

DIOCESE OF TOLEDO

**FOREIGN LANGUAGE
LATIN
COURSE OF STUDY**



Catholic Youth and School Services
1933 Spielbusch Avenue
Toledo, Ohio 43697-0985
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**FOREIGN LANGUAGE COURSE OF STUDY
REVIEW COMMITTEE
2001 - 2002**

Under the direction of the Superintendent, a review committee was formed in the spring of 2001. The review began in June 2001 and was finalized in January 2002. Members met for two weeks in June 2001 and twice during the 2001-2002 school year. The total committee of eight teachers represented one elementary school and five secondary schools. Sr. Mary Margaret Pachucki from the Catholic Youth and School Services office coordinated the committee's efforts during the summer of 2001.

REVIEW COMMITTEE

Superintendent: Sr. Janet Doyle, OP

Review Coordinators: Sr. Mary Margaret Pachucki, OP
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INTRODUCTION

Every student is capable of learning another language, given time, quality instruction, and optimal learning environments. Acting on this tenet, the Course of Study Revision Committee selected these guiding principles, which incorporate the national standards and reflect the growing importance and influence of foreign language study.

1. Foreign languages are for ALL students.
2. Proficiency in a foreign language is related to the length of a student's participation in an articulated, long-term, sequential foreign language program preK - 12.
3. Optimal instruction addresses the individual needs of learners.
4. Foreign language instruction actively engages students in real-life, authentic communication.
5. Assessments reflect instructional goals and are performance-based.
6. Foreign languages are a core component of the total school curriculum and are integrated with the entire school experience.
7. Language and culture are inseparable.

(From "Ohio's Model Competency-Based Program.")

The Committee consulted numerous documents concerning foreign language learning, among them, curricula issued by the Education Department of the following states: Alaska, Georgia, Maryland, New York, North Carolina, and Ohio.

The Foreign Language Course of Study includes:

- philosophy
- learning objectives for each target-language, levels (I – IV)
- matrices for each level
- cultural objectives
- interdisciplinary objectives

A separate document entitled "Foreign Language Course of Study Resource Guide" contains the following:

- a list of language instruction methods
- effective foreign language teaching behaviors
- assessment strategies
- activities
- sources for other resources

A third document entitled "Spanish Course of Study Pre-K through Grade 8" is available for elementary schools.

DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”

(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities which foster community. Students explore ways to meet the challenges of tensions and conflicts which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

PHILOSOPHY OF FOREIGN LANGUAGE STUDY

“For these people are all from Galilee, and yet we hear them speaking all the native languages of the lands where we were born!” (Acts 2: 7-8)

God has given us voices to communicate not only with Him, but also with others. The study of foreign language empowers all learners to communicate with peoples of the world. Foreign language study from the onset of formal education enables students to expand their mental abilities, helping them to become effective thinkers, speakers, and writers in the target language as well as their own.

Knowledge of a foreign language is a powerful resource in a global community and lays the groundwork for life-long learning. As technology makes our world smaller, students need to study a foreign language to have the advantage of understanding how other cultures relate to the students' experience.

The advantages of developing skill in a foreign language go far beyond simply being able to translate a word or idea from one language to another. Study of a foreign language offers numerous benefits, such as:

- an appreciation for the role that language plays in human interaction
- a doorway to involvement in the business, political, and educational institutions of foreign countries
- increased knowledge of customs, history, art, literature, and music of other peoples
- an awareness that people of all cultures are created by God and that, regardless of their economic status, they enrich our world

As the facilitator of this philosophy, the foreign language teacher encourages students to see the worth of all people and to use this knowledge to serve others for the glory of God.

FOREIGN LANGUAGE PROGRAM GOALS

GOAL 1: To enable students to communicate in a foreign language for multiple purposes, in a variety of modes and within a wide range of cultural contexts.

See Learning Objectives for French, German, Spanish, Latin

GOAL 2: To enable students to demonstrate knowledge of the target language culture and develop an appreciation of that culture.

