

Milford Public Schools Curriculum



Department: World Language

Course Name: Latin 1

Course Description

LATIN 1

Grade 9,10,11,12 (1.0 Credits)

Levels: 1-751120, 2-752120

Students will begin to read and understand Latin structures and vocabulary through a variety of cultural readings, prompts, and historical contexts. Students will increase their capacities with English words derived from Latin. Assessments at this level reflect in-depth language acquisition and acute awareness of the complexities of grammar and syntax. Students are expected to achieve a higher degree of language usages and comprehension, in addition to, the ability to make cultural contrasts and connections in broader terms.

UNIT 1

Unit Title: Declension of Nouns

Unit Description This unit is designed to enable the students to learn how to decline nouns from the first, second, third, and third “i stem” declensions.

LEARNING GOALS

Enduring Understanding(s):

DEU: EU “B” (Benefits and Relevancies of a World Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study.

CEU: The students will master the method by which a stem is determine nouns and the specific case endings for a given noun family.

UEU #1: The students will know how to find the stem of a noun.

UEU #2: The students will know how to decline nouns in a given noun family.

Essential Question(s):

DEQ: Communication in the Target Language #5: How do I form a sentence in the target language?

CEQ: What are the Latin endings for nouns?

UEQ #1: How do I determine the stem of a Latin noun?

UEQ #2: How do I decline a Latin noun in a given noun family

Content and Skills:

The students will know both the nominative and the genitive forms of nouns.

The students will know the case endings for each noun family.

Standards Addressed:

Communication: How do I understand what others are trying to communicate in another language?

Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages

UNIT 2

Unit Title: Present System Conjugation of Verbs

Unit Description: This unit is designed to enable the students to learn how to conjugate verbs in *both* voices of the present system.

LEARNING GOALS

Enduring Understanding(s):

DEU: EU “B” (Benefits and Relevancies of a World Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study.

CEU: The students will master the method by which a stem is determined for Latin verbs, and the specific tense signs and personal endings for each given tense.

UEU #1: The students will know how to find the present stem of a verb.

UEU #2: The students will know how to conjugate verbs in the Present System.

Essential Question(s):

DEQ: Communication in the Target Language #5: How do I form a sentence in the target language?

CEQ: What are the Latin tense signs and personal endings for verbs?

UEQ #1: How do I determine the present stem of a Latin verb?

UEQ #2: How do I conjugate a Latin verb in a given present system tense

Content and Skills:

The students will know the four (4) principal parts of verbs.

The students will know the various tense signs.

The students will know the various personal endings.

The students will know the universal translation formats for present system verbs.

Standards Addressed:

Communication: How do I understand what others are trying to communicate in another language?

Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages?

UNIT 3

Unit Title: Declension of Adjectives

Unit Description: This unit is designed to enable the students to learn how to decline adjectives from the first/second and third declensions.

LEARNING GOALS

Enduring Understanding(s):

DEU: EU “B” (Benefits and Relevancies of a World

Essential Question(s):

<p>Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study. CEU: The students will master the method by which a stem is determined for Latin adjectives and the specific case endings for a given adjective family. UEU #1: The students will know how to find the stem of an adjective. UEU #2: The students will know how to decline adjectives in a given adjective family.</p>	<p>DEQ: Communication in the Target Language #5: How do I form a sentence in the target language? CEQ: What are the Latin endings for adjectives? UEQ #1: How do I determine the stem of a Latin adjective? UEQ #2: How do I decline a Latin adjective in a given adjective family</p>
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Content and Skills:
The students will know the nominative masculine, feminine, and neuter forms of each adjective.
The students will know the case endings for each adjective family.

Standards Addressed:
Communication: How do I understand what others are trying to communicate in another language?
Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages?

UNIT 4

Unit Title: Perfect System Conjugation of Verbs

LEARNING GOALS

<p>Enduring Understanding(s): DEU: EU “B” (Benefits and Relevancies of a World Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study. CEU: The students will master the method by which a stem is determined for Latin verbs, and the specific tense signs and personal endings for each given tense. UEU #1: The students will know how to find the perfect stem of a verb. UEU #2: The students will know how to conjugate verbs in the Perfect System.</p>	<p>Essential Question(s): DEQ: Communication in the Target Language #5: How do I form a sentence in the target language? CEQ: What are the Latin tense signs and personal endings for verbs? UEQ #1: How do I determine the perfect stem of a Latin verb? UEQ #2: How do I conjugate a Latin verb in a given perfect system tense?</p>
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Content and Skills:
The students will know the four (4) principal parts of verbs.
The students will know the various tense signs.

