

The Department's Educational Philosophy

The study of a language that is not our own whether modern or classical, provides new opportunities to develop greater communication skills, in both the native and foreign language, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that modern language learners should interact with other speakers of the language locally and globally, and classical language learners will engage in simple oral changes and will develop reading skills, with discussion of texts conducted in English.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

Guiding Principles

All students of classical languages should:

- Develop proficiency in the target language through listening, reading, writing, and pronunciation in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, architecture, science, and religion.
- Develop insight into modern languages and world cultures through comparison and contrast with the classical language.
- Acquire information in and make connections with other disciplines, such as English, history, art, architecture, social studies, and sciences.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

LATIN I: COURSE #500

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: None

Background to the Curriculum

All levels of Latin follow the Jenney textbook series, Levels 1 – 4. The program was reviewed and selected in 2006.

The Latin I curriculum is aligned to national and state standards.

For more information, contact a current teacher of Latin I as indicated on the A.B.R.H.S. World Language website.

Core Topics/Questions/Concepts/Skills

Vocabulary: is geared toward reading, primary sources of major authors, specifically Caesar, Cicero, Vergil, Ovid, Apuleius, Pliny, Catullus, et al.

Grammar and Syntax: First declension; nominative case; present tense; agreement of verbs; direct object; conjugation of *Sum*; uses of *Sum*; ablative of place where; questions; second declension; genitive of possession; second declension, neuter; accusative of place to which; ablative of place to which; adjectives; agreement of adjectives; adjectives as substantives; imperfect tense; future tense; adjectives in *-er*; dative of indirect object; imperfect of *Sum*; future of *Sum*; ablative of means or instrument; principal parts of speech; interrogative particles; formation of adverbs; perfect tense; pluperfect tense; future perfect tense; imperative mood; vocative case; third declension; third declension, neuter; ablative of manner, third declension I-stems; second conjugation; third declension adjectives; ablative of accompaniment; passive voice, first conjugation; second conjugation passive; ablative of personal agent; numerals, third conjugation; apposition; third conjugation passive; objective genitive; third conjugation I-Stem; ablative of separation; demonstratives *Is, Hic, Ille*; ablatives of time; personal pronoun; relative pronoun; interrogative pronoun; interrogative adjective; fourth declension; partitives; fourth conjugation; accusative of extent of space; accusative of duration of time; fifth declension; formation of adverbs; *inquam*; *possum*; infinitives; comparison of adjectives; *quam*; ablative of comparison; comparison of adjectives in *-er, -eus, -ius, -ilis*; dative with adjectives; irregular comparison of adjectives; comparison of adverbs; ablative of degree of difference; temporal and causal clauses; demonstratives *Ipse, Idem*; irregular adjectives; ablative of specification; subjective and objective infinitives; indirect statement; tenses of infinitives; ablative of cause; reflexives; dative of reference; dative of purpose; double dative

Culture for Communication: select topics and vocabulary related to the culture of ancient Rome, including but not limited to: religion, education, trade, transportation, art and architecture, business, fashion, industry, class structure, politics, the military, leisure, entertainment, and home life

Skills for Communication: reading, writing, listening and pronunciation

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful Latin I H students will:</i>	
1) Communicate through reading, writing, listening and pronunciation at the appropriate level of proficiency.	1.1, 1.2
2) Incorporate the afore-mentioned vocabulary and structures in their communication.	1.1, 1.2
3) Compare and contrast this vocabulary and these structures with those of the English language.	4.1
4) Demonstrate an understanding and appreciation of the cultures of the Romans	2.1, 2.2
5) Be able to compare and contrast these cultures with their own.	4.2
6) Be able to make connections to other disciplines, specifically English, social studies, history, art and architecture, science (geography) and religion.	3.1, 3.2

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, which are offered in a variety of ways: written tests and quizzes, projects, oral presentations as well as reading (translation) and writing group activities in-class. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target classical language individually, in pairs, and in group work. The final examination evaluates students’ reading comprehension in the target classical language, as well as knowledge of the literature, history and culture of classical civilization and both their influence upon and connection to western civilization and the modern world.

Materials and Resources

Print

- Jenney, Jr., C., Scudder, R.V., and Baade, E.C., Jenney's First Year Latin. Newton, Massachusetts: Allyn and Bacon, Inc., 1987.
- Jenney, Jr., C., Scudder, R.V., and Baade, E.C., First Year Latin Workbook. Newton, Massachusetts: Allyn and Bacon, Inc., 1987.
- Zoch, P.A., Ancient Rome: An Introductory History. Norman: University of Oklahoma Press, 1998.
- Bullfinch, T., Bullfinch's Greek and Roman Mythology: The Age of Fable. Mineola, New York: Dover Publications, 2000.