
LATIN

This program is intended for beginning students of Latin at the senior high school level and consists of three sequential courses — Latin 10, 20 and 30.

The characteristics of the program include:

1. a set of goals and objectives that reflect the Goals of Basic Education, together with a rationale to support the inclusion of Latin in a school program
2. specification of minimum expectations by the end of Latin 30 for each language skill (listening, speaking, reading and writing) and for cultural understanding
3. specification of linguistic content for each level
4. specification of minimum core content for all students, as well as elective components for enrichment and remediation
5. suggested teaching and learning strategies and evaluation procedures.

A. PHILOSOPHY AND RATIONALE

Young minds need to be extended in their ways of thinking, and the learning of languages other than the mother tongue facilitates that extension. The study of Latin also develops creativity and a world-oriented outlook.

The learning of Latin opens a door to a different way of thinking. Writers of Latin, whether of the Roman era or later, were bound by the structure of their language to different forms of expression than those of English or French writers. The study of ancient civilization provides an important context for understanding contemporary political and social systems. Reading the classical Latin writers reveals to the student the socio-political foundations of Western civilization and its origins in ancient civilization.

Latin as a subject possesses an integrative–functional element; that is, the content characteristics of Latin enable one to apply or transfer the skills and knowledge to other subject areas.

A student who has read works in Latin is better equipped to understand and appreciate many of the historical, sociological or mythological classical allusions found in English and other European literature.

With the *Official Languages Act* and the multicultural policy, there is an increased interest in second language study in Alberta that has indirectly influenced the demand for Latin. Latin is the basis of the Romance languages. Taken before, or along with one or more of these languages, it provides a grammatical and lexical basis that enables the student to learn more economically and efficiently. Latin is also related in structure to the Germanic and Slavic languages.

Latin is the source of more than half of the English language vocabulary through derivatives, the Romance languages and Latin phrases adopted verbatim. The study of Latin can help a student to enrich his or her vocabulary, comprehend new words, improve spelling and understand grammatical structures in all languages related to Latin. Language transfer studies indicate that students who have studied Latin have a distinct advantage over those who have not in the areas of word power and reading skills.

In the area of social studies, a background in the cultural aspect of Latin studies supports the study of concepts such as citizenship, valour, honour and patriotism, as well as the study of civilization and theories in political science. The cultural content of Latin is also related to geography and history.

The study of Latin and Roman civilization is related to art, art history and architecture. It is associated with law, through terminology, the historical perspective and the codification of laws. It is connected to the sciences, through terminology in biology and chemistry. Its grammatical analysis skills are applicable to computer science. Whatever the student's motivation may be, Latin provides him or her with a useful framework for the application of logical thinking and accuracy.

While Latin has been long considered useful to students intent on a career in law or the medical and scientific fields, it may be of even more service to those planning to study literature, classics, languages, archeology, theology, semantics and history.

Latin is rarely used as a spoken language today. This very fact makes it attractive to a student who wishes or needs to study a second language but who has difficulty with the spoken aspect; this would include those students with a hearing or speech handicap or poor auditory memory.

These many specific benefits of the study of Latin may be resolved into one general value: Latin helps to convey to us the message of the past while enhancing our concept of its function in the present.

B. GOALS AND OBJECTIVES

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are all identified as appropriate to learning Latin. These goals are intended to enable the student to:

1. read Latin with understanding through knowledge of vocabulary, grammatical structure and stylistic devices
2. learn more about the English language and other Latin-related languages through expansion of vocabulary and structures of thought expression
3. learn about the ancient world and its values, thereby enhancing his or her link and sense of continuity with the past
4. compare and contrast contemporary Western civilization with the past in respect to social, economic and political structures and values, providing an opportunity for the application of critical thinking skills
5. appreciate the contribution of Latin to English language and literature, as well as to languages and literatures that are related to Latin
6. enhance and enrich the use of English and Latin-related languages, particularly as they relate to other subject areas
7. pronounce Latin words correctly.

Minimum Expectations for Skill Development and Cultural Understanding

The following minimum expectations for skill development and cultural understanding are considered to be part of the core, or mandatory, content of the Latin program.

