

Southern Regional High School District Course of Study

Department World Languages

Course Number: 5410

Course Title: Latin I – Course # 5410
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Essential Questions of the Course:

- 1. How do we use Latin to develop an understanding of the perspectives of Roman and Greek culture?**
- 2. How do we use Latin to discover the meaning of the Western tradition we have inherited?**
- 3. How do we use Latin to increase the knowledge of our own language?**
- 4. How do we use Latin to enhance our study of other disciplines?**

Assessments:

- 1. Oral and written quizzes on Latin vocabulary and grammar, and Roman and Greek history, mythology, and culture.**
- 2. Class discussions**
- 3. Oral presentations on appropriate Roman and Greek cultural and historical topics**
- 4. Unit tests**
- 5. Graded homework assignments**

Unit of Study I

Unit Title: The Villa Rustica (I)

Essential Questions of the Unit:

- 1. How is the structure of a Roman family similar/different from a typical American family?**
- 2. What does the construction of *villae rusticae* in the Italian countryside tell us about the Romans' relationship with their environment?**
- 3. What are some of the fundamental similarities/differences between English and Latin?**
- 4. How did Latin influence the development of English?**
- 5. How is the founding myth of Aeneas similar/different to myths surrounding the founding of the United States?**

Assessments:

- 1. Oral and written quizzes on Latin vocabulary and grammar, and Roman and Greek history, mythology, and culture.**
- 2. Class discussions**
- 3. Graded translations of stories dealing with Roman city life and structure**
- 4. Oral recitations of noun and adjective declensions and verb conjugations**
- 5. Dictations**
- 6. Sentence analyses**
- 7. Sentence completions**
- 8. Design a 'modern' Roman villa rustica**
- 9. Unit test**

Content:

Culture:

- 1. Structure of a typical 1st century A.D. Roman family**
- 2. Roman dress**
- 3. The myth of Aeneas and the founding of the Roman race**
- 4. The Villa Rustica and Roman summer living habits**

Vocabulary

- 1. Vocabulary related to Roman family and country life**

Grammar/Structure

- 1. Definitions of parts of speech: Nouns, Adjectives, Verbs**
- 2. Lack of article in Latin**
- 3. Several English translations for one Latin verb tense**
- 4. 3rd person singular and plural, present tense**
- 5. Subjects, verbs, linking verbs, and complements**
- 6. Nouns and adjectives, singular and plural**
- 7. Direct objects, singular: ending -M**
- 8. Transitive and intransitive verbs**
- 9. Gender: Nouns and adjectives**
- 10. Complementary infinitive**
- 11. Infinitive with impersonal verbal phrases**
- 12. Direct objects, plural: endings –AS, -OS, -ES**
- 13. Nouns, cases and declensions**
- 14. 3rd declension: nominative and accusative plural: -ES**

Skills:

1. Students will use the present active tense of regular and irregular verbs
2. Students will use the nominative and accusative cases of the 1st, 2nd, and 3rd noun declensions
3. Students will use nouns and adjectives of the 1st, 2nd, and 3rd declensions
4. Students will read and write Latin using subjects, linking verbs, and complements
5. Students will read and write Latin using transitive verbs and direct objects
6. Students will read and write Latin using complementary infinitives
7. Students will read and write Latin using infinitives with impersonal verbal phrases
8. Students will use Latin expressions in English
9. Students will use an English dictionary to research etymologies
10. Students will form English vocabulary using Latin roots
11. Students will use knowledge of Roman family and country life during the 1st century A.D. to inform and enhance their understanding of modern American life

Purpose / Rational of the unit:

This unit provides students with a basic introduction to Roman life lived through the eyes of an aristocratic Roman family of the 1st century A.D. Through maps, essays, and selections in Latin, students become familiar with the general day to day life of a Roman family living in the countryside during the heat of an Italian summer. Students are asked to draw comparisons along the way to modern American life. Students are also exposed the seminal Roman myth: that of Aeneas. Students begin their reading of Latin through the introduction of grammatical terms common to both Latin and English, thus embarking from the common ground shared by the two languages. As more Latin is learned, students are continually asked to discover similarities and differences between the two languages.