The student will:

1. Demonstrate appropriate social behaviors.
2. Make and respond to introductions.
3. Use appropriate expressions of courtesy.
4. Identify cultural practices and behaviors.
5. Employ appropriate non-verbal communication.
6. Discuss unfounded generalizations and stereotypes.
7. Compare/contrast cultural practices among same language cultures.
8. Identify products of the foreign culture.
9. Identify foreign culture current events.
10. Identify folk art in the foreign culture.
11. Develop an understanding of geography, history, art, literature, music, religion and government of the foreign culture.
12. Identify and experience cuisine of the foreign culture.
13. Recognize traditional dress of the foreign culture.
14. Describe holy days, celebrations and holidays.

GOAL 3: To enable students to use the knowledge gained in their language study to connect with other disciplines and to expand awareness of their own language and culture.

The student will:

1. Compare cultural practices and behaviors.
2. Identify contributions of the culture.
3. Explore the general influence of geography, history, art, literature, music, religion and government.
4. Apply mathematical skills in foreign language.
5. Apply composition techniques to foreign language writing.
6. Apply technology skills to foreign language study.
7. Share knowledge from foreign language class in other classes.
8. Apply history knowledge / understanding to foreign language study.
9. Apply art knowledge / understanding to foreign language study.
10. Apply music knowledge / understanding to foreign language study.
11. Apply grammar and vocabulary learned to understanding of English.
12. Correlate current global trends to the study of the foreign culture.
13. Understand languages cannot be translated word-for-word.
14. Contrast structural patterns of languages.
15. Compare living patterns and religious practices.
16. Discuss cultural stereotyping.
17. Compare holy days, celebrations and holidays.
18. Use target language outside the classroom.
19. Present cultural events or products to the school or community.
20. Participate in school, church, and community events related to foreign culture.
21. Identify community resources for foreign language / culture research.
22. Establish contact with native speakers.
23. Participate in travel to the foreign culture.
24. Discover applications and uses of foreign language.

LATIN

Matrix for Levels I, II, III, IV

LISTENING

The student will:

	OBJECTIVE	I	II	III	IV
1.	Recognize and discriminate all consonant, vowel, and diphthong sounds.	x	x	x	x
2.	Recognize accent.	x	x	x	x
3.	Comprehend simple commands, questions, and anecdotes.	x	x	x	x
4.	Recognize verbal patterns e.g. alliteration.			x	x
5.	Learn the sound of meter in poetry.			x	x

SPEAKING

The student will:

	OBJECTIVE	I	II	III	IV
1.	Ask and respond to simple questions.	x	x	x	x
2.	Memorize a short prayer or poem.	x	x	x	x
3.	Memorize endings of all declensions.	x	x	x	x
4.	Memorize sum and possum all tenses.	x	x	x	x
5.	Memorize a verb in each conjugation all tenses active and passive.	x	x	x	x
6.	Memorize the meanings of about 300 words.	x	x	x	x
7.	Memorize nominative , genitive, dative, accusative, ablative, and vocative cases and their uses.	x	x	x	x
8.	Memorize about 200 new words and idioms.		x	x	x
9.	Discuss the literary and cultural aspects of the prose and poetry.			x	x
10.	Memorize about 200 words.			x	x
11.	Memorize many figures of rhetoric.			x	x
12.	Discuss the literary and cultural aspects of the above.				x
13.	Recognize more figures of rhetoric.				x

READING

The student will:

	OBJECTIVE	I	II	III	IV
1.	Read sentences and paragraphs.	x	x	x	x
2.	Read selections from long continuous stories and The Commentaries on the Gallic Wars by Julius Caesar or an author of similar difficulty.		x	x	x
3.	Read selections from the following authors: Caesar, Cicero, Pliny, and Ovid or authors of similar difficulty.			x	x
4.	Read selections from Virgil, Horace, Catullus, Ovid or other authors of similar difficulty.			x	x

LATIN

Matrix for Levels I, II, III, IV

GRAMMAR

The student will learn the following grammatical concepts:

