

## High School Latin II

### Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

#### Course Description

Students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. Each week consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course length:** Two semesters

**Materials:** *Bantam New College Latin & English Dictionary*

**Prerequisites:** None

#### Overall Course Objectives

**The High School Latin II course helps students:**

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Listen to, and read notable ancient myths in Latin
- Generate language incorporating basic vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in Latin
- Analyze and compare cultural practices, products, and perspectives of ancient Roman culture.
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

#### Recurring Content

- **Vocabulary Theme**

- Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
  - Each week introduces a new grammatical pattern. The concept is reviewed through a range of interactive games, and the patterns presented in a printable explanation of the pattern.
- **Reinforcement Activities**
  - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Latin Myths**
  - Each week, students work through a notable ancient myth in Latin. The target vocabulary and grammar for the week are taken from, and contextualized in these rich Latin texts.
- **Presentation of Culture**
  - Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of the ancient Roman world, or its modern-day manifestations. Topics include: Constellations, Julius Caesar, Roman Trade, etc.
- **“Gameshow” Review**
  - Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of review for the weekly assessment is thus transformed to a fun and engaging game.
- **Oral and Written Activities**
  - Each week, students complete oral and written activities based on the vocabulary, or grammar pattern presented that week. These activities give students a chance to become more familiar with the speaking and writing patterns of Latin by applying them in communicative situations.
- **Assessments**
  - Parsing quizzes verify that students can comprehend passages and identify different parts of speech from notable ancient myths in Latin.
  - Culture reports challenge students to do outside research and compare a myth they have studied with a myth, legend, or folktale from another culture besides Greek or Roman.
  - End-of-week quizzes assess students’ mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.

## Course Scope and Sequence

|        | Vocabulary Topic         | Grammar Pattern  | Myth                | Culture/Performance Challenges                            |
|--------|--------------------------|--|---------------------|---|
| Week 1 | Prometheus, Part I       | 1 <sup>st</sup> -3 <sup>rd</sup> Declension Noun Review  | Prometheus, Part I  | Performance Challenge: Nobody Knows the Trouble I’ve Seen |
| Week 2 | Prometheus, Part II      | 1 <sup>st</sup> -4 <sup>th</sup> Conjugation Verb Review | Prometheus, Part II | Eternal Flame   |
| Week 3 | Echo & Narcissus, Part I | Personal Pronoun Review                                  | Echo & Narcissus,   | Performance Challenge: Tongue Twisters                    |

|         |  |   |  |  |
|---------|--|---|--|--|
|         |  |   | Part I   |  |
| Week 4  | Echo & Narcissus, Part II                                    | Relative Pronoun Review                         | Echo & Narcissus, Part II                                    | Scientific Names   |
| Week 5  | Arachne, Part I  | Review of Adjectives                            | Arachne, Part I  | Performance Challenge: Nursery Rhyme                         |
| Week 6  | Arachne, Part II   | Latin Numbers and Roman Numerals Review         | Arachne, Part II   | Weaving  |
| Week 7  | Deucalion & Pyrrha, Part I                                   | Uses of the Ablative Case                       | Deucalion & Pyrrha, Part I                                   | Roman Numerals Practice                                      |
| Week 8  | Deucalion & Pyrrha, Part II                                  | Irregular Verbs in Imperfect and Future Tenses  | Deucalion & Pyrrha, Part II                                  | Roman Virtues  |
| Week 9  | Midterm Review and Test – no topics                          |   |  |  |
| Week 10 | Cupid & Psyche, Part I                                       | Irregular Adjectives and Reflexive Pronouns     | Cupid & Psyche, Part I                                       | Roman Numerals Practice                                      |
| Week 11 | Cupid & Psyche, Part II and 4 <sup>th</sup> Declension Nouns | 4 <sup>th</sup> Declension Nouns                | Cupid & Psyche, Part II and 4 <sup>th</sup> Declension Nouns | Roman Weddings   |
| Week 12 | Daedalus & Icarus, Part I                                    | Ordinal Numbers and Unus, Duo, Tres Declined    | Daedalus & Icarus, Part I                                    | How to Solve a Maze  |
| Week 13 | Daedalus & Icarus, Part II                                   | Present Active Participle                       | Daedalus & Icarus, Part II                                   | Seneca   |
| Week 14 | The Labors of Hercules, Parts I and II                       | Perfect Passive Participle                      | The Labors of Hercules, Parts I and II                       | Performance Challenge: He's Got the Whole World in His Hands |
| Week 15 | The Labors of Hercules, Parts III and IV                     | Ablative Absolute                               | The Labors of Hercules, Parts III and IV                     | Hercules   |
| Week 16 | Jason, Part I  | Passive Voice, Present Tense and Deponent Verbs | Jason, Part I  | Culture Report   |
| Week 17 | Jason, Part II   | Passive Voice, Imperfect Tense                  | Jason, Part II   | Roman Trade  |
| Week 18 | Final Review and Test – no topics                            |   |  |  |
| Week 19 | Apollo & Diana, Part I                                       | Passive Voice, Future Tense Practice            | Apollo & Diana, Part I                                       | Performance Challenge: Tongue Twisters                       |
| Week 20 | Apollo & Diana,  | Passive Voice, Perfect,                         | Apollo &   | Olympics   |

