



Course: Latin II
Teachers: Jacquelyn Carr-Lonian
Year: IB MYP Year 5 (Grade10)

Course Description

Our aims are:

- to enable the student to know the Latin words and the meaning of the Latin words introduced in Level II
- to develop vocabulary skills in both English and Latin
- to enable the student to demonstrate an understanding of grammar concepts appropriate for Level II
- to enable the student to read with comprehension a passage of Latin appropriate to Level I
- to enable the student to be aware of Latin roots in English and to have a better command over vocabulary in both English and Romance languages
- to enable the student to read Latin aloud with proper pronunciation and inflection
- to enable the student to communicate basic conversational expressions in Latin
- to enable the student to demonstrate an increased knowledge of selected aspects of Greco-Roman culture(e.g., mythology, history, art, daily life) and to appreciate their manifestations in the modern world
- to be aware of the geography of Italy as well as significant sites in the ancient world
- **to enable differentiation with the use of materials that are suitable for the ability levels and interests of a wide spectrum of students' capabilities and learning styles**

You will begin to embody the IB Learner Profile as you display the following qualities:

inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

| Title/ Topic | AOI | Question | Assessment |
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| <p>Chapter 28 Grammar: Relative Pronouns and Relative Clauses Culture: Roman Hairstyles</p> | <ul style="list-style-type: none"> • ATL • Community | <p>How do Relative Pronouns function in the sentence as a whole and in the clauses in which they occur? What are the similarities and differences between Roman hairdressing and modern hair care including beauty salons? Can general time periods be determined by hairstyles (in the ancient and modern world)?</p> | <p>The following are applicable to <u>all</u> of the chapters:</p> <ul style="list-style-type: none"> • Reading activity • Listening & Speaking activities • Writing activities • Partner and group activities • Video/Internet/Smart Board activities • Discussions • Research, Papers, Presentations • Projects • Web Quests |
| <p>Chapter 29 Grammar: Compound Verbs Culture: Typical structure of a Roman town house, apartment</p> | <ul style="list-style-type: none"> • ATL • Environments | <p>How do the formation of compound verbs in Latin compare to the formation of compound verbs in English?</p> | |

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| building, and country house | | | |
| Chapter 30 Grammar: Passive Voice of Verbs(Present, Imperfect, Future & the verb “fero”) History: the Roman Republic | <ul style="list-style-type: none"> • ATL • Community and Service | <p>How did the Romans handle the safety of people during a great fire in ancient Rome?</p> <p>Who were the rulers and political groups during the Republic form of government in Rome?</p> | |
| Chapter 31 Grammar: Present Passive Infinitive/ Ablative of Means and Ablative of Agent Culture: Roman money and shopping | <ul style="list-style-type: none"> • ATL • Social Education • Community • Human Ingenuity | <p>What is the difference between shopping in modern times and ancient times?</p> | |
| Chapter 32 Grammar: Passive Voice(Perfect, Pluperfect, Future Perfect Tenses) Culture: Roman meals and the dining room Mythology: Orpheus and Eurydice | <ul style="list-style-type: none"> • ATL • Environment • Social Education | <p>What foods were served at each Roman meal?</p> <p>What were the meals called?</p> <p>What is the decoration and furniture arrangement of the room in which meals were served?</p> | |
| Chapter 33 Grammar: Perfect Passive participles Culture: Roman Dinner Party | <ul style="list-style-type: none"> • ATL • Social Education | <p>What is the sequence of events at a Roman dinner party?</p> | |

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| <p>Chapter 34 Grammar: Comparative and Superlative Adjectives(regular and irregular) Culture: Roman Drinking Party</p> | <ul style="list-style-type: none"> • ATL • Social Education • Community | | |
| <p>Chapter 35 Grammar: Ablative of Comparison and the Ablative of Degree Culture: Crime and Violence in Ancient Rome/Protection</p> | <ul style="list-style-type: none"> • ATL • Environments • Community • Social Education | | |
| <p>Chapter 36 Grammar: Calendar Dates Culture: Format of writing letters</p> | <ul style="list-style-type: none"> • ATL • Social education | | |
| <p>Chapter 37/38 Grammar: Deponent Verbs Culture: Roman Education</p> | <ul style="list-style-type: none"> • ATL • Community • Social education • Environment | <p>What are the similarities and differences to education in the home and primary education of Roman children to systems in America and in other cultures?</p> | |
| <p>Chapters 39-42 Grammar: Place & Time Constructions with prepositions/Semi-Deponent Verbs/Present</p> | <ul style="list-style-type: none"> • ATL | | |

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| Participles/Perfect Active Infinitives | | | |
| Group Research & Project: The Baths, Circus Maximus, Colosseum | <ul style="list-style-type: none"> • ATL • Environment • Human Ingenuity | | |

At the end of the year, the following IB MYP specific objectives will be covered:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications

The methodology or the “how” we will learn:

Students will learn through a variety of research based instruction methods including:

- completing vocabulary, grammar, and reading comprehension exercises
- listening and speaking activities
- reading printed materials about Greek mythology, Roman history, art, culture and participating in classroom discussions
- observing and participating in cultural activities

Tulsa Public Schools also follows the Oklahoma PASS Objectives in World Languages which are in line with the ACTFL national standards. These include the following guidelines for the Novice High to Intermediate Mid Students and may be located at www.actfl.org .

Standards for Foreign Language Learning

- **Communication**-Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- **Cultures**-Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- **Connections**-Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- **Comparisons**-Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Communities**- Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

In addition, the National Standards for Teaching Classical Languages are followed.

Assessment is the term used to measure the students' demonstrations of learning:

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria:

Oral communication

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| Criterion A Speaking and listening | message and interaction | Maximum 8 |
| Criterion B Speaking | language | Maximum 8 |

Writing

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|---------------------|--------------------------|-----------|
| Criterion C Writing | message and organization | Maximum 8 |
| Criterion D Writing | language | Maximum 8 |

Reading comprehension

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| Criterion E Reading | comprehension | Maximum 16 |
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For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

It is intended that oral skills, writing skills, and reading comprehension and interpretive skills are equally weighted, hence the need to double the final level for criterion E when determining final grades at each certification level.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. Because this is criterion based assessment you are not measured against others – it is not normative. All work will be compiled in a **portfolio**.

Resources and materials: Lawall, Gilbert **Ecce Romani II** 2009 textbook and workbook and ancillary materials