The students will know the various personal endings.
The students will know the present, imperfect, and future forms of the verb sum.
The students will know the universal translation formats for perfect system verbs.

Standards Addressed:

Communication: How do I understand what others are trying to communicate in another language?

Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages?

UNIT 5

Unit Title: Nominative and Accusative Case Uses

Unit Description:

This unit is designed to enable the students to learn how to recognize and correctly translate the following grammar structures, viz. nominative as subject, predicate nominative, nominative appositive, accusative of the direct object, predicate accusative, accusative of the place to which, and accusative appositive.

LEARNING GOALS

Enduring Understanding(s):

DEU: EU “B” (Benefits and Relevancies of a World Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study.

CEU: The students will master the above mentioned uses of the nominative and accusative cases.

UEU #1: The students will know how to identify and translate nouns in the above mentioned nominative and accusative case grammar structures.

UEU #2: The students will know how to place these nominative and accusative case noun grammar structures in their English translations.

Essential Question(s):

DEQ: Communication in the Target Language #5: How do I form a sentence in the target language?

CEQ: What are some of the specific ways in which the nominative and accusative cases are used in a Latin sentence?

UEQ #1: How do I render the above mentioned Latin nominative case uses in English?

UEQ #2: How do I render the above mentioned Latin accusative case uses in English?

Content and Skills:

The students will know the Latin grammatical formation of the above mentioned nominative and accusative case structures.

The students will know the correct rendering of the above mentioned nominative and accusative

Standards Addressed:

Communication: How do I understand what others are trying to communicate in another language?

Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages?

UNIT 6

Unit Title: Genitive and Dative Case Uses

Unit Description: This unit is designed to enable the students to learn how to recognize and correctly translate the following grammar structures, viz. genitive of possession, objective genitive, partitive genitive, genitive appositive, dative of the indirect object, dative with adjectives, and dative appositive.

LEARNING GOALS

Enduring Understanding(s):

DEU: EU “B” (Benefits and Relevancies of a World Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study.

CEU: The students will master the above mentioned uses of the genitive and dative cases.

UEU #1: The students will know how to identify and translate nouns in the above mentioned genitive and dative case grammar structures.

UEU #2: The students will know how to place these genitive and dative case noun grammar structures in their English translations.

Essential Question(s):

DEQ: Communication in the Target Language #5: How do I form a sentence in the target language?

CEQ: What are some of the specific ways in which the genitive and dative cases are used in a Latin sentence?

UEQ #1: How do I render the above mentioned Latin genitive case uses in English?

UEQ #2: How do I render the above mentioned Latin dative case uses in English?

Content and Skills:

The students will know the Latin grammatical formation of the above mentioned genitive and dative case structures.

The students will know the correct rendering of the above mentioned genitive and dative case grammar structures.

The students will know the correct placement of these grammar structures in an English sentence.

Standards Addressed:

Communication: How do I understand what others are trying to communicate in another language?

Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages?

UNIT 7

Unit Title: Ablative and Vocative Case Uses

Unit Description: This unit is designed to enable the students to learn how to recognize and correctly translate the following grammar structures, viz. ablative of the place where, ablative of accompaniment, ablative of the place from which, ablative of means /instrument, ablative of personal agent, ablative of specification, partitive ablative of the place from which, appositive ablative, vocative of direct address, and vocative appositive.

LEARNING GOALS

Enduring Understanding(s):

DEU: EU “B” (Benefits and Relevancies of a World Language) The students will understand that increased language proficiency leads to the acquisition of skills that empower them to be aware of the many benefits associated with world language study.

CEU: The students will master the above mentioned uses of the ablative and vocative cases.

UEU #1: The students will know how to identify and translate nouns above mentioned ablative and vocative case grammar structures.

UEU #2: The students will know how to place these ablative and vocative case noun grammar structures in their English translations.

Essential Question(s):

DEQ: Communication in the Target Language #5: How do I form a sentence in the target language?

CEQ: What are some of the specific ways in which the ablative and vocative cases are used in a Latin sentence?

UEQ #1: How do I render the above mentioned Latin ablative case uses in English?

UEQ #2: How do I render the above mentioned Latin vocative case uses in English?

Content and Skills:

The students will know the Latin grammatical formation of the above mentioned ablative and vocative case structures. The students will know the correct rendering of the above mentioned ablative and vocative case grammar structures.

The students will know the correct placement of these grammar structures in an English sentence.

Standards Addressed:

Communication: How do I understand what others are trying to communicate in another language?

Comparisons Among Languages: How do I demonstrate my understanding of the similarities, differences, and interactions across languages?