



## **Foreign Language Curriculum – Middle Level**

**May 2007**

## Introduction

### Classical Language

The study of a classical language (**Latin**) at the 6<sup>th</sup>-8<sup>th</sup> grade level is a natural outgrowth of the developmental skills of middle school children and of the middle school curriculum itself. The Baker Demonstration School is committed to a Latin program which combines language learning experiences focused on linguistic principles, syntax and vocabulary via a reading methodology with developmental cultural explorations into the ancient world. Additionally, Latin is perceived as a subject that is woven throughout the overall middle school curriculum.

The methodology employed in the Latin classroom is, as is that in the modern language classroom, multi-sensory and eclectic. It is structured to achieve the following goals:

- To involve students, parents, and teachers in an active commitment to the Latin program.
- To develop the skills of individualized learning and self-monitoring.
- To develop the skills of group problem-solving as applied to translation tasks.
- To employ language learning and instructional design principles to facilitate student mastery of basic linguistic theory, Latin syntax and vocabulary, and elementary semantics.
- To employ a reading methodology that focuses on the development of a strategy for gaining both contextual and syntactic expectations.
- To make the connections between Latin and English vocabulary and syntax.
- To explore a variety of aspects of Roman culture and civilization via developmental activities such as making bullas, making a model of a Roman house, attending a lecture-demo on Roman cuisine, celebrating Roman holidays, singing holiday songs in Latin, building a model of Rome, etc.
- To connect Latin as it is relevant with other aspects of the middle school curriculum via interdisciplinary projects. In the past, examples of these projects are but not limited to the following: Queries and Theories (Latin and Science), building a model of Rome (Latin and Art), working on derivatives (Latin and English), putting on a Roman banquet (Latin and Social Studies), studying the golden rectangle (classical philosophy, architecture, and math), comparative mythology over other ancient cultures (Latin and Humanities), etc.

## 6<sup>th</sup> Grade

### Concepts

Case, number, gender discrimination  
Subject/object/predicate comp. identification  
Subject/verb agreement  
Noun/adjective agreement  
Parts of speech identification  
Recognition, discrimination, and use of transitive/intransitive verbs  
Meanings and use of derivatives  
Application of grammar and syntax to produce structurally accurate translations  
Correct formation and use of vocative, nominative, genitive, accusative, and ablative cases  
Identification of indeclinable parts of speech  
Recognition, discrimination, and use of finite verbs, infinitives, impersonal verbs and imperatives in all four conjugations  
Noun and verb paradigms  
Expectations generated from sentence syntax to develop reading strategies for translating sentences and connected passages

### Assessments

### Addendum

### Skills and Processes\*

- Oral Latin: Ability to understand/respond to/use basic greetings and commands in Latin, Ability to read text out loud
- Ability to discuss and apply linguistic concepts as presented in text.
- Ability to recognize and produce Latin morphology
- Ability to recognize and translate Latin vocabulary
- Ability to recognize and define English derivatives based on Latin vocabulary.
- Ability to read Latin text via application of reading strategies.

\*Overall skills and processes apply to all concepts

- Assessment of linguistic competence demonstrated via quizzes and tests as well as various in-class activities
- Assessment of cultural competence demonstrated via diverse projects and regular *Cultura Romana* exercises derived from *Ecce Romani I* textbook

- *Cultura Romana*--Readings on Roman culture
- Latin cultural experiences and projects: Bulla project, Vocabulary Games, *Animalia Latina*, Domus project, *Verba et Scripta I*, *Simonus Dicit*/Body Parts, *Dolus aut Donum* Myth Bag, Saturnalia Card, Valentines/*Lupercalia*, Ides of March, Rome's Birthday

## 7<sup>th</sup> Grade

### Concepts

Identification of parts of speech, kernel, modifier, connector, and indeclinables individually and in sentence context

Case, number, gender discrimination

Pronoun recognition

Identification of verb tenses (present/imperfect), person, number

Recognize verb variation—infinitive, imperative, irregular verbs

Paradigm of nouns and verbs

Correct use of nominative, genitive, accusative, and ablative case

Noun/verb agreement; noun/adjective agreement

Expectations generated from meta-phrasing sentence components

Meaning and use of derivatives

Application of the linguistic rules to produce structurally accurate translations.

Recognition, discrimination, and formation of present and imperfect tenses

Assessments

Addendum

### Skills and Processes\*

- Oral Latin: ability to understand/respond to/use basic greetings and commands in Latin, ability to read text out loud
- Ability to discuss and apply linguistic concepts as presented in text
- Ability to recognize and produce Latin morphology
- Ability to recognize and translate Latin vocabulary
- Ability to recognize and define English derivatives based on Latin vocabulary.
- Ability to read Latin text via application of reading strategies

\*Overall skills and processes apply to all concepts

- Assessment of linguistic competence demonstrated via quizzes and tests as well as various in-class activities
- Assessment of cultural competence demonstrated via diverse projects and regular *Cultura Romana* exercises derived from *Ecce Romani I* textbook

- *Cultura Romana*--Readings on Roman culture
- Latin cultural experiences and projects: SPQR, Vocabulary Games, *Verba et Scripta II*, *Simonus Dicit*/Body Parts, *Dolus aut Donum* Myth Bag, Saturnalia Card, Valentines/*Lupercalia*, Ides of March, Rome's Birthday

## 8<sup>th</sup> Grade

### Concepts

Identification of parts of speech, kernel, modifier, connector, and indeclinables individually and in sentence context

Expectations generated from meta-phrasing sentence components

Application of the linguistic rules to produce structurally accurate translations.

Developing strategies to facilitate sight reading of Latin passages

Sentences

Case, number, gender discrimination

Identification of verb tenses (present/imperfect), person, number

Paradigm of nouns and verbs

Correct use of nominative, genitive, dative, accusative, and ablative case

Pronoun recognition

Recognize verb variation—infinitive, imperative, irregular, and impersonal verbs

Recognition, discrimination, and formation of present, imperfect, and perfect tenses

Working knowledge of the four principal parts of the verb with emphasis on the principal form for derivational value

Noun/verb agreement;  
noun/adjective agreement

### Skills and Processes

- Ability to explain how/why Latin can benefit students and list three-five ways Latin has or may help him/her personally
- Can confirm or deny the statement “Language is arbitrary” Give examples from his/her own daily life
- Can define the term “Idiom” and list 5 English examples
- Ability to define the terms morphology and syntax
- Can demonstrate competence in the following skill areas as covered by the text
  - Vocabulary
  - Morphology
  - Syntax
  - Semantics
- Can identify sentence parts: kernel, modifiers, and connectors
- Ability to list the expectations which a sentence component raises
- Can meta-phrase a given sentence component.
- Translates sentences

## Concepts

Meaning and use of derivatives

## Skills and Processes

Nouns

- Identifies 1st/2nd/3rd/4th/5th declension nouns by gender/#/case
- Produces noun paradigms
- Produces noun meta-phrases

Verbs

- Identifies verbs by person/#/tense (present/future/imperfect/perfect/ pluperfect/future perfect)
- Produces verb paradigms
- Recognizes and produce principle parts of verbs.
- Produces verb synopsis - present/future/imperfect/perfect/ pluperfect/future perfect in a specific person
- Meta-phrases verb forms
- For compound verbs:
  - Lists the meanings of the prefix and the root verbs used to make the compound verb
  - Translates compound verbs in sentences

Modifiers

- Identifies case/#/gender of noun/adjective pairs
- Identifies nouns used in genitive, dative, and ablative