|         |                                     |   |                                |                                      |
|---------|-------------------------------------|---|--------------------------------|--------------------------------------|
|         | Part II                             | Pluperfect and Future Perfect Tenses                                      | Diana, Part II                 |                                      |
| Week 21 | Oedipus & the Sphinx, Part I        | Infinitives, Active Voice   | Oedipus & the Sphinx, Part I   | Performance Challenge: Nursery Rhyme |
| Week 22 | Oedipus & the Sphinx, Part II       | Infinitive, Passive Voice   | Oedipus & the Sphinx, Part II  | Oracles                              |
| Week 23 | Damon & Pythias, Part I             | Indirect Statement  | Damon & Pythias, Part I        | Important Dates in Roman History     |
| Week 24 | Damon & Pythias, Part II            | 5 <sup>th</sup> Declension Nouns  | Damon & Pythias, Part II       | Death of Julius Caesar               |
| Week 25 | Orion, Part I                       | Interrogative Pronoun   | Orion, Part I                  | How to Make a Constellation          |
| Week 26 | Orion, Part II                      | Possessive Pronoun  | Orion, Part II                 | Constellations                       |
| Week 27 | Midterm Review and Test – no topics |   |                                |                                      |
| Week 28 | The Judgment of Paris, Part I       | Subjunctive Mood, Present Tense, Active and Passive                       | The Judgment of Paris, Part I  | Performance Challenge: My Helen      |
| Week 29 | The Judgment of Paris, Part II      | Subjunctive Mood, Imperfect Tense, Active and Passive                     | The Judgment of Paris, Part II | The Trojan War                       |
| Week 30 | The Wrath of Achilles, Part I       | Subjunctive Mood, Perfect Tense, Active and Passive                       | The Wrath of Achilles, Part I  | Roman Numerals Practice              |
| Week 31 | The Wrath of Achilles, Part II      | Subjunctive Mood, Pluperfect, Active and Passive                          | The Wrath of Achilles, Part II | Magna Carta                          |
| Week 32 | The Sack of Troy, Part I            | Independent Uses of the Subjunctive                                       | The Sack of Troy, Part I       | How to Make a Trojan Horse           |
| Week 33 | The Sack of Troy, Part II           | Dependent Uses of the Subjunctive: Purpose and Result Clauses             | The Sack of Troy, Part II      | Horace                               |
| Week 34 | Dido, Part I                        | Dependent Uses of the Subjunctive: Indirect Command and Indirect Question | Dido, Part I                   | Culture Report                       |
| Week 35 | Dido, Part II                       | Dependent Uses of the Subjunctive, Cum Clauses                            | Dido, Part II                  | Vergil                               |
| Week 36 | Final Review and Test – no topics   |   |                                |                                      |