

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 III H/AE: COURSE #503

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

Credits Offered: Five

Prerequisites: Latin I and Latin II

Background to the Curriculum

All levels of Latin follow the Jenney textbook series, Levels 1-4, as well as a variety of readers. The program was reviewed and selected in 2006.

The Latin I-IV curricula are aligned to national and state standards.

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

Core Topics/Questions/Concepts/Skills

Vocabulary: Geared toward reading primary sources of major authors at this level, namely Cicero, Catullus, Sallust, Pliny and Ovid.

Grammar and Syntax: Continued practice with the following (covered in Latin I and II): 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; participles; subjunctive mood; hortatory subjunctive; adverbial clause of purpose; relative clause of purpose; indirect commands; clauses after verbs of fearing; sequence of tenses; indirect questions; result clauses; *cum* clauses; deponent verbs; locative case; special place constructions; ablative absolute; genitive and ablative of description; conjugation of *fero* and *eo*; conjugation of

volo, nolo and *malo*; dative of possession; negative commands; conjugation of *fio*; subordinate clauses in indirect discourse; impersonal verbs; dative with intransitive verbs; dative with compound verbs; indefinite pronouns and adjectives; relative clause of characteristic; future passive participle; gerundive; passive periphrastic; dative of agent; gerund; supine; conditions, declension of Greek nouns.

Additional Skills / Focus Areas: a) literal (but smooth) translation; b) poetic meter and scansion; c) recognition of figures of speech; d) practice with sight translation; and e) recognition of themes pervading the literature.

Culture for Communication: Select topics and vocabulary related to the culture of ancient Rome. Focus on understanding the historical and literary context of the literature during the late Republic. Catullus discussions will focus on elegiac and lyric poetry (elegiac couplet and hendecasyllabic lines) and Cicero discussions will focus on Ciceronian style and oratorical techniques.

Skills for Communication: Reading, writing, listening and pronunciation

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards,</u>
	<u>where applicable</u>
<i>By the end of the course, successful Latin III 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, specifically during the Roman Republic.	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, modern languages, social studies, history, art and architecture, science (geography) and religion.	3.1, 3.2, 5.2
7) Recognize the influence of Latin on the specialized language of various professional fields and recognize its use in the media.	5.1

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 Third Year Latin. Newton, MA: Allyn and Bacon, Inc., 1987.
- Garrison, D.H., ed. The Student's Catullus: Third Edition. Norman: University of Oklahoma Press, 2004.
- Galinsky, K., ed. Cambridge Companion to the Age of Augustus. Cambridge: Cambridge University Press, 2005.
- Flower, H.I., ed. Cambridge Companion to The Roman Republic. Cambridge: Cambridge University Press, 2004.
- Osgood, J. Caesar's Legacy. Cambridge: Cambridge University Press, 2006.
- Bugh, G.R. The Cambridge Companion to the Hellenistic World. Cambridge: Cambridge University Press, 2006.