

Latin II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Latin II
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary Latin
 Grades: 9-12

Latin II

Latin II continues the introduction to classical Latin with additional instruction in vocabulary, grammar, and more complex *syntax*. Reading and translating selections from ancient works build comprehension ability. The course includes advanced discussions of Roman life and culture. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Latin II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Latin II may be used to partially fulfill this requirement. Latin I is a prerequisite for this course. Arkansas Department of Education approval is not required.

| Strand | Content Standard |
|----------------------|---|
| Communication | |
| | 1. Students shall read, understand, and translate Latin (interpretive). |
| | 2. Students shall use spoken and/or written responses as part of the language learners' process (interpersonal). |
| | 3. Students shall present to an audience of listeners and/or readers in Latin (presentational). |
| Culture | |
| | 4. Students shall demonstrate an understanding of the <i>practices</i> of the Greco-Roman culture (<i>practices</i>). |
| | 5. Students shall demonstrate an understanding of the contributions of the Greco-Roman culture (<i>products</i>). |
| | 6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Greco-Roman culture (<i>perspectives</i>). |
| Connections | |
| | 7. Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular). |
| | 8. Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (global <i>perspectives</i>). |
| Comparisons | |
| | 9. Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages). |
| | 10. Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures). |
| Communities | |
| | 11. Students shall use knowledge of Latin in a multilingual world (involvement). |
| | 12. Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership). |

Strand: Communication

Standard 1: Students shall read, understand, and translate Latin (interpretive).

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| CMC.1.LII.1 | Translate passages of Latin adapted from original authors |
| CMC.1.LII.2 | <i>Parse</i> words |
| CMC.1.LII.3 | Interpret vocabulary, <i>inflections</i> , and <i>syntax</i> appropriate to level of study |
| CMC.1.LII.4 | Demonstrate reading comprehension by interpreting the meaning of passages |

Strand: Communication

Standard 2: Students shall use spoken and/or written responses as part of the language learners' process (interpersonal).

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| CMC.2.LII.1 | Respond to questions, statements, commands, and other stimuli |
| CMC.2.LII.2 | Use vocabulary, <i>inflection</i> , and <i>syntax</i> appropriate to the level of study <ul style="list-style-type: none">• declensions• conjugations |
| CMC.2.LII.3 | Write phrases and sentences (e.g., board drills, word games, puzzles) |
| CMC.2.LII.4 | Respond to open-ended questions |

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Latin (presentational).

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| CMC.3.LII.1 | Read aloud with accurate pronunciation |
| CMC.3.LII.2 | Compose complex phrases and compound sentences |

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Greco-Roman culture (*practices*).

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| CLT.4.LII.1 | Explain social, geographic, and historical factors that influenced past and present cultural <i>practices</i> (e.g., war, religion, geological changes) |
| CLT.4.LII.2 | Investigate influences of the Greco-Roman empire on modern civilization (e.g., democracy, funeral games to Olympic Games) |
| CLT.4.LII.3 | Interpret common words, phrases, mottos, or <i>idioms</i> that reflect the Greco-Roman culture |
| CLT.4.LII.4 | Explain gestures and behaviors appropriate to the Greco-Roman culture (e.g., Roman baths, amusements, social hierarchy) |

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the contributions of the Greco-Roman culture (*products*).

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| CLT.5.LII.1 | Categorize objects, images, <i>products</i> , and symbols of the Greco-Roman culture (e.g., plumbing, concrete, sculpture, architecture, mosaics) |
| CLT.5.LII.2 | Investigate influences of the Greco-Roman culture on modern civilization (e.g., plumbing, concrete) |
| CLT.5.LII.3 | Discuss the development of philosophy, literature, art, and religion of the Greco-Roman culture (e.g., mythology, Socratic method) |

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Greco-Roman culture (*perspectives*).

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| CLT.6.LII.1 | Describe daily routines and cultural <i>practices</i> |
| CLT.6.LII.2 | Discuss common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstition, politics, slavery) |

Strand: Connections

Standard 7: Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).

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| CNN.7.LII.1 | Apply knowledge of Latin in understanding specialized vocabulary in other disciplines (e.g., English language arts, foreign languages, math, social science, history, science, technology, fine arts) |
| CNN.7.LII.2 | Apply skills used in the study of Latin to other content areas (e.g., conjugation of verbs, parts of speech) |

Strand: Connections

Standard 8: Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (*global perspectives*).

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| CNN.8.LII.1 | Analyze plots and themes of Greco-Roman myths in the literature of other cultures |
| CNN.8.LII.2 | Relate knowledge of geography and political boundaries of the ancient world to the modern world |
| CNN.8.LII.3 | Examine the connections of social and political systems of ancient history to events and systems in the modern world |
| CNN.8.LII.4 | Compare and contrast literature and art of the Greco-Roman culture to that of the modern world |

Strand: Comparisons

Standard 9: Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages).

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| CMP.9.LII.1 | Use <i>cognates/derivatives</i> |
| CMP.9.LII.2 | Use <i>idiomatic expressions</i> |
| CMP.9.LII.3 | Compare language structures in Latin to English |
| CMP.9.LII.4 | Compare forms of address in a variety of familiar situations <ul style="list-style-type: none">• <i>vocative case</i> |
| CMP.9.LII.5 | Compare and contrast the writing systems of Latin and English |

Strand: Comparisons

Standard 10: Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).

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| CMP.10.LII.1 | Compare daily living patterns of the Greco-Roman culture to modern cultures (e.g., food, mealtimes, cooking, transportation, shopping, body language, greetings) |
| CMP.10.LII.2 | Examine holidays and celebrations unique to the Greco-Roman culture |

Strand: Communities

Standard 11: Students shall use knowledge of Latin in a multilingual world (involvement).

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| CMN.11.LII.1 | Apply knowledge of Latin in studying another language |
| CMN.11.LII.2 | Apply knowledge of Latin to understand specialized vocabulary (e.g., advertisements, occupations) |
| CMN.11.LII.3 | Apply knowledge of Latin in communicating with other language learners |

Strand: Communities

Standard 12: Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership).

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| CMN.12.LII.1 | Participate in enrichment activities (e.g., Olympic games, festivals, mock elections) |
| CMN.12.LII.2 | Predict use of Latin in everyday personal and professional life |

Glossary for Latin Courses

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|----------------------|--|
| Cognate | A word or phrase descended or borrowed from Latin (e.g., campus = field) |
| Conventions | Symbols, themes, motifs, archetypes |
| Derivative | A word or family of words which have the same Latin base (e.g., deduce = <u>de</u> + <u>ducere</u> ;conduct = <u>cum</u> + <u>ducere</u> , induct = <u>in</u> + <u>ducere</u>) |
| Idiom | See <i>idiomatic expression</i> |
| Idiomatic expression | Words or phrases that cannot be directly translated from one language into another |
| Inflection | The ways words change in context (e.g., declensions, conjugations) |
| Parse | To give the gender, number, and case for nouns, adjectives, and pronouns; to give tense, person, number, voice, and mood in verbs; to give applicable explanations for all other words |
| Perspectives | Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society |
| Practices | Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where |
| Products | Concrete (tangible) or abstract (intangible) cultural elements of a society |
| Syntax | For Latin, the verb commonly appears at the end of the sentence. The noun of direct address appears in second or third position. |
| Vocative case | The Latin case of address; uses second person only (e.g., " <u>Et tu</u> , <u>Brute?</u> ") |