	OBJECTIVE	I	II	III	IV
1.	Declension of nouns of all declensions and specific forms of those nouns	x	x	x	x
2.	Declension 1st and 2nd declension and 3rd declension adjectives in positive, comparative and superlative degrees	x	x	x	x
3.	Formation of adverbs from the above adjectives in positive, comparative, and superlative degrees	x	x	x	x
4.	Conjugations of verbs from all conjugations in all tenses active and passive indicative and specific forms for such verbs	x	x	x	x
5.	Formation of present active imperative for verbs of all conjugations	x	x	x	x
6.	Conjugation of sum and possum in all tenses and give specific forms for them	x	x	x	x
7.	Formation of present active and passive infinitives for verbs in all conjugations	x	x	x	x
8.	Declension and specific forms of personal, demonstrative, relative, and interrogative pronouns and interrogative adjectives	x	x	x	x
9.	Formation of questions with ne, num, and none	x	x	x	x
10.	Declension of irregular nouns and adjectives		x	x	x
11.	The locative case		x	x	x
12.	Declension of ipse and sui		x	x	x
13.	Uses of cases not covered in Level I		x	x	x
14.	Formation and use of all participles, gerunds, gerundives, and infinitives		x	x	x
15.	Indirect Discourse		x	x	x
16.	Ablative Absolute		x	x	x
17.	Conjugation of deponent verbs in indicative, subjunctive, and imperative moods and specific forms		x	x	x
18.	Conjugation of regular verbs in the subjunctive, active and passive and specific forms		x	x	x
19.	Conjugation of all irregular verbs in indicative and subjunctive active and specific forms		x	x	x
20.	Following clauses: purpose, result, indirect question, indirect command, cum, fear, postquam and antequam, conditional		x	x	x
21.	Passive Periphrastic		x	x	x
22.	The supine			x	x
23.	Relative clause of characteristic			x	x
24.	Clauses of doubting			x	x
25.	Potential and optative subjunctive			x	x
26.	Future imperative			x	x
27.	Various poetic word forms				x
28.	Imperative of sum				x

LATIN

Matrix for Levels I, II, III, IV

WRITING

The student will:

	OBJECTIVE	I	II	III	IV
1.	Read and translate sentences and paragraphs from Latin to English and English to Latin.	x	x	x	x
2.	Write vocabulary in each lesson Latin to English.	x	x	x	x
3.	Translate from the above readings.		x	x	x
4.	Write translations of the above.			x	x
5.	Compose a speech.			x	x
6.	Write a poem in English in a specific meter.			x	x
7.	Write the scansion for Latin poetry.			x	x
8.	Write translations of the above.				x
9.	Write the scansion for the above.				x
10.	Write compositions in English on the literary or cultural aspects of the above literature.				x

LATIN I

LISTENING I

The student will:

1. Recognize and discriminate all consonant, vowel, and diphthong sounds.
2. Recognize accent.
3. Comprehend simple commands, questions, and anecdotes.

SPEAKING I

The student will:

1. Ask and respond to simple questions.
2. Memorize a short prayer or poem.
3. Memorize endings of all declensions.
4. Memorize sum and possum all tenses.
5. Memorize a verb in each conjugation all tenses active and passive.
6. Memorize the meanings of about 300 words.
7. Memorize nominative, genitive, dative, accusative, ablative, and vocative cases and their uses.

READING I

The student will:

1. Read sentences and paragraphs.

GRAMMAR I

The student will learn the following grammatical concepts:

1. Declension of nouns of all declensions and specific forms of those nouns
2. Declension 1st and 2nd declension and 3rd declension adjectives in positive, comparative and superlative degrees
3. Formation of adverbs from the above adjectives in positive, comparative, and superlative degrees
4. Conjugations of verbs from all conjugations in all tenses active and passive indicative and specific forms for such verbs
5. Formation of present active imperative for verbs of all conjugations
6. Conjugation of sum and possum in all tenses and give specific forms for them
7. Formation of present active and passive infinitives for verbs in all conjugations
8. Declension and specific forms of personal, demonstrative, relative, and interrogative pronouns and interrogative adj.
9. Formation of questions with ne, num, and nonne

WRITING I

The student will:

1. Read and translate sentences and paragraphs from Latin to English and English to Latin.
2. Write vocabulary in each lesson Latin to English.

LATIN II

LISTENING II

The student will:

1. Recognize and discriminate all consonant, vowel, and diphthong sounds.
2. Recognize accent.
3. Comprehend simple commands, questions, and anecdotes.