New Jersey Core Curriculum Content Standards:

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

Time Frame of Unit:

10 weeks

Instructional Activities:

- 1. Practice declining masculine and feminine nouns of the 1st, 2nd, and 3rd declension, nominative and accusative cases, written and oral**
- 2. Practice noun-adjective agreement with nouns and adjectives of the 1st, 2nd, and 3rd declensions**
- 3. Read and interpret Latin readings dealing with country life in ancient Rome which also contain the new grammatical elements practiced above**
- 4. Read and discuss maps and essays (in English) concerning the Bay of Naples and its environs**
- 5. Translate English sentences into good Latin**

Materials and Resources:

- 1. Ecce Romani I, Chapters 1-7, Textbook and Activity Book**
- 2. Notes and worksheets as prepared by instructor**
- 3. Videos (Pompeii: Secrets Revealed)**
- 4. Maps (Italy, 1st century A.D., Bay of Naples and environs, 1st century A.D., Aeneas' wanderings)**
- 5. Timelines (end of the Trojan war to the founding of the Roman race)**
- 6. Art (paintings: reading and writing artifacts, Roman girl and boy, Cornelia, mother of the Gracchi, garden of a Roman villa, the Trojan horse, Aeneas at Pallanteum, Roman glass jar, Pegasus, Aesop)**

Unit of Study II

Unit Title: Off to Rome! (II)

Essential Questions of the Unit:

- 1. How did Roman modes of transportation vary?**
- 2. What social divisions are evident in the differences various types of Roman transportation?**
- 3. How did Rome's network of roads help her eventual military, political, and economic take-over of the Italian peninsula?**
- 4. What does the myth of Romulus and Remus tell us about Roman character?**
- 5. What does the relationship between the Roman and Greek pantheons teach us about cultural 'borrowing' and the elasticity of myth and tradition?**

Assessments:

- 1. Oral and written quizzes on Latin vocabulary and grammar, Roman history, mythology, and culture.**
- 2. Class discussions on the Roman road system, Roman vehicles, the Roman and Greek pantheons, and the myth of Romulus and Remus**
- 3. Graded translations of Latin selections dealing with Roman travel, Roman country life, and the myth of Romulus and Remus**
- 4. Oral recitations**
- 5. Dictations**
- 6. Sentence analyses**
- 7. Sentence completions**
- 8. Unit test**

Content:

Culture

- 1. Maps and descriptions of the Roman road system in Italy, specifically the Appian Way**
- 2. The myth of Romulus and Remus and the establishment of the Roman monarchy**
- 3. The Roman pantheon**

Vocabulary

- 1. Vocabulary related to Roman travel, and gods and goddesses,**

Grammar/Structure

- 1. Verbs: Persons: regular present tense endings; irregular present tense of ESSE**
- 2. Vocative case, Nouns and Adjectives**
- 3. Prepositional phrases: accusative and ablative endings**
- 4. Noun declensions: 1st, 2nd, 3rd: nominative, genitive, dative, accusative, ablative, vocative cases**
- 5. Verbs: Imperatives**
 - a. Ablative case usages**
- 6. 3rd declension I-stem nouns**
- 7. Adverbs**
- 8. Verbs: Imperfect Tense, regular and irregular verbs**
- 9. Accusative used with infinitive**

Skills:

- 1. Students will read and write Latin using the present and imperfect active tenses of regular and irregular verbs**
- 2. Students will read and write Latin using prepositional phrases with the accusative and ablative cases**
- 3. Students will read and write Latin using adverbs**
- 4. Students will read and write Latin using the accusative and infinitive construction**
- 5. Students will read and write Latin using nouns in all cases from the 1st, 2nd, and 3rd declensions**
- 6. Students will form and define English vocabulary using the suffix -ify**
- 7. Students will form and define Latin vocabulary using the Latin suffix -or**
- 8. Students will compare and contrast travel in ancient Rome with modern American life**
- 9. Students will display understanding of the role Roman roads played in Rome's eventual conquest of the Italian peninsula**
- 10. Students will draw inferences about Roman character from the myth of Romulus and Remus**

Purpose / Rational of the unit:

This unit introduces students to the very efficient (relatively speaking) system of roads built by the Romans through Italy beginning in the mid 4th century B.C. Students will compare the different modes of transportation of different layers of Romans, varying from horse drawn, luxurious carriages, to simple ox drawn carts, comparing them to travel in modern America. Students also develop an understanding of the myths surrounding the foundation of the city of Rome itself and her first system of government. Students further enhance their reading level through the mastery of the imperfect tense for all verb conjugations, as well as all noun and adjective cases in the 1st, 2nd, and 3rd declensions.

