

COURSE TITLE

WORLD LANGUAGE – GRADE 6 LATIN

Course Description: The Grade 6 Latin program is an introductory, exploratory program. Cultural, historical, and linguistic components are included in each lesson. The Latin nine-week, three times/week course covers similar vocabulary used in the modern world language rotations but with less emphasis on oral skills using the target language. The topics of the Latin rotation include geography, mythology, architecture, mottoes and abbreviations, and important figures in Roman history. Materials for the course are teacher-generated. At the end of the rotation, students receive a grade of S[satisfactory (+/-)] or U[unsatisfactory]. Emphasis is on class participation, and it is the intent of the program that all students have a successful world language experience. At the end of the year, students will choose one language to study in grades 7 and 8.

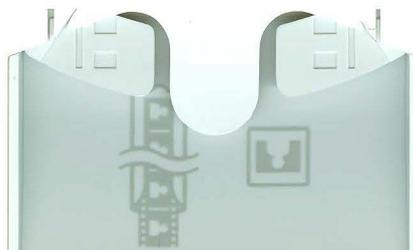
Course Goals: Emphasis is placed on encouraging students to note contrasts and parallels among languages, to develop beginning knowledge of word derivations, to identify major contributions to Western culture from the classical world, to make connections between our modern world and the world of the Romans, and to develop an interest in further language study. The ACTFL goals (Culture, Comparison and Connection) and standards are used throughout the curriculum. (*cf.* National ACTFL Standards)

Latin, grade 6

Gayle Hightower

Software Program
Version

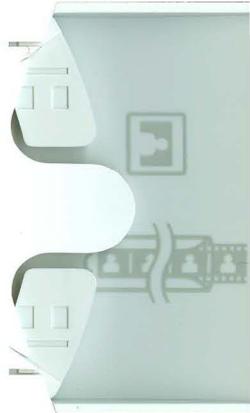
Page 1



**Latin, grade 6
World Language**

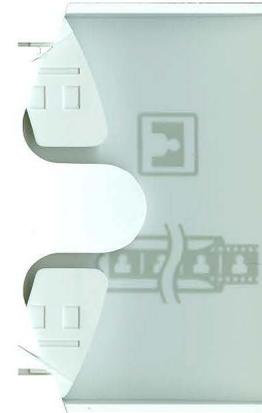
Each lesson will include a cultural and linguistic component. The linguistic component will increase the students' understanding of our language through connections and comparisons with Latin and will stress parallels among languages using cognates, derivatives, vocabulary. Each lesson will also include a cultural component demonstrating the relationship between the traditions of the Roman civilization and the practices and perspectives of today's Western culture (e.g. calendar, architecture, daily customs). Students will be introduced to mythology as a major contribution to Western literature.

Mansfield Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
<p>National Standard: 2.1/2; 3.1/2; 4.1/2</p> <p>1.2; 3.1;4.1</p>	<p>Introduction to Latin --What is "Latin" --Who were the Romans (when and where did they live) --Why study this "ancient" language</p> <p>Basic Vocabulary Acquisition (pronunciation of classical vs. medieval Latin)</p> <p>Roman numbers and Roman numerals (I,V,X,L,C,D,M)</p>	<p>Be able to describe/explain who spoke Latin, when/where the Romans lived Be able to explain the relationship between Latin and the Romance Languages using examples from Spanish, give examples of English words derived from Latin, give at least three examples of the influence of ancient Roman culture on Western civilization</p> <p>Be able to greet others using correct pronunciation of vowels and consonants (diphthong combination – ae)</p> <p>Be able to count orally 1-20 and aurally recognize numbers 1-100 (nil, 1000) Be able to explain, compare/contrast the number pattern to Spanish/French/German Be able to compare the Roman numeral system to our Arabic system and convert one to another</p>	<p>Whole class discussions Individual responses Teacher-created materials</p> <p>Patterned response Individual repetition Teacher-created materials</p>	<p>One and a half weeks (4 classes)- English derivatives and cultural connections will be reinforced throughout the nine-week rotation in each lesson</p> <p>One-half weeks</p>



