

Foreign Language Department Guide Latin I Overview

Course Description: Latin I

Latin I is offered to students in classes 9-12. The class meets six days out of seven for fifty-seven minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

Latin I introduces the student to basic Latin grammar and syntax, with emphasis on sentence structure, case usage, and verb formations. Study of word derivation, historical background and classical civilization are also stressed. Individual outside projects are encouraged.

Successful completion of the course, with a recommended grade of C or better, allows the student to continue on to Latin II. Students with an A average as well as superior performance on the Placement Exam will be recommended for Latin II Honors.

Major Course Objectives

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

1. Understand the concept of inflection.
2. Recognize and be able to translate properly nouns and adjectives in all cases (including vocative) of the first, second and third declensions.
3. Recognize and be able to translate properly the basic case uses of first, second, and third declensions
4. Recognize and be able to translate properly infinitives, imperatives, plus verbs of all four conjugations in present, imperfect, future and perfect tenses, indicative mood, active voice.
5. Recognize and be able to translate properly verbs from all four conjugations in present, imperfect and future tenses, indicative mood, passive voice.
6. Recognize and be able to translate properly the irregular verbs *sum*, *possum* in the indicative mood, present, imperfect, future and perfect tenses.
7. Recognize and use correctly the concept of principal parts and stems.
8. Demonstrate proficiency with the following structures: subject-verb agreement, noun-adjective agreement, prepositional phrases, interrogatives
9. Initiate and respond to simple statements in both oral and written form.
10. Recognize and translate successfully a Latin sentence that is simple, simple-complex, compound and compound-complex.
11. Demonstrating knowledge of acquired vocabulary, as well as the basic grammatical structures stated above, translate correctly simple English sentences into Latin
12. Discuss the geography and history of Rome and the Empire from its beginnings through the reign of Marcus Aurelius
13. Discuss the most well known 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 short stories in Latin about Roman daily life

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. Present information in a brief report. (3)

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, dramas, films and photographs.
4. Identify distinctive cultural products from the target culture such as toys, clothes foods, currencies, games, traditional crafts.
5. Identify distinctive contributions made by people in the target culture.
6. Demonstrate knowledge of artistic expression in the target culture by identifying, learning and performing songs, memorizing poems, by identifying and making examples of crafts or visual arts using traditional techniques, such as

| |
|---|
| <p>mosaics and frescoes.</p> <p>7. Demonstrate knowledge of the target culture’s geography by identifying features such as rivers, mountains, cities, by name on maps.</p> <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. Give examples of borrowed and loaned words. (5) 4. Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics. (5) 5. Ask and answer questions regarding different forms of communication in the target culture and their own such as signs and symbols.(6) 6. Compare/contrast patterns of behavior in the target culture with their own. (6) 7. 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. |
|---|

| |
|---|
| <p>Assessment Tools</p> <p>Success in Latin I 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. Questions on Latin connections to our world (Quid Novi). 6. Map identification of Rome and her empire. 7. Creation of holiday cards in Latin 8. Oral Presentation on Roman myths and legends. 9. Parsing of sentences: identify parts of speech/parts of sentence, etc. 10. Respond in Latin to Latin Questions on Readings 11. Games such as <i>vinco</i>, flyswatter, concentration, jeopardy 12. Creation of English sentences using words derived from Latin. 13. Presentations on everyday life in Rome. 14. Poster presentations of famous Roman sayings. 15. Declension and conjugation drills. 16. Completions of grids and diagrams to show differences in tenses and declensions. 17. Pictograms of vocabulary and stories. 18. Time Lines |

| |
|--|
| <p>Materials and Resources</p> <p><u>Latin for Americans First Book</u>, Ullman, Henderson, Henry; Glencoe, McGraw Hill, 1997.</p> <p><u>Latin for Americans First Book Workbook</u>, Marcia Stille, 1997</p> <p>Transparencies, testing program which accompany the course.</p> <p>Videos: Roman Myths and Legends, Spartacus, History of Rome, Cyber Rome, Clash of the Titans, Ben Hur</p> |
|--|

| |
|--|
| <p>Relationship to the High School Expectations:</p> <p>Given a basic vocabulary and grammatical structures suitable to Level I, 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. • 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. |
|--|