

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course # 341- LATIN I

DESCRIPTIVE OVERVIEW

This is an introductory level course designed to provide students with the fundamental aspects of the Latin Language. The material is presented in the historical context of a Roman family in Italy as well as the provinces of Egypt and Britain in the 1st Century AD. Students are exposed to classical society and culture while learning the grammar and vocabulary for each chapter. Students then will use this grammar and vocabulary to complete various grammar exercises and develop skills to read and understand simple Latin prose. Students will recognize the relationship between English and Latin vocabulary, as well as appreciate the influence of Classical civilization on modern society.

GOALS AND OBJECTIVES

Students will be able to:

- identify and form case endings on nouns of all five declensions
- identify and form tenses in the indicative, infinitive and imperative moods
- read Latin passages for comprehension
- read and accurately translate Latin passages into English
- discuss and analyze aspects of Greek and Roman history and culture
- distinguish and define the Latin roots found in many English words

RESOURCE AND REFERENCES

- *Cambridge Latin, Unit I*, Cambridge University Press
- *Cambridge Latin, Unit II*, Cambridge University Press

INSTRUCTIONAL MODEL

Specific vocabulary is presented and discussed with an emphasis on English derivatives. Latin I grammar concepts and vocabulary are presented through extensive reading passages of connected prose to facilitate comprehension in context. Reinforcement of these concepts is accomplished through a combination of teacher-directed review, small group work, and individual work. Reading is the focus of discussion and provides authentic cultural and historical content. The teacher utilizes appropriate games, videos, computer programs, and cultural activities to reinforce and/or supplement the linguistic material. Students learn more sophisticated grammatical constructions as the year progresses. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, group projects, online activities, and cultural assignments. The goal of assessment is to encourage students to succeed and become life-long learners. A midyear and a final exam are used to measure cumulative mastery.

**HINGHAM HIGH SCHOOL
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Course # 342/343- LATIN II (2/3)

DESCRIPTIVE OVERVIEW

After a comprehensive review of the grammar, vocabulary and syntax of Latin I, students will progress to more complex readings and grammar. These readings will focus on the characters from the first two books as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts. Students enrolled in the level 2 course will move at an accelerated pace.

GOALS AND OBJECTIVES

Students will be able to:

- demonstrate a command of grammatical concepts and vocabulary that was presented in Latin I
- identify, generate, and understand forms of the passive voice
- identify, generate, and understand forms and uses of the subjunctive mood
- identify, generate, and understand the use of gerunds, participles, infinitives
- read and accurately translate Latin passages into English
- discuss and analyze aspects of Greek and Roman history and culture
- distinguish and define the Latin roots found in many English words

RESOURCES AND REFERENCES

- *Cambridge Latin, Unit III*, Cambridge University Press

INSTRUCTIONAL MODEL

Latin readings are presented to reinforce previously learned vocabulary and grammar and to introduce new linguistic material. The passages that are read, translated, and discussed will provide the backdrop for the cultural and historical material presented in each stage. Reinforcement of grammatical and cultural concepts is accomplished through a combination of teacher-directed review, small group work, and individual work. The teacher utilizes appropriate games, videos, computer programs, and cultural activities to supplement the linguistic material. Students continue to learn more sophisticated grammatical constructions as the year progresses.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, group projects, online activities, and cultural assignments. The goal of assessment is to encourage students to succeed and become life-long learners. A midyear and a final exam are used to measure cumulative mastery.

**HINGHAM HIGH SCHOOL
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Course # 344/345- LATIN III (2/3)

DESCRIPTIVE OVERVIEW

After a comprehensive review of grammar, syntax and vocabulary, students will undertake the study of different genres of Latin prose literature. After completing an intermediate transitional reader, students will learn about different aspects of Roman culture through the voices of authors such as Eutropius, Caesar, Cicero, Petronius and Pliny. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of the course will be the reading and translation of authentic Latin in a manner that reflects an understanding of Latin grammar and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era. Students enrolled in the level 2 course will move at an accelerated pace.

