



BLUE VALLEY DISTRICT CURRICULUM
World Language | Latin I



| QTR | ORGANIZING THEME/TOPIC | COMMUNICATION STANDARDS & SKILLS |
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| | <p>UNIT 1: <i>Aeneid</i>-Elementary Background</p> <p>Time Frame: 6 week August – September</p> <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> • approximately 50 new vocabulary words • basic words such as <i>puella</i>-girl, <i>femina</i>-woman • words common in the AP curricular texts, Vergil's <i>Aeneid</i> such as <i>quo</i>- where to, • words commonly found in Caesar's <i>Gallic Wars</i> such as <i>legatus</i>- lieutenant, envoy <p>Cultural Focus</p> <ul style="list-style-type: none"> • read to identify the layout of a Roman urban home and the purposes of the various rooms and their contents | <p>1.1 Students read, understand, and interpret Latin</p> <ul style="list-style-type: none"> • translate words, phrases and sentences of 3-6 words in length from Latin into English • apply the concept of noun declension in translation, i.e. the fact that a suffix on a noun will determine its translation in the sentence <ul style="list-style-type: none"> ○ specifically certain endings indicate subject, possession, direct object, etc. • apply the concept of verb conjugation in translation, i.e. the fact that a suffix on a verb will determine the verb's subject (e.g. I, you, he/she/it) <ul style="list-style-type: none"> ○ translate present tense of the most basic category of verbs ○ translate the irregular verb "to be" in the present tense • translate Latin to English and English to Latin yes/no questions • access basic background information on the Trojan War and the Roman hero, Aeneas, and identify some of the central figures and events of the Trojan War through Latin readings <p>1.2 Students use orally, listen to, and write Latin as part of the language learning process</p> <ul style="list-style-type: none"> • apply rules of restored Classical pronunciation for words, sentences and short passages • write simple phrases, statements, and questions employing all the grammatical concepts described in section 1.1 based on English models |

UNIT 2: Dido, Aeneas, and The Fall of Troy

Time Frame: 8 weeks September – November

Vocabulary Focus:

- approximately 50 new vocabulary words
- basic words such as *malus*-bad, *amicus*-friendly
- words commonly found in Vergil's *Aeneid* such as *olim*-once, *caelum*-sky, heavens
- words commonly found in Caesar's *Gallic Wars* such as *fuga*: flight, *regnum*- kingdom

Cultural Focus

- read to identify Roman culinary and dining practices, dietary habits, and access to water

1.1 Students read, understand, and interpret Latin

- translate words, phrases and sentences of 10-15 words in length from Latin into English
- apply the concept of noun declension to adjectives in order to put adjectives into agreement with nouns, i.e. nouns and adjectives will have identical suffixes to indicate that the adjective is describing the noun
- demonstrate understanding of the concept of substantive adjectives in English and in Latin by providing examples; recognize substantive adjectives in Latin and translate accurately into English (e.g. the rich, the elderly, evil)
- recognize the suffix on an adjective stem which makes it an adverb and change the translation accordingly (e.g. quick to quickly)
- apply the concept of verb conjugation in translation, i.e. the fact that a suffix on a verb will determine the verb's subject **and tense**
 - translate imperfect (past progressive) tense of the most basic category of verbs
 - translate the future tense of the most basic category of verbs
 - translate the irregular verb "to be" in the imperfect and future tense
- apply the concept of noun declension in translation, i.e. the fact that a suffix on a noun will determine its translation in the sentence
 - specifically suffixes which indicate to/for whom or what an action is done or bears significance (i.e. he was telling a story *to the queen*)
 - also, the suffixes employed to form a vocative noun (i.e. a person being spoken to) and reflect this recognition in their translation
 - finally, suffixes which indicate the *means* by which an action is accomplished (i.e. *With their help* we shall win.)
- access information on the Dido, Aeneas, and the Fall of Troy through Latin readings

1.2 Students use orally, listen to, and write Latin as part of the language learning process

- write simple phrases, statements, and questions employing all the grammatical concepts described in section 1.1 based on English models

UNIT 3: The Wandering of Aeneas and his Followers

Time Frame: 9 weeks November/December,
January/February

Vocabulary Focus:

- approximately 50 new vocabulary words
- continued presentation of foundational vocabulary (e.g. *insula* – island, *novus* – new)
- words commonly found in Vergil's *Aeneid* such as *foedus* - foul, *umbra* - shade
- words commonly found in Caesar's *Gallic Wars* such as *consilium* - plan, *telum* - spear

Cultural Focus

- read to identify elements of the course of life for a typical well-born child, including infancy, education, and marriage

