



**Course:** Latin I - MYP Language B  
**Teachers:** Jacquelyn Carr-Lonian  
**Grade:** IB MYP Year 4 (Grade 9 )

### **Course Description**

#### **Our aims are:**

- to enable the student to know the Latin words and the meaning of the Latin words introduced in Level I
- to develop vocabulary skills in both English and Latin
- to enable the student to demonstrate an understanding of grammar concepts appropriate for Level I
- 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:

<b>Title/ Topic</b>	<b>AOI</b>	<b>Question</b>	<b>Assessment</b>
Introduction	<b>ATL Community</b>	What are important features of Latin?  What are the structural similarities and differences between Latin and English?  How did Latin evolve into the Romance languages?  What is the basic geography of Italy and the "Roman Empire"?	APPLY to ALL UNITS  Reading activity; Listening & Speaking activities; Writing activities; Partner and group activities; Video/Internet/Smart Board activities; Discussions; Research, Papers, Presentations; Projects; Web Quests
Parts of Speech	<b>ATL</b>		
Roman family Roman Names  Subjects, Verbs, Linking verbs, Complements	<b>ATL Social Education</b>	What is the structure of the Roman family? How is the power distributed in the family?	
Roman Dress  Nouns and Adjectives	<b>ATL Social Education Community Human Ingenuity</b>	Was the social rank or age of a Roman indicated by his or her clothing?	
Direct objects	<b>ATL</b>		

Complementary Infinitives	<b>ATL</b>		
Roman Slavery/Treatment of slaves  Infinitives  Noun and Adjectives	<b>Social Education Community</b>	What are some similarities and differences between slavery as practiced in the Roman world and in later times( Western European and American) ----even in some parts of the world today?	
The Roman Domus and villa(Structure & Floor Plan)  Noun Endings  Cases & Declensions (Nominative/Accusative)	<b>ATL</b>  <b>Environments</b>  <b>Community</b>  <b>Social Education</b>	How does the design and interior decorating style of a Roman house and villa compare with the student's home or homes today?	
Patria Potestas  Verbs:Persons  Vocative Case	<b>ATL</b>  <b>Community</b>  <b>Social education</b>	What are the arguments for or against " <i>Patria Potestas</i> " ( the patriarchal structure of the Roman family)?	
Mythology: Major Gods & Goddesses	<b>ATL</b>  <b>Community</b>	What were the names, roles, symbols, and domain of each of the twelve major Greek and Roman	

Prepositional Phrases: Accusative & Ablative Cases	<b>Social education</b>	Olympians?	
Verb Conjugations  Present Tense  Imperative	<b>ATL</b>		
Mythology: Founding of Rome (Romulus & Remus/Aeneas)  Genitive & Dative Cases	<b>ATL Community and Service</b>	What conflicts exist between family members in the story of Romulus and Remus?  How does the story of Aeneas compare to the story of other literary heroes who must make journeys, e.g. Odysseus and Dante?	
Ablative Case			
Roman History: The Kings of Rome/Early Republic/Legendary heroes  Imperfect Tense 3 <sup>rd</sup> Declension i-stem nouns	<b>ATL Social education  Community &amp; Service</b>	What are the positive and negative points about the Regal and Republic Periods of Rome?  How do the legendary heroes of ancient Rome compare to the legendary heroes of early America(e.g. Paul Revere, George Washington)?	
Roman Numerals & Latin numbers	<b>ATL</b>		

Neuter nouns			
Noun & Adjective Agreement	<b>ATL</b>		
Verb Review			
Adjectives: 1,2,3 declensions	<b>ATL</b>		
Roman Travel Roman Hospitality Perfect Tense	<b>Social Education Community</b>	How do the comforts, discomforts, and dangers of travel in Roman times compare with those of today (e.g., piracy)?	
Dative Case	<b>ATL</b>		
Future Tense	<b>ATL</b>		
Perfect Tenses	<b>ATL</b>		
4/5 noun declensions	<b>ATL</b>		
Important sites in Rome Colosseum & Circus Maximus Special Pronouns & Adjectives	<b>Environments  Social Education  Community &amp; Service  Human Ingenuity</b>		

**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 Students and may be located at [www.actfl.org](http://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**

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

**Writing**

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

**Reading comprehension**

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 **2009 textbook and workbook and ancillary materials**