

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**LATIN 10**

BOARD OF EDUCATION APPROVED 03/10/2009

# **LATIN 10**

## **Statement of Purpose**

The goal of our World Language program is to encourage an understanding of and an interest in other cultures through the study of another language. Latin 10 introduces students to themes appropriate to a beginning level. Culture, word derivation, the development of reading skills, and the acquisition of Latin vocabulary and a strong grammar base will be an integral part of the course's content.

## **Audience**

Grades 9, 10, 11, 12

## **Prerequisite**

none

## **Design and Description**

This two semester, two credit course is an introductory course that provides a basic foundation in Latin. It is intended for a student that has had no prior exposure to Latin. Students will seek to explore cultural topics such as Roman houses, daily habits, food, clothing, entertainment and geography of the early empire. Students will be introduced to grammar structures particular to an inflected language, and vocabulary. When learning vocabulary, attention is paid to the study of word derivation from Latin to English in order to foster competence in English word usage.

## **Course Objectives**

Students will be able to:

- compare and contrast the structure of a typical family in Pompeii with a contemporary family.
- examine daily routines of various members of Pompeian society.
- examine the class structure of slaves, freedmen and patricians and compare it with modern western social strata.
- compare and contrast various philosophies relating to death.
- explain the role of the Baths in ancient Rome.
- analyze the structure of schools in ancient Rome.
- interpret the role of government and critique the election process in ancient Rome.
- document and interpret the eruption of Mount Vesuvius from a victim's viewpoint.
- evaluate the importance of the excavation of the buried cities of Pompeii and Herculaneum.
- analyze the Roman presence in Britain.
- analyze and assess the role that Alexandria played in the ancient world.

## **Skill Objectives**

Student will:

- name members of the Roman family.
- locate the rooms in a Roman house.
- list daily routines in ancient Rome.
- identify the nominative and accusative cases of first, second and third declension nouns and its use.
- conjugate verbs in the present tense.

- list characteristics of slaves, freedmen and patricians and describe their lifestyles in ancient Rome.
- recall information concerning death, burial and afterlife in ancient Rome.
- conjugate verbs in the perfect tense.
- conjugate verbs in the imperfect tense.
- list details about the Baths in the ancient Roman world.
- list information regarding schools in the ancient Roman world.
- identify characteristics of government in the ancient Roman world.
- recognize the dative case and its use.
- describe the eruption of Mount Vesuvius.
- outline the excavation of the buried cities of Pompeii and Herculaneum.
- recognize the present, imperfect and perfect tenses.
- describe Roman Britain.
- conjugate possum, volo and nolo in the present and perfect tenses.
- conjugate verbs in the pluperfect.
- identify relative clauses.
- identify the agreement of adjectives and nouns.
- list historical and cultural aspects of ancient Alexandria.
- recognize the genitive case and its use.
- name demonstrative pronouns and adjectives.
- decline fourth and fifth declension nouns.

## **Standards for Classical Language Learning**

### ***Communication***

#### **Communication in a Classical Language**

Students read, understand, and interpret Latin or Greek

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

### ***Culture***

#### **Gain Knowledge and Understanding of Greco-Roman Culture**

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

### ***Connections***

#### **Connect with Other Disciplines and Expand Knowledge**

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

### ***Comparisons***

## **Develop Insight into Own Language and Culture**

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Students compare and contrast their own culture with that of the Greco-Roman world.

### ***Communities***

## **Participate in Wider Communities of Language and Culture**

Students use their knowledge of Latin or Greek in a multilingual world.

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

## **Information and Technology Standards (to be added)**

### **Essential Questions**

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### **Focus Questions**

- What were the dynamics of a typical family and household in Pompeii and how does that compare to my life?
- How did class structure influence life during ancient times?
- How do various cultures view life and death?
- What role did civic and social institutions play in the ancient world and how do they compare to similar institutions in our world?
- What role did the eruption of Mount Vesuvius play in the development of modern archaeological techniques?
- Why and how did the Romans invade and conquer Britain and how did this affect their relationship?
- What was the role of ancient Alexandria in the ancient world?

# UNITS OF STUDY

## Unit 1: Quotidianes - Daily Life at Home and in the Forum

### Standards for Classical Language Learning

#### *Communication*

#### **Communication in a Classical Language**

Students read, understand, and interpret Latin or Greek

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

#### Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?

#### Focus Question

- What were the dynamics of a typical family and household in Pompeii and how does that compare to my life?

#### Core Topics

##### Culture

- Roman Family
- Daily Life

##### Grammar

- Nominative and Accusative cases –first, second and third declension nouns
- Present Tense

#### Unit Objectives

Students will be able to:

- compare and contrast the structure of a typical family in Pompeii with a contemporary family.
- examine daily routines of various members of Pompeian society.

#### Skill Objectives

Student will:

- name members of the Roman family.
- locate the rooms in a Roman house.
- list daily routines in ancient Rome.
- identify the nominative and accusative cases of first, second and third declension nouns and its use.
- conjugate verbs in the present tense.

