Board/Authority Authorized Course Framework: Latin 10

School District/Independent School Authority Name: Coast Mountain Academy	**School District/Independent School Authority Number (e.g. SD43, Authority #432):**
Developed by: Evan Sharp	**Date Developed:** September - December 2020
School Name: Coast Mountain Academy	**Principal's Name:**
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Latin 10	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 80

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

A qualified instructor will have an intermediate level of proficiency in Classical Latin. Post-secondary studies in Latin beyond first year are recommended as a minimum.

Course Synopsis:

Latin 10 introduces students to the achievements of the Romans through the study of Classical Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted Latin texts. English is the language of instruction, and students will develop competencies in oral communication, reading, and writing in both English and Latin. Through a variety of activities including translation, composition, and presentation, students will explore aspects of life in the ancient world, including trade, education, arts, sports, ecology, daily life, and social practices, and will make connections to other subjects between the Classical World and the world around them.

Goals and Rationale:

This course will develop students' linguistic competency in three principal ways:

1) Through the study of Latin's explicit structure and the translation process, student awareness of syntax and morphology is generally developed. The resulting fluency with metalanguage and grammatical constructs has a positive knock-on effect improving the technical use and acquisition of other languages.
2) By way of specific activities and acquired vocabulary, students will gain an understanding of English and other languages' origins in Latin. This understanding will deepen appreciation of meaning and nuance as well as improve comprehension and vocabulary in derivative languages.
3) As a result of learning to speak Latin, students will develop further competency with phonological concepts; acquiring and practising the phonetics of Latin will reinforce phonetics in derivative languages.

In addition, students will gain a wide variety of cultural and historical understandings that underpin the modern Western world. While not explicit, the historical nature of the content will activate a variety of Social Science curricular competencies as well.

Aboriginal Worldviews and Perspectives:

❏ Learning involves recognizing the consequences of one's actions.

Providing the students with appropriate levels of autonomy and choice in their learning. Some choice in how they learn and how they represent the learning. Along with helping students understand the natural consequences of their actions.

❏ Learning is embedded in memory, history, and story.

The use of story and narratives to teach across curricular areas. Providing students opportunities to listen to and connect with stories of others. Understanding that all education systems are constructs based on specific sets of cultural values; what is considered important to learn is based on sets of the cultural values in a particular context, including the place (land) where the learning occurs.

❏ Learning involves patience and time.

Revisiting concepts and linguistic content multiple times provides learners with opportunities to deepen their knowledge by layering their understanding. Teachers will provide flexible scheduling in schools and classrooms so that learners can telescope and compact their learning to reflect their individual needs.

❏ Learning requires exploration of one's identity.

Students will celebrate their identities, be given a safe space where their culture is welcome and provided opportunities to express their diversity in connection with the course material. The student will bring in their own cultural identities as a way of connecting who they are with what they are learning to deepen community and personalize learning.

Course Name: SECOND LANGUAGES — Latin　　　　　　　　　　　　　　　　**Grade: 10**

BIG IDEAS

Linguistic **precision** helps develop critical and creative thinking.	Languages are **fluid** over time and **evolve** as a result of social, political, and geographical pressures.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.	Understanding and Appreciating the Ancient world can give context to the modern world.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Thinking and Communicating	● Latin **declensions** 1 – 3 including:
● Recognize the relationships between Latin letter patterns, pronunciation, and **derivative features** in modern languages	– Nominative case (subject)
● Recognize the importance of **semantic meaning** in the translation process	– Dative case (indirect object)
● Comprehend key information and supporting details in speech and a variety of **texts**	– Accusative case (direct object)
● Share information using the **presentation format** best suited to their own and others' diverse abilities	● gender and number
● Respond to questions and instructions in Latin	● Present, Perfect, and Imperfect **time frames**
● **Seek clarification** and verify meaning	● verb **conjugations** 1 – 4
● Use the conventions of Classical Latin to read, translate, and compose simple texts	● *esse* and other common irregular verbs
	● common vocabulary, sentence structures, and expressions, including:
Personal and Social Awareness	– **simple questions**
● Recognize the importance of story in personal, family, and community identity	– **prepositional phrases** and their cases
● Analyze personal, shared, and others' experiences, perspectives, and worldviews through a **cultural lens**	– comparatives and superlatives
● Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge	● pronouns *ego, tu, hoc, ille*
	● **idiomatic phrases** in Latin
	● **derivative words** and phrases in modern languages
	● **cultural aspects** of Roman life
	● **historical context** of studies in Classical Latin
	● ethics of **cultural appropriation** and plagiarism

Big Ideas – Elaborations

- **precision:** both grammar and semantics
- **fluid:** easily influenced and only partially anchored by fixed features
- **evolve:** phonologically, morphologically, and syntactically through branching and drifting

Curricular Competencies – Elaborations

- derivative features: elements of language, especially words, which maintain a semblance of the origin language function or meaning e.g. "paternalistic" is a derivative from *pater*, meaning "father"
- semantic meaning: linguistic meaning that is understood beyond the literal combination of words or phrases
- texts: a generic term referring to all forms of oral, written, visual, and digital communications.
- seek clarification: Request or provide repetition, word substitution, reformulation, or reiteration.
- presentation format: e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- cultural lens: e.g., values, practices, traditions, perceptions
- ways of knowing: e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- declension: Non-verb word endings for gender, case, and number (e.g. *canis truculentum, canes truculenta*)
- time frames: Present, perfect, and imperfect conjugation of regular and some irregular verbs in context
- conjugations: Groupings of verbs based on normative stem and formation of present and perfect tenses
- simple questions: inversion questions, basic rhetorical questions
- prepositional phrases: Expressions of temporal or physical location
- idiomatic phrases: Phrases which have a standard semantic meaning (e.g. *ita vero*)
- derivative words: Words which maintain a semblance of the origin language meaning e.g. "paternalistic" from pater)
- cultural aspects: family structure, commerce, slavery, politics, religion, entertainment, diet, etc.
- historical context: Latin was the principal language of the Roman civilization spanning hundreds of years from 750 BCE to 400 CE; 'Classical Latin' is the dialect in use from 100 BCE to 200 CE.
- cultural appropriation: The use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

Recommended Instructional Components:

A progressive introduction of grammatical concepts using cultural topics that reinforces recent learning, rapidly expands vocabulary, and promotes confidence with translation tasks while simultaneously building historical and cultural context for the language. Activities could include:

- Frequent out loud reading of Latin
- regular vocabulary practice
- frequent translation to *and* from Latin
- practical cultural activities such as creating historical outfits or cooking Roman food
- exploration of English's Latin-derived features

Recommended Assessment Components:

- Regular and frequent (e.g. weekly) vocabulary quizzes
- Regular and frequent (e.g. weekly) written translation tasks, both *to and from* Latin
- Summative multimodal projects (e.g. composed and performed 'skit')
- Oral/ conversational quizzes

Learning Resources:

This framework has been developed around "Unit 1" (Book 1) of the Cambridge Latin Course, 4th Edition.

The prescribed content closely follows the 12 "Stages" (chapters) of this course. It is recommended that where possible, additional historical and cultural material be incorporated by a qualified instructor to supplement the language learning activities of the Cambridge program.

Additional Information: