

Foreign Language Department Guide Latin II Honors Overview

Course Description: Latin II Honors

Latin II 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 designed for highly motivated students who have demonstrated strong mastery of the basic vocabulary and grammatical structures of Latin I. It is offered subject to student numbers. It builds on the program begun in Latin I, adding new vocabulary and more complex grammatical structures while at the same time reinforcing what has been previously learned. It further exposes the students to classical culture and history through translation, projects, film and outside reading assignments. It introduces the students to Latin literature through translation, projects, films and outside reading assignments. It also introduces the students to Latin literature through selected passages from Latin authors. A formalized study of Roman history is begun at this level.

**Prerequisites: Successful completion of Latin I with a recommended grade of A or better.
Recommendation of Latin I Teacher
Writing sample**

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

Major Course Objectives

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

1. Perform all of the tasks required of Latin I.
2. Recognize and be able to translate properly nouns and adjectives in all case and all uses (including vocative) of all declensions.
3. 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.
4. Recognize and be able to translate properly the irregular verbs *sum, possum, eo and fero* in all tenses of the Indicative and Subjunctive Moods, Active and Passive Voice where appropriate.
5. Recognize and use correctly all participles and all infinitives, gerunds and gerundives.
6. Recognize and use correctly indirect statements, ablative absolutes and deponent verbs.
8. Initiate and respond to more complex statements in both oral and written form.
9. Demonstrating knowledge of acquired vocabulary, as well as the basic grammatical structures stated above, translate correctly more complex English sentences into Latin
10. Recognize and use appropriately demonstrative, possessive, intensive, relative and interrogative pronouns.
11. Recognize and use appropriately all degrees of adjectives and adverbs.
12. Discuss in greater detail the geography and history of Rome and the Empire from its beginnings through the reign of Marcus Aurelius
13. Discuss additional Roman myths and legends.
14. Recognize and use appropriately a variety of Latin expressions.
15. Discern the meaning of English words derived from Latin
16. Read and understand more complex stories in Latin about Roman youth in Rome and in Athens.

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. Greet and respond to greetings (1)
2. Ask and Answer questions (1)
3. Discuss class readings in English (1)
4. Analyze class readings according to grammatical structure (2)
5. Understand some ideas and familiar details (2)
6. Follow directions. (2)
7. Obtain information and knowledge. (2)
8. Read and interpret signs, simple stories and simple informational texts. (2)
9. Describe people, places and things. (3)
10. Give presentations on cultural topics. (3)
11. Understand important ideas and details in contextualized authentic and adapted texts.

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.

<ol style="list-style-type: none"> 3. Identify distinctive cultural aspects of the target culture in stories, inscriptions, dramas, films and photographs. 4. Identify patterns of social behavior that are typical of the target culture. 5. Interact appropriately in social and cultural activities such as in triumphal marches, weddings, or funerals. 6. Identify distinctive cultural products from the target culture such as toys, clothes foods, currencies, games, traditional crafts. 7. Identify distinctive contributions made by people in the target culture. 8. Identify distinctive aspects of the target culture presented in print literature, visual arts, films and videos and relate these to the cultural perspectives of the target culture. 9. Demonstrate knowledge of the target culture’s geography by identifying features such as rivers, mountains, cities, by name on maps. 10. Identify historical and/or cultural figures from Greek and Roman worlds and describe their contributions. 11. Identify, place in chronological order, and describe the significance of important historical events of Rome. <p>Students fulfill the requirements of the Comparisons Strand (Standards 5, 6) when they do the following:</p> <ol style="list-style-type: none"> 1. Ask and answer questions regarding similar/different phonetic/writing systems used in the target language. (5) 2. Give examples of ways in which the target language differs from/is similar to English. (5) 3. Identify words in the target language that are used frequently in English. (5) 4. Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics. (5) 5. Analyze how idiomatic expression work in both languages. 6. Compare and contrast examples of music, the visual arts and theater from the Roman culture with examples from their own culture. (6) 7. Compare folktales from the target culture and the students’ own culture. (6) 8. Compare/contrast patterns of behavior in the target culture with their own. (6) 9. Describe some cultural beliefs and perspectives relating to family and school in both the target culture and their own. (6) <p>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:</p> <ol style="list-style-type: none"> 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. <p>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:</p> <ol style="list-style-type: none"> 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.
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<p>Assessment Tools</p> <p>Success in Latin II Honors will be assessed by the following methods:</p>
<ol style="list-style-type: none"> 1. Vocabulary/grammar quizzes and tests. 2. Unit Tests. 3. Skit presentations. 4. Translations from English to Latin and Latin to English. 5. Provide Latin responses to Latin questions on Readings. 6. Completion of grids and diagrams to show differences in tenses and declensions. 7. Parsing of sentences: identify parts of speech/parts of sentence, etc. 8. Pictograms of vocabulary and stories. 9. Time Lines 10. Creation of holiday cards in Latin 11. Oral Presentation on Roman authors and their works. 12. Games such as <i>vinco</i>, flyswatter, concentration, jeopardy, Crossword Puzzles 13. Creation of English sentences using words derived from Latin. 14. Photography display which shows the Roman influence in Scituate and surrounding area. 15. Poster presentations of famous Roman sayings. 16. Declension and conjugation drills and substitutions 17. Daily recognition of the Latin influence on our own language and culture (Quid Novi)

<p>Materials and Resources</p> <p><u>Latin for Americans, Second Book</u> Ullman, Henderson, Henry; Glencoe, McGraw Hill, 1997.</p> <p><u>Latin for Americans Workbook</u>, Marcia Stille, 1997 Transparencies, testing program which accompany the course.</p> <p>Videos: Roman Holiday, Cyber Rome, A Funny Thing Happened on the Way to the Forum, the Masada</p>

<p>Relationship to the High School Expectations:</p> <p>Given a basic vocabulary and grammatical structures suitable to Level II Honors, the student will be able to be:</p> <ul style="list-style-type: none"> • An effective reader of Latin. • An effective writer of simple Latin sentences as well as English exposes on classical topics. • An effective speaker/presenter/performer of selected topics.
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- 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.