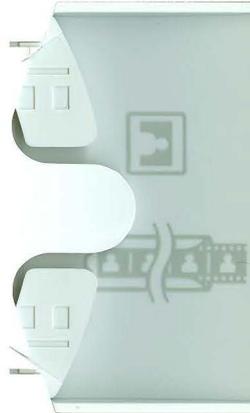
**Latin, grade 6
World Language**

Mansfield Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
National Standard 2.1,3.1,5.1	Latin connection via astronomy/ astrology— use of constellations/ horoscopes to introduce vocabulary (e.g. animalia)	Be able to explain the connections between mythical stories and the naming of certain constellations Orion, Canis Major, Ursa Major, Cassiopia, Cepheus, Perseus, Andromeda, Cetus and be able to give the English translations for the 12 Zodiac signs	Overheads/artist representations (teacher created), use of Internet (Google Earth, SkyMap, KidsAstronomy.com Mica, Mica Parva Stella	One and ½ weeks
2.1/2, 3.1/2 4.2,5.1	Twelve Major Olympian Gods (Greek and Latin)	Be able to name the twelve major Greek gods and their Latin counterparts (and be able to explain their connection the names of the planets) and at least one realm of influence and one symbol	Teacher-created materials—using artistic/commercial representations	One and ½ weeks
2.1,3.1,4.2, 5.2	Mythology- characteristics of a Greek/Roman “myth” ; intended audience; diety elements, nature phenomena	Be able to summarize at least one myth involving a Roman god and explain the purpose of the story citing the “metamorphosis” that occurred --Arachne, Daedalus/Icarus, Pyramus/Thisbe, Io, Echo/Narcissus, Cupid/Psyche	Teacher-read aloud VCR—student produced and commercial, student produced art work in the classroom; connections with literature e.g. Percy Jackson series	A myth is read aloud at the end of each week—teacher-created assessment materials at the end of the nine-week rotation



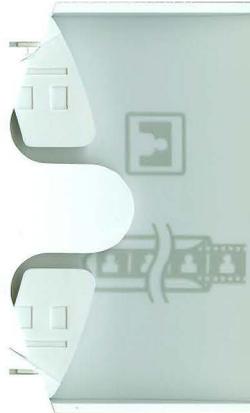
**Latin, Grade 6
World Language**

Mansfield Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
National Standard 3.1, 4.1, 5.1	Commonly seen Latin "sententiae" used in English	Be able to pronounce, identify, translate and explain the significance of the following Latin mottoes/phrases: --E Pluribus Unum --Qui Transtulit Sustinet --Semper Fidelis --Semper Paratus --Semper Fortis --Carpe Diem --Tempus Fugit --Citius, Altius, Fortius --Veni, Vidi, Vici --Et Tu, Brute --Non sequitur --Veritas --SPQR	Newspapers, coins, cartoons, emblems, discussion of historical context	At least one motto introduced each week
3.1, 4.1., 5.1	Commonly used Latin abbreviations	Be able to translate and use the following Latin abbreviations in proper context: --A.M. --P.M. --A.D. (vz. C.E./B.C.E.) --P.S. --N.B. --R.I.P. --etc. --et al. --e.g. --lb.	Examples in context	At least one abbreviation is introduced each week



**Latin, grade 6
World Language**

Mansfield Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
2.1, 3.1, 4.2	Influence of classical architecture on the modern world	<p>Be able to identify the three Greek orders and be able to explain and compare the influence/advantages of classical architecture on our sports/public buildings:-</p> <ul style="list-style-type: none"> --Doric,Ionic, Corinthian --Roman use of the arch --invention of concrete, dome --Flavian Amphitheather (Yankee Stadium) --Circus Maximus (Nascar venues) --Roman thermae – Community Center --Pantheon (Jefferson Memorial, Gampel Pavillon—N.B.natatorium entrance) <p>(Be able to distinguish the Pantheon from the Parthenon)</p>	Slideshow of ancient Rome, DVD of modern Rome, student-produced posters on examples of modern vs. classical designs	One week Teacher-created materials
2.1,3.1,4.2	Famous figures in Roman history	Be able to identify Julius Caesar and explain his role (and famous end!) in history e.g. his contribution to our modern calendar, his introduction to a living person’s portrait on coinage, his acquisition of Gaul, his relationship with Cleopatra, his contribution to the fall of the Roman Republic	Teacher-created materials	1/2week

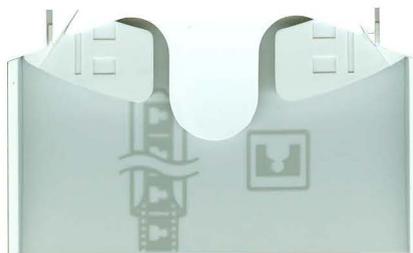


MANSFIELD MIDDLE SCHOOL:

WORLD LANGUAGE PHILOSOPHY STATEMENT

World language study is an integral part of a student's academic experience, and all students should have the opportunity for exposure to at least one language and culture other than their own. Our program reflects the wide range of abilities, attitudes, interests, and maturity levels of the students, is success oriented, provides active language involvement through a variety of multi-sensory activities, and emphasizes culture and civilization as vital parts of language study.

Our middle school program continues the skill development begun in the elementary school. We emphasize the incremental acquisition of good language habits of listening, speaking, reading and writing in the target language. At the end of the middle school experience, a student will communicate in a language using basic vocabulary about daily life situations, will develop an awareness and understanding of other cultures, make connections with other areas of study, understand the nature of language and culture through simple comparisons, and be enthusiastic about participating in multilingual activities in cultural contexts.