1.1 Students read, understand, and interpret Latin

- translate words, phrases and sentences of 10-15 words in length from Latin into English **with subordinate clauses**
- expand on the concept of verb conjugation in translation, i.e. the fact that the **stem** and **suffix** of a verb will determine the verb's subject **and tense and voice**.
 - translate perfect system verbs of the most basic category of verbs
 - perfect (simple past/present perfect) tense
 - pluperfect (past perfect, "had verbed") tense
 - future perfect ("will have verbed") tense
 - translate the most basic category of verb in the **passive voice** in all 6 tenses
 - present ("I am being verbed")
 - imperfected ("I was being verbed")
 - future ("I will be verbed")
 - perfect ("I was/have been verbed")
 - pluperfect ("I had been verbed")
 - future perfect ("I will have been verbed")
 - translate imperative (command) forms of the most basic category of verb
 - translate the irregular verb "to be" in the perfect, pluperfect, and future perfect
- translate Latin to English and English to Latin leading questions
 - learning meaning of "particle" (another type of suffix) and how a particle is used to create a question which expects a definite 'yes' or a definite 'no'
- identify conjunctions and explain their use; translate conjunctions when used correlatively (i.e. *et...et* = "both...and")
- expand on the concept of noun declension in translation, i.e. the fact that a suffix on a noun will determine its translation in the sentence
 - add the construction which is used to express agent in a passive voice sentence (i.e. *A story was told by the poet.*)
 - apply prior knowledge of linking verb sentences to passive verbs (i.e. *My daughter is called Helen.*)
- expand knowledge on the trials of Aeneas and his followers in their quest for a new homeland, specifically their departure from Troy, wanderings and failed attempts at settlement, and encounters with danger through a Latin narrative

1.2 Students use orally, listen to, and write Latin as part of the language learning process

- write simple phrases, statements, and questions employing all the grammatical concepts described in section 1.1 based on English models

UNIT 4: The Romance of Aeneas of Dido

Time Frame: 7 weeks February-March

Vocabulary Focus:

- approximately 50 new vocabulary words
- continued presentation of foundational vocabulary (e.g. mater – *mother*, pater – *father*, omnis - *all*)
- words commonly found in Vergil's *Aeneid* such as amor - *love*, nūmen – *divine presence*
- words commonly found in Caesar's *Gallic Wars* such as iter – *march, journey*, hostis – *enemy*

Cultural Focuses:

- i) women in society; ii) clothing and fashion

1.1 Students read, understand, and interpret Latin

- translate words, phrases and sentences of 10 - 20 words in length from Latin into English with subordinate clauses
- expand on the concept of noun declension , i.e. the fact that a suffix on a noun will determine its translation in the sentence
 - recognize a new set of suffixes (“3rd declension”) as being equivalent to two prior sets of endings (“1st and 2nd declension”) in their ability convey certain ideas
 - identify adjectives which are naturally coupled with nouns in forms expressing ‘to’ or ‘for’, e.g. *dear to his mother* and translate accordingly
 - identify expressions in which ‘of’ can express the object of a noun which conveys an action as opposed to possession, e.g. a love of Dido = a love for Dido, i.e. directed at her vs. a love of Dido = Dido’s love, i.e. for someone else
 - identify expressions in which ‘of’ is denoting a portion of a whole, e.g. many *of the ships*, and spec. instances where ‘of’ drops out of the expression, e.g. lit. *nothing of water* = *no water*
 - add the construction which is used to express the respect or regard in which an adjective, noun, or verb applies (i.e. A king *in name* alone.)
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- apply the concept of noun declension to adjectives in order to put adjectives into agreement with nouns, at this juncture introducing adjectives which take new (“3rd declension”) endings and the resulting concept that nouns and adjectives must not have endings identical in appearance in order to belong together, i.e. *puerum celerem a swift boy*.
- recognize the suffix on an adjective stem (3rd declension) which makes it an adverb and change the translation accordingly (e.g. quick to quickly)
- expand knowledge on the trials of Aeneas and his followers in their quest for a new homeland, including their shipwreck at Carthage, Aeneas’ ill-fated romance with the Carthaginian queen Dido, her ultimate suicide, and Aeneas’ arrival in Italy

1.2 Students use orally, listen to, and write Latin as part of the language learning process

- write simple phrases, statements, and questions employing all the grammatical concepts described in section 1.1 based on English models

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| <p>UNIT 5:</p> <p>Time Frame: 6 weeks April-May</p> <p>Vocabulary Focus:</p> <p>Cultural Focus:</p> | <p>1.1 Students read, understand, and interpret Latin</p> <p>1.2 Students use orally, listen to, and write Latin as part of the language learning process</p> |
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