9. Discern the meaning of English words derived from Latin.
10. Read and understand excerpts from original works.
11. Discuss literary styles and contributions of major Roman authors.
12. Discuss and write essays comparing/contrasting issues and themes of Latin passages to issues and themes of today.
13. Begin to identify major poetic devices and figures of speech.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Discuss class readings in English. (1)
2. Analyze class readings according to grammatical structure. (2)
3. Obtain information and knowledge. (2)
5. Describe people, places and things. (3)
4. Give presentations on cultural topics. (3)
5. Understand important ideas and details in contextualized authentic and adapted texts. (2)
6. Share personal reactions in English to literary texts. (1)
7. Identify themes in Latin literature and relate them to personal experiences. (2)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Use appropriate words, phrases and expressions in interactions such as greetings, farewells, school routines and other daily activities.
2. Interact appropriately in group cultural activities such as games, celebrations, and dramatizations.
3. Identify distinctive cultural aspects of the target culture in stories.
4. Identify patterns of social behavior that are typical of the target culture.
5. Identify significant political, military, intellectual, and cultural figures and describe how they shaped events and/or the target culture's perspectives.
6. Describe the relationship between social establishments such as schools, religions, governments, and the perspectives of the target culture.
6. Demonstrate knowledge of the target culture's geography by identifying features such as rivers, mountains, cities, by names on maps.
7. Identify historical and/or cultural figures from Greek and Roman worlds and describe their contributions.
8. Identify, place in chronological order, and describe the significance of important historical events of Rome.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following:

1. Give examples of ways in which the target language differs from/is similar to English. (5)
2. Identify words in the target language that are used frequently in English. (5)
3. Identify linguistic characteristics of the Latin language and compare and contrast them with English linguistic characteristics. (5)
4. Analyze how idiomatic expression work in both languages. (5)
5. Compare/contrast patterns of behavior in the Roman culture with their own. (6)
6. Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English. (5)
7. Compare, contrast, and present the treatment of controversial issues in both the Roman culture and their own culture. (6)
8. Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the Roman culture and the student's own culture. (6)

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include obtaining geographical information on printed maps guides or Internet Resources and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework, reproduce classical features of art or architecture in paintings, photography or mosaics.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include recognizing Roman architectural features in our cities; interpreting correctly classical allusions or Latin sayings in present-day literature and media; attending American performances of Latin plays and then discussing them or comparing them to the original Latin story.

Assessment Tools

Success in Latin III Honors will be assessed by the following methods:

1. Vocabulary/grammar quizzes and tests.
2. Translation Tests from Latin to English.
3. Provide Latin responses to Latin questions on Readings.
4. Parsing of sentences: identify parts of speech/parts of sentence, etc.
5. Pictograms of stories.
6. Oral Presentation on Roman authors and their works.
7. Essays comparing/contrasting issues and themes of Latin passages to issues and themes of today.
8. Creation of English sentences using words derived from Latin.
9. Mosaics, Roman author wax museum project, illustrations
10. Declension and conjugation drills and substitutions
11. Daily recognition of the Latin influence on our own language and culture (Quid Novi)

Materials and Resources

Wheelock's Latin Grammar. Frederick M. Wheelock, Harper Collins, 1992
Videos

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to Level III Honors, the student will be able to be:

- An effective reader of Latin.
- An effective writer of more complex Latin sentences as well as English exposes on classical topics.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short English presentations on classical themes.
- Interact about Roman language and culture with the community at large through excursions and guest speakers.