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Time Frame of Unit:

10 weeks

Instructional Activities:

- 1. Practice conjugating verbs in the present and imperfect active tenses, regular and irregular, written and oral**
- 2. Practice declining nouns of the 1st, 2nd, and 3rd declensions, all cases, written and oral**
- 3. Read and interpret Latin readings dealing with Roman travel, containing new grammatical elements practiced above**
- 4. Read and discuss maps, essays (in English), and illustrations concerning Roman travel**
- 5. Read and discuss essays concerning the myth of Romulus and Remus and the Roman monarchy**
- 6. Translate English sentences into good Latin**

Materials and Resources:

- 1. Ecce Romani I, Chapters 8-14, Textbook and Activity Book**
- 2. Notes and worksheets as prepared by instructor**
- 3. Videos (Ancient Rome: The Mobile Society)**
- 4. Maps (Roman road system in Italy)**
- 5. Timelines (arrival of Aeneas to the founding of Rome)**
- 6. Art (illustrations: Brutus and his sons, Daedalus and Icarus, Etruscan sarcophagus, Venus lamenting Adonis, slaves loading a raeda, Faustulus and the she-wolf, Romulus and Remus and the she-wolf, Appian Way, the Horatii triplets)**

Unit of Study

Unit Title: A Roman Inn (III)

Essential Questions of the Unit:

- 1) How did Roman travel lodging arrangements vary by social division?**
- 2) What can we infer about Roman character from their view of hospitality?**
- 3) How are Roman inns similar/different from their modern counterparts?**
- 4) What do the myths from the early centuries of Rome tell us about Roman values?**

Assessments:

- 1. Oral and written quizzes on vocabulary, grammar, history, mythology, and culture.**
- 2. Class discussions**
- 3. Graded translations**
- 4. Oral recitations**
- 5. Dictations**
- 6. Sentence analyses**
- 7. Sentence completions**
- 8. Unit test**

Content:

Culture:

- 1. Roman inns**
- 2. Roman guest friend relationships**
- 3. Myths from the monarchy and early republic**

Vocabulary:

- 1. Vocabulary related to Roman lodging and travel**

Grammar/Structure:

- 1. Neuter nouns of the 2nd and 3rd declensions**
- 2. Numbers and numerals**
- 3. Declensions of UNUS, DUO, and TRES**
- 4. Nouns and adjectives: agreement**
- 5. Full declension of the 1st and 2nd adjective**
- 6. Present and Imperfect active tenses of the irregular verbs:
VELLE, NOLLE, FERRE, and IRE**
- 7. Full declension of the 3rd declension adjective**
- 8. Verbs: Perfect tense**

Skills:

- 1) Students will read and write Latin using the present, imperfect, and perfect active tenses of regular and irregular verbs**
- 2) Students will read and write Latin using nouns and adjectives of the 1st, 2nd, and 3rd declensions in all cases and genders**
- 3) Students will read and write Latin using the numbers and numerals 1-20, 50, 100, 500, and 1000**
- 4) Students will form Latin nouns using the suffixes –ITUDO, -ITAS**
- 5) Students will form Latin adjectives using the suffixes –ILIS, -ALIS, and -ARIUS**
- 6) Students will form and define English vocabulary by combining Latin suffixes**
- 7) Students will be able to describe the varying types of lodging for Roman travelers and their social significance**
- 8) Students will be able to retell myths from the early centuries of the city and describe their cultural significance for the Romans**

Purpose / Rational of the unit:

This unit provides students with an understanding of the form and function of the varying types of lodging available to Roman travelers. Students will discuss the social differences and compare the Roman practice to modern American travel. Students also analyze various myths from the early years of Rome which are meant to typify positive Roman character. Students further enhance their reading level through the mastery of the imperfect tense, the third declension of adjectives, and Roman numbers and numerals.