SPEAKING II

The student will:

1. Ask and respond to simple questions.
2. Memorize a short prayer or poem.
3. Memorize endings of all declensions.
4. Memorize sum and possum all tenses.
5. Memorize a verb in each conjugation all tenses active and passive.
6. Memorize the meanings of about 300 words.
7. Memorize nominative, genitive, dative, accusative, ablative, and vocative cases and their uses.
8. Memorize about 200 new words and idioms.

READING II

The student will:

1. Read sentences and paragraphs.
2. Read selections from long continuous stories and The Commentaries on the Gallic Wars by Julius Caesar or an author of similar difficulty.

GRAMMAR II

The student will learn the following grammatical concepts:

1. Declension of nouns of all declensions and specific forms of those nouns
2. Declension 1st and 2nd declension and 3rd declension adjectives in positive, comparative and superlative degrees
3. Formation of adverbs from the above adjectives in positive, comparative, and superlative degrees
4. Conjugations of verbs from all conjugations in all tenses active and passive indicative and specific forms for such verbs
5. Formation of present active imperative for verbs of all conjugations
6. Conjugation of sum and possum in all tenses and give specific forms for them
7. Formation of present active and passive infinitives for verbs in all conjugations
8. Declension and specific forms of personal, demonstrative, relative, and interrogative pronouns and interrogative adjective
9. Formation of questions with ne, num, and nonne
10. Declension of irregular nouns and adjectives
11. The locative case
12. Declension of ipse and sui

LATIN II

13. Uses of cases not covered in I
14. Formation and use of all participles, gerunds, gerundives, and infinitives
15. Indirect Discourse
16. Ablative Absolute
17. Conjugation of deponent verbs in indicative, subjunctive, and imperative moods and specific forms
18. Conjugation of regular verbs in the subjunctive, active and passive and specific forms
19. Conjugation of all irregular verbs in indicative and subjunctive active and specific forms
20. Following clauses: purpose, result, indirect question, indirect command, cum, fear, postquam and antequam, conditional
21. Passive Periphrastic

WRITING II

The student will:

1. Read and translate sentences and paragraphs from Latin to English and English to Latin.
2. Write vocabulary in each lesson, Latin to English.

LATIN III

LISTENING III

The student will:

1. Recognize and discriminate all consonant, vowel, and diphthong sounds.
2. Recognize accent.
3. Comprehend simple commands, questions, and anecdotes.
4. Recognize verbal patterns e.g. alliteration.
5. Learn the sound of meter in poetry.

SPEAKING III

The student will:

1. Ask and respond to simple questions.
2. Memorize a short prayer or poem.
3. Memorize endings of all declensions.
4. Memorize sum and possum all tenses.
5. Memorize a verb in each conjugation all tenses active and passive.
6. Memorize the meanings of about 300 words.
7. Memorize nominative, genitive, dative, accusative, ablative, and vocative cases and their uses.
8. Memorize about 200 new words and idioms.
9. Discuss the literary and cultural aspects of the prose and poetry.
10. Memorize about 200 words.
11. Memorize many figures of rhetoric.

READING III

The student will:

1. Read sentences and paragraphs.
2. Read selections from long continuous stories and The Commentaries on the Gallic Wars by Julius Caesar or an author of similar difficulty.
3. Read selections from the following authors: Caesar, Cicero, Pliny, and Ovid or authors of similar difficulty.

GRAMMAR III

The student will learn the following grammatical concepts:

1. Declension of nouns of all declensions and specific forms of those nouns
2. Declension 1st and 2nd declension and 3rd declension adjectives in positive, comparative and superlative degrees
3. Formation of adverbs from the above adjectives in positive, comparative, and superlative degrees
4. Conjugations of verbs from all conjugations in all tenses active and passive indicative and specific forms for such verbs
5. Formation of present active imperative for verbs of all conjugations
6. Conjugation of sum and possum in all tenses and give specific forms for them
7. Formation of present active and passive infinitives for verbs in all conjugations