Listening Comprehension

By the end of Latin 30, *the student will have developed the ability to:*

1. distinguish phonetic differences within the Latin sound system
2. distinguish Latin intonation and stress patterns
3. recognize common Latin phrases and classical allusions, when used in English by various speakers
4. understand basic questions, statements and instructions given in the classroom setting
5. distinguish case and tense indicators.

Speaking

By the end of Latin 30, *the student will have developed the ability to:*

1. produce accurately the sounds and stress of classical Latin (long and short vowels, semivowels, consonants and diphthongs)
2. ask basic questions for information, make statements and reply to instructions given in the classroom setting.

Reading

To achieve the primary objective of learning to read and understand Latin, by the end of Latin 30, *the student will have developed the ability to:*

1. read familiar materials silently, with comprehension
2. read recombinations and rearrangements of familiar material silently, with comprehension
3. read material containing some unfamiliar forms and vocabulary items, for general information about Roman history, civilization and mythology

4. read a representative selection of works by classical authors (adapted and original)
5. read a representative selection of readings that survey Latin literature (from the third century B.C. to modern times)
6. read aloud materials (with familiar vocabulary, idiomatic expressions and forms) with comprehension and correct pronunciation.

Writing

To reinforce the primary objective of learning to read and understand Latin, by the end of Latin 30, *the student will have developed the ability to:*

1. produce sentences or phrases that have combinations or variations of given forms, as provided by the material in the textbook or by the teacher.

Cultural Understanding

By the end of Latin 30, *the student will demonstrate an understanding and appreciation of:*

1. the influence of Latin and Roman culture on Western culture in areas such as literature, art, law, and social and political systems
2. the immense contribution of the Latin language and classical mythology to the English language
3. the similarities and differences between Roman civilization and culture and contemporary civilization.

C. CONTENT

Course Outline

Note: The linguistic content and cultural themes within each course level are not arranged in sequential order.

Linguistic Content

Suggested outline for the study of grammar as a basis for reading skills:

Latin 10	Nouns	– first, second, third declensions
	Adjectives	– first, second, third declensions
	Adverbs	– positive degree
	Verbs	– all conjugations – active voice – all tenses of indicative mood – complementary infinitives – commands (imperative active) – <i>sum</i>

Interrogative words, simple questions

Pronouns – first, second, *quis, quid*

Numerals one to ten

Expressions of place

Latin 20	Nouns	– fourth, fifth declensions
	Adjectives	– comparison (regular and common irregular)
	Adverbs	
	Verbs	– all tenses of all conjugations in passive voice – <i>possum</i> and <i>eo</i>
	Subordinate clauses	– with indicative mood
	Pronouns	– third person, demonstratives (<i>hic/ilille</i>)
	Datives	– with adjectives, verbs, double
	Relative pronoun	
	Ablative absolute	
	Expressions of time	

Latin 30	Infinitives	– present, perfect, future – active and passive
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Indirect statement

Participles

Deponents and semi-deponents

Subjunctives

Irregular verbs – *fero, fio, volo, malo* and *nolo*

For reading only:

- gerunds and gerundives
- conditional sentences
- indirect questions and commands
- verbs of fearing
- expressions of purpose
- supine

Cultural Themes

The major cultural themes and selected specific topics of the Latin program are to be developed as part of the core content. Additional specific topics related to the themes are elective. The major cultural themes include:

1. the history of ancient Rome
2. civilization
3. classical mythology
4. the legacy of Latin and its influence on modern languages.

Core Components

In summary, the core components consist of:

1. the minimum expectations for skill development and cultural understanding
2. the content specified in the linguistic component
3. major cultural themes
4. specific cultural topics.

Latin 10: Early History of Rome
(the foundation, early kings, first
expansions)

Latin 20: Caesar's Time
(history, the Roman army, the people)

Latin 30: Daily Life During the Empire
(the family, the home, education, food,
army)

Elective Components

The elective components consist of:

1. additional cultural topics within major cultural themes.