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- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

Time Frame of Unit:

10 weeks

Instructional Activities:

- 1. Practice conjugating regular and irregular verbs in the present, imperfect, and perfect active tenses, written and oral**
- 2. Practice declining nouns and adjectives of the first three declensions in all cases, written and oral**
- 3. Read and interpret Latin readings containing new grammatical elements practiced above**
- 4. Read and discuss maps, essays (in English), and illustrations concerning Roman lodging arrangements, early myths of ancient Rome, and the Roman guest friend relationship**
- 5. Translate English sentences into good Latin**

Materials and Resources:

- 1) Ecce Romani I, Chapters 15-19, Textbook and Activity Book**
- 2) Notes and worksheets as prepared by instructor**
- 3) Videos (Pompeii: Secrets Revealed, Ancient Rome: The Mobile Society)**
- 4) Maps (Roman territory in the 4th century B.C.)**
- 5) Timelines (beginning of the monarchy to the early republic)**
- 6) Art (illustrations: the Golden Milestone, a Roman inn, Horatius at the bridge, graffiti from Pompeian inns, Janiform jug, mosaic travel scene)**

Unit of Study IV

Unit Title: From the Inn to Rome! (IV)

Essential Questions of the Unit:

- 1) How do fables popular with the Romans give us insight into their values and character?**
- 2) How do Roman burial customs compare/contrast with customs today?**
- 3) What do those customs tell us about Roman attitudes towards the dead and the afterlife?**
- 4) How did Rome's early military conquests change life in the city?**

Assessments:

- 1) Oral and written quizzes on Latin vocabulary and grammar, and Roman and Greek history, mythology, and culture.**
- 2) Class discussions on Roman burial customs and the expansion of Roman power through military conquest**
- 3) Graded translations of readings based on the family's arrival in Rome**
- 4) Oral recitations**
- 5) Dictations**
- 6) Sentence analyses**
- 7) Sentence completions**
- 8) Unit test**

Content:

Culture

- 1. Roman burial customs**
- 2. Roman military conquest and expansion of influence**
- 3. Topography of Appian Way upon approach to Rome**

Vocabulary

- 1. Vocabulary related to Roman burial customs and architecture**

Grammar/Structure

- 1. Verbs: Perfect tense**
- 2. Subordinate clauses with the conjunction DUM**
- 3. Uses of the infinitive (review)**
- 4. Principal parts of verbs**
- 5. Tense recognition**
- 6. Uses of the dative case (review)**
- 7. 3rd declension adjectives of one termination**
- 8. Adjectives as substantives**
- 9. Verbs, regular and irregular: Future tense**
- 10. Present and Future tense recognition**

Skills:

- 1. Students will read and write Latin using the present, imperfect, perfect, and future active tenses of regular and irregular verbs**
- 2. Students will read and write Latin using nouns and adjectives of the first three declensions in all cases**
- 3. Students will read and write Latin using adjectives as substantives**
- 4. Students will read and write Latin using subordinate clauses with the conjunction DUM**
- 5. Students will read and write Latin using the infinitive in various uses**
- 6. Students will read Latin selections describing the family's arrival in Rome**
- 7. Students will form and define English vocabulary using the 4th principal part of Latin verbs**
- 8. Students will learn Latin phrases commonly used in English**

Purpose / Rational of the unit:

This unit provides students with insight into Roman burial customs and attitudes. Students will compare and contrast Roman customs with modern American customs in order to infer similarities and differences in Roman and American attitudes. Students further enhance their reading level through the mastery of the perfect and future active tenses, subordinate clauses with the conjunction DUM, uses of the infinitive, principal parts, and adjectives as substantives.

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- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

Time Frame of Unit:

10 weeks

Instructional Activities:

- 1. Practice conjugation regular and irregular verbs in the present, imperfect, perfect, and future active tenses, written and oral**
- 2. Practice declining nouns and adjectives of the first three declensions in all cases**
- 3. Read and interpret Latin readings dealing with Roman burial customs and the family's arrival in Rome containing new grammatical elements practiced above**
- 4. Read and discuss maps, essays (in English), and illustrations concerning Roman burial customs and architecture and Roman military expansion up to the second Punic War**
- 5. Translate English sentences into good Latin**

Materials and Resources:

- 1. Ecce Romani I, Chapters 20-23, Textbook and Activity Book**
- 2. Notes and worksheets as prepared by instructor**
- 3. Videos (Pompeii: Secrets Revealed)**
- 4. Maps (Rome and its environs, Greece, routes of Roman aqueducts)**
- 5. Timelines (the early republic to the second Punic War)**
- 6. Art (illustrations: villa dining room, a Roman military victory procession, noblewoman playing a cithara, tomb of Caecilia Metella, Vercingetorix before Caesar, reconstruction of ancient Rome, aqueduct Pont du Gard)**