LATIN III

8. Declension and specific forms of personal, demonstrative, relative, and interrogative pronouns and interrogative adjective
9. Formation of questions with *ne*, *num*, and *nonne*
10. Declension of irregular nouns and adjectives
11. The locative case
12. Declension of *ipse* and *sui*
13. Uses of cases not covered in I
14. Formation and use of all participles, gerunds, gerundives, and infinitives
15. Indirect Discourse
16. Ablative Absolute
17. Conjugation of deponent verbs in indicative, subjunctive, and imperative moods and specific forms
18. Conjugation of regular verbs in the subjunctive, active and passive and specific forms
19. Conjugation of all irregular verbs in indicative and subjunctive active and specific forms
20. Following clauses: purpose, result, indirect question, indirect command, *cum*, fear, *postquam* and *antequam*, conditional
21. Passive Periphrastic
22. The supine
23. Relative clause of characteristic
24. Clauses of doubting
25. Potential and optative subjunctive
26. Future imperative

WRITING III

The student will:

1. Read and translate sentences and paragraphs from Latin to English and English to Latin.
2. Write vocabulary in each lesson, Latin to English.
3. Translate from the above readings.
4. Write translations of the above.
5. Compose a speech.
6. Write a poem in English in a specific meter.
7. Write the scansion for Latin poetry.

LATIN IV

LISTENING IV

The student will:

1. Recognize and discriminate all consonant, vowel, and diphthong sounds.
2. Recognize accent.
3. Comprehend simple commands, questions, and anecdotes.

SPEAKING IV

The student will:

1. Ask and respond to simple questions.
2. Memorize a short prayer or poem.
3. Memorize endings of all declensions.
4. Memorize sum and possum all tenses.
5. Memorize a verb in each conjugation all tenses active and passive.
6. Memorize the meanings of about 300 words.
7. Memorize nominative, genitive, dative, accusative, ablative, and vocative cases and their uses.
8. Memorize about 200 new words and idioms.
9. Discuss the literary and cultural aspects of the above.
10. Recognize more figures of rhetoric.

READING IV

The student will:

1. Read sentences and paragraphs.
2. Read selections from long continuous stories and The Commentaries on the Gallic Wars by Julius Caesar or an author of similar difficulty.
3. Read selections from the following authors: Caesar, Cicero, Pliny, and Ovid or authors of similar difficulty.
4. The student will read selections from Virgil, Horace, Catullus, Ovid or other authors of similar difficulty.

GRAMMAR IV

The student will learn the following grammatical concepts:

1. Declension of nouns of all declensions and specific forms of those nouns
2. Declension 1st and 2nd declension and 3rd declension adjectives in positive, comparative and superlative degrees
3. Formation of adverbs from the above adjectives in positive, comparative, and superlative degrees
4. Conjugations of verbs from all conjugations in all tenses active and passive indicative and specific forms for such verbs
5. Formation of present active imperative for verbs of all conjugations
6. Conjugation of sum and possum in all tenses and give specific forms for them
7. Formation of present active and passive infinitives for verbs in all conjugations
8. Declension and specific forms of personal, demonstrative, relative, and interrogative pronouns and interrogative adjective
9. Formation of questions with ne, num, and nonne

LATIN IV

10. Declension of irregular nouns and adjectives
11. The locative case
12. Declension of ipse and sui
13. Uses of cases not covered in I
14. Formation and use of all participles, gerunds, gerundives, and infinitives
15. Indirect Discourse
16. Ablative Absolute
17. Conjugation of deponent verbs in indicative, subjunctive, and imperative moods and specific forms
18. Conjugation of regular verbs in the subjunctive, active and passive and specific forms
19. Conjugation of all irregular verbs in indicative and subjunctive active and specific forms
20. Following clauses: purpose, result, indirect question, indirect command, cum, fear, postquam and antequam, conditional
21. Passive Periphrastic
22. The supine
23. Relative clause of characteristic
24. Clauses of doubting
25. Potential and optative subjunctive
26. Future imperative
27. Various poetic word forms
28. Imperative of sum

WRITING IV

The student will:

1. Read and translate sentences and paragraphs from Latin to English and English to Latin.
2. Write vocabulary in each lesson, Latin to English.
3. Write translations of the above.
4. Compose a speech.
5. Write a poem in English in a specific meter.
6. Write the scansion for Latin poetry.
7. Write translations of the above.
8. Write the scansion for the above.
9. Write compositions in English on the literary or cultural aspects of the above literature.