#### Sample Assessment

The Name Game

#### Pacing

5 weeks

## **Unit 2: Ordines gentium temporibus antiquis - Class Structure In Ancient Times**

### **Standards for Classical Language Learning**

#### *Connections*

#### **Connect with Other Disciplines and Expand Knowledge**

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

#### *Comparisons*

#### **Develop Insight into Own Language and Culture**

Students compare and contrast their own culture with that of the Greco-Roman world.

### **Essential Questions**

- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

### **Focus Questions**

- How did class structure influence life during ancient times?
- How do various cultures view life and death?

### **Core Topics**

#### Culture

- Slaves, Freedmen and Gladiators
- Life, death and superstition

#### Grammar

- The Imperfect
- The Perfect

### **Unit Objectives**

Students will be able to:

- examine the class structure of slaves, freedmen and patricians and compare it with modern western social strata.
- compare and contrast various philosophies relating to death.

### **Skill Objectives**

Students will:

- list characteristics of slaves, freedmen and patricians and describe their lifestyles in ancient Rome.
- recall information concerning death, burial and afterlife in ancient Rome.
- conjugate verbs in the perfect tense.
- conjugate verbs in the imperfect tense.

### **Sample Assessment**

Tombstones

**Pacing**  
6 weeks

## Unit 3: Vita publica - Public Life

### Standards for Classical Language Learning

#### *Comparisons*

#### **Develop Insight into Own Language and Culture**

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Students compare and contrast their own culture with that of the Greco-Roman world.

#### Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

#### Focus Question

- What role did civic and social institutions play in the ancient world and how do they compare to similar institutions in our world?

#### Core Topics

##### Culture

- The Baths
- Schools
- Government and elections

##### Grammar

- The Dative case

#### Unit Objectives

Students will be able to:

- explain the role of the Baths in ancient Rome.
- analyze the structure of schools in ancient Rome.
- interpret the role of government and critique the election process in ancient Rome.

#### Skill Objectives

Students will:

- list details about the Baths in the ancient Roman world.
- list information regarding schools in the ancient Roman world.
- identify characteristics of government in the ancient Roman world.
- recognize the dative case and its use.

#### Sample Assessment

Baths of the Empire: Which is YOUR spa?

#### Pacing

7 weeks

## **Unit 4: Fata et casus Pompeianorum - (The Destruction and Excavation of Pompeii)**

### **Standards for Classical Language Learning**

#### *Culture*

#### **Gain Knowledge and Understanding of Greco-Roman Culture**

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

#### **Essential Question**

- How do I use my understanding of culture to communicate and function appropriately in another culture?

#### **Focus Question**

- What role did the eruption of Mount Vesuvius play in the development of modern archaeological techniques?

#### **Core Topics**

##### Culture

- The eruption of Mount Vesuvius
- Archaeology in Pompeii and Herculaneum

##### Grammar

- Review of the present, perfect and imperfect tenses

#### **Unit Objectives**

Students will be able to:

- document and interpret the eruption of Mount Vesuvius from a victim's viewpoint.
- evaluate the importance of the excavation of the buried cities of Pompeii and Herculaneum.

#### **Skill Objectives**

Students will:

- describe the eruption of Mount Vesuvius.
- outline the excavation of the buried cities of Pompeii and Herculaneum.
- recognize the present, imperfect and perfect tenses.

#### **Sample Assessment**

Narrow Escape from a City on Fire

#### **Pacing**

3 weeks

## Unit 5: Britannia et Rex Cogidubnus - (Roman Britain and King Cogidubnus)

### Standards for Classical Language Learning

#### *Communities*

#### **Participate in Wider Communities of Language and Culture**

Students use their knowledge of Latin or Greek in a multilingual world.

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

#### Essential Question

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

#### Focus Question

- Why and how did the Romans invade and conquer Britain and how did this affect their relationship?

#### Core Topics

##### Culture

- Roman presence in Britain

##### Grammar

- The Present and perfect of the irregular verbs *possum, volo, nolo*
- The Pluperfect
- Relative Clauses
- Nouns and Adjectives

#### Unit Objective

Students will be able to:

- analyze the Roman presence in Britain.

#### Skill Objectives

Students will:

- describe Roman Britain.
- conjugate *possum, volo* and *nolo* in the present and perfect tenses.
- conjugate verbs in the pluperfect.
- identify relative clauses.
- identify the agreement of adjectives and nouns.

#### Sample Assessment

Travel through Time and Place, with a Word . . .

#### Pacing

7 weeks

## Unit 6: Alexandria - (Ancient Egypt)

### Standards for Classical Language Learning

#### *Connections*

#### **Connect with Other Disciplines and Expand Knowledge**

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

#### *Communities*

#### **Participate in Wider Communities of Language and Culture**

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

### Essential Questions

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Question

- What was the role of ancient Alexandria in the ancient world?

### Core Topics

#### Culture

- Ancient Alexandria

#### Grammar

- The Genitive case
- Demonstrative pronouns and adjectives
- Fourth and fifth declension nouns

### Unit Objective

Students will be able to:

- analyze and assess the role that Alexandria played in the ancient world.

### Skill Objectives

Students will:

- list historical and cultural aspects of ancient Alexandria.
- recognize the genitive case and its use.
- name demonstrative pronouns and adjectives.
- decline fourth and fifth declension nouns.

### Sample Assessment

Come to my Dinner Party

### Pacing

8 weeks