GOALS AND OBJECTIVES

Students will be able to:

- read, understand, discuss, and analyze selected original works
- learn new vocabulary in the context of Latin readings
- identify grammatical structures in the context of Latin reading passages
- recognize defining traits characteristic of specific authors and genres
- learn about the life, times, styles, and influence of specific Roman authors
- discuss and analyze the political and social significance of selections of Latin literature

RESOURCES AND REFERENCES

- *Ecce Romani III*, Pearson Education
- *Fabulae Graecae*, Longman
- *Caesar de Bello Gallico*, Longman
- selections from various authors

INSTRUCTIONAL MODEL

Students are assigned to read and translate Latin passages as homework. During class students and the teacher will discuss the readings, the grammar and its historical and cultural significance. There are discussions about context, style, tone, and theme. Students maintain notebooks which record accurate English translations as well as information on complicated grammar, new vocabulary, points of literary and historical significance. Students and teacher compare the Latin works with modern works.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, group projects, online activities, and cultural assignments. The goal of assessment is to encourage students to succeed and become life-long learners. A midyear and a final exam are used to measure cumulative mastery.

**HINGHAM HIGH SCHOOL
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Course # 346/347- LATIN IV (2/3)

DESCRIPTIVE OVERVIEW

After a comprehensive review of grammar, syntax and vocabulary, students will undertake the study of various Roman poets. Students will learn about different aspects of classical culture through the voices of poets such as Catullus, Horace, Vergil and Ovid. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of the course will be the reading and translation of authentic Latin in a manner that reflects an understanding of Latin grammar, meter, and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era. Students enrolled in the level 2 course will move at an accelerated pace.

GOALS AND OBJECTIVES

Students will be able to:

- read, understand, discuss, and analyze selected original works
- learn new vocabulary in the context of Latin readings
- identify grammatical structures in the context of Latin reading passages
- identify and appreciate the effects of rhetorical devices and figures of speech
- scan and read various lines of Latin meter
- recognize defining traits characteristic of specific authors and genres
- learn about the life, times, styles, and influence of specific Roman poets
- discuss and analyze the political and social significance of selections of Latin literature

RESOURCES AND REFERENCES

- *Love and Betrayal: A Catullus Reader*, Prentice Hall
- *Love and Transformation: An Ovid Reader*, Prentice Hall
- *A Song of War: Readings from Virgil's Aeneid*, Prentice Hall
- selections from various authors

INSTRUCTIONAL MODEL

Students are assigned to read and translate Latin passages as homework. During class students and the teacher will discuss the readings, the grammar, the meter, and its historical and cultural significance. There are discussions about context, style, tone, and theme. Students maintain notebooks which record accurate English translations as well as information on complicated grammar, new vocabulary, points of literary and historical significance. Students and teacher compare the Latin work with modern works.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, group projects, online activities, and cultural assignments. The goal of assessment is to encourage students to succeed and become life-long learners. A midyear and a final exam are used to measure cumulative mastery.

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Course # 349- AP LATIN

DESCRIPTIVE OVERVIEW

This course prepares students to read, translate, analyze and interpret selections from Caesar's *De Bello Gallico* and Vergil's *Aeneid* that form the reading list of the AP syllabus. In addition students will discuss and write analytical essays that employ their knowledge of cultural, historical, and mythological events as well as meter, figures of speech and rhetoric. This course challenges able students to obtain college credit or upper level placement. Students enrolled in the class are required to take the AP Latin examination in the spring and to pay the required fees.

GOALS AND OBJECTIVES

Students will be able to:

- read, understand, discuss, and analyze selected original works
- learn new vocabulary in the context of Latin readings
- identify grammatical structures in the context of Latin reading passages
- identify and appreciate the effects of rhetorical devices and figures of speech
- scan and read various lines of Latin meter
- recognize defining traits characteristic of specific authors and genres
- learn about the life, times, styles, and influence of specific Roman poets
- discuss and analyze the political and social significance of selections of Latin literature

RESOURCES AND REFERENCES

- *Caesar de Bello Gallico*, Longman
- *A Song of War: Readings from Virgil's Aeneid*, Prentice Hall

INSTRUCTIONAL MODEL

Students are assigned to read and translate Latin passages as homework. During class students and the teacher will discuss the readings, the grammar, the meter, and its historical and cultural significance. There are discussions about context, style, tone, and theme. Students will be expected to perform sight translations in class to prepare them for the unseen passages on the AP exam. Students maintain notebooks which record accurate English translations as well as information on complicated grammar, new vocabulary, points of literary or historical significance. Students will write analytical essays in English inside and outside the classroom about select passages from the AP syllabus. Students and teacher compare the Latin work with modern works.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, group projects, online activities, and cultural assignments. The goal of assessment is to encourage students to succeed and become life-long learners.