VOCABULARY LIST - GRADE 6 LATIN

Salve, Salvete

Vale, Valete (Ave)

Ita vero, minime, Estne necesse? Et, de, divisum, multiplicatum, est, sunt
mater, pater, frater, soror, familia

Numeri Romani – unus – viginti, triginta, quadraginta, quinquaginta, sexaginta, septuaginta, octaginta, nonaginta, centum, mille, nil

Dei Deaque: Jupiter, Juno, Neptune, Hades, Ceres, Hestia, Minerva, Diana, Apollo, Venus (Cupid), Mercury, Hephaestus, Bacchus

Clouds- cumulus, cirrus, stratus, nimbus, sol, luna, pluit

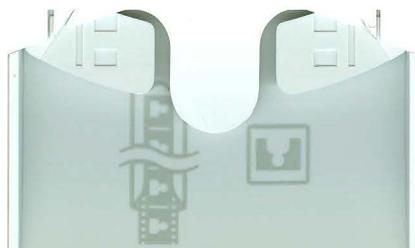
cf. Latin “sententiae” and abbreviations

Columns: Doric, Ionic, Corinthian

Possible additions:

Colores: albus-a-um, ater-tra-trum, rosus-a-um, purpureus-a-um, ruber,-bra,brum,flavus-a-um, aureus-a-um, caeruleus-a-um, viridis, -is, fuscus-a-um

Partes corporis: caput, dentes, oculus, nasus, lingua, facies, crines (coma), collum, corpus, brachia, manus, digiti, crura, pedes, digiti pedis, genu, cubitum, stomachus, cor (**Simonus dicit, tangite**)



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

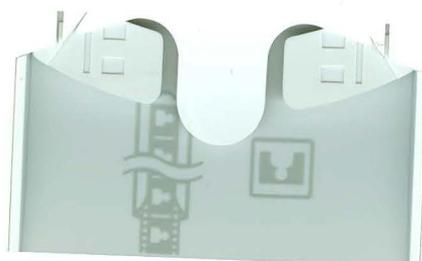
Develop Insight into the Nature of Language and Culture

- **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

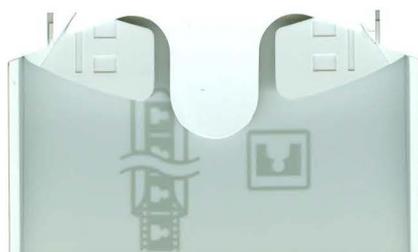
- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.



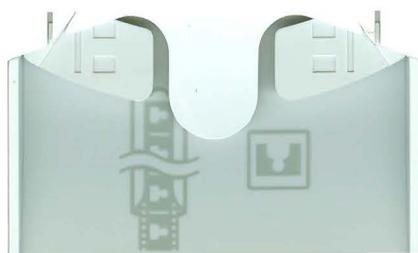
NATIONAL GOALS FOR WORLD LANGUAGE EDUCATION

The following “FIVE Cs” have been identified as the areas that represent the focus of world language instruction. A framework for the standards (what students should be able to do), as well as benchmark tasks within each of the goal areas, has been developed for each grade cluster. These documents form the basis on which our world language curricula are written.

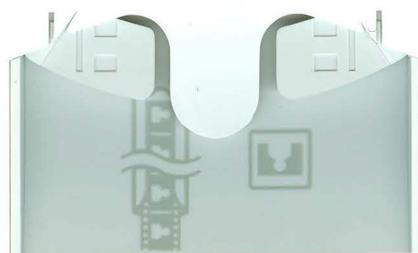
**COMMUNICATION - CULTURE
CONNECTIONS - COMPARISONS
COMMUNITY**



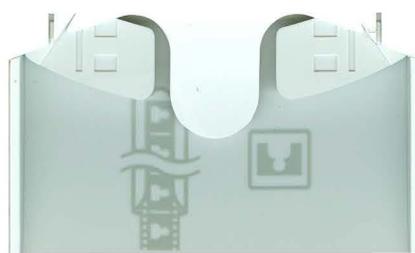
COMMUNICATION: Communication in languages other than English has become increasingly important in a diverse nation and in an ever-shrinking world. To achieve communicative standards, learners must have ample opportunities to experience another language as it is spoken and written in the target culture. Meaningful language from real contexts is the basis for subsequent development of expressive skills in which students are able to participate in everyday social interactions and to establish relationships with others. Students must engage in communicative experiences in a wide range of contexts and for range of purposes.



CULTURE: The view of the world held by members of any given group, the behavior patterns derived from that world view, and the traditions and habits which have been created are inextricably woven into the language of those who live the culture. It is important that our students have a perspective for crosscultural understanding and can engage successfully in meaningful, direct interaction, both orally and in writing, with members of another culture.



CONNECTIONS: Students should recognize the relationship and relevance prior experience and knowledge from other curriculum areas play in second language acquisition and gain access to a wide body of knowledge from sources and perspectives provided by their understanding of another language and culture. Increased skill in another language becomes a tool for acquiring new information and knowledge for other disciplines of study.



COMPARISONS: Students will discover that other cultures often view the world from a perspective different from their own and develop insight into their own language and culture. These comparisons are not only linguistic but conceptual and lead to an openness and willingness to view situations from different points of view.

Community: Students will become active participants in a multicultural society and recognize the interdependence of people throughout the world. They will appreciate the contributions of the global community and the importance of a world view to economic, social and environmental problems.

