



## Board/Authority Authorized Course Framework: Latin 11

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| <b>School District/Independent School Authority Name:</b><br>Coast Mountain Academy | <b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b><br>04896871 |
| <b>Developed by:</b><br>Evan Sharp  | <b>Date Developed:</b><br>June - August 2021  |
| <b>School Name:</b><br>Coast Mountain Academy                                       | <b>Principal's Name:</b><br>Brett Logan   |
| <b>Superintendent Approval Date (for School Districts only):</b>                    | <b>Superintendent Signature (for School Districts only):</b>  |
| <b>Board/Authority Approval Date:</b>   | <b>Board/Authority Chair Signature:</b>   |
| <b>Course Name:</b><br>Latin 11   | <b>Grade Level of Course:</b><br>11   |
| <b>Number of Course Credits:</b><br>4   | <b>Number of Hours of Instruction:</b><br>80  |

### Board/Authority Prerequisite(s):

CMA BAA Latin 10 or accepted equivalent.

### 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:

*BAA Latin 11*

*Version 2021-2 · 1*

Latin 11 continues to expose 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 of increasing sophistication. 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.

**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   |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>Thinking and Communicating</p> <ul style="list-style-type: none"> <li>Recognize the relationships between Latin letter patterns, pronunciation, and <b>derivative features</b> in modern languages</li> <li>Recognize the importance of <b>semantic meaning</b> in the translation process</li> <li>Comprehend key information and supporting details in speech and a variety of <b>texts</b></li> <li>Share information using the <b>presentation format</b> best suited to their own and others’ diverse abilities</li> <li>Respond to questions and instructions in Latin</li> <li><b>Seek clarification</b> and verify meaning</li> <li>Use the conventions of Classical Latin to read, translate, and compose simple texts</li> </ul> <p>Personal and Social Awareness</p> <ul style="list-style-type: none"> <li>Recognize the importance of story in personal, family, and community identity</li> <li>Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Latin <b>declensions</b> 1 – 3 including:                             <ul style="list-style-type: none"> <li>Genitive case (possession)</li> <li>Ablative case (prepositional)</li> <li>Vocative case (appellative)</li> </ul> </li> <li>gender agreement of adjectives and relative pronouns</li> <li>Infinitive and Pluperfect <b>time frames</b></li> <li>Irregular Imperfect tense <b>conjugations</b></li> <li>Imperative <b>conjugations</b></li> <li>Participles in the Present <b>time frame</b></li> <li>Neuter gender of nouns</li> <li>common vocabulary, sentence structures, and expressions, including:                             <ul style="list-style-type: none"> <li><b>simple relative clauses</b></li> </ul> </li> <li>pronouns <i>hoc, ille</i></li> <li><b>idiomatic phrases</b> in Latin</li> <li><b>derivative words</b> and phrases in modern languages</li> <li><b>cultural aspects</b> of Roman life</li> <li><b>historical context</b> of studies in Classical Latin</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul> |

## 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 relative clauses: Sub-clauses of a sentence referencing a subject in the parent; often introduced by *quos* or *quas*
- 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 through linguistic forensic reasoning

**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 2" (Book 2) of the Cambridge Latin Course, 5th Edition.

The prescribed content closely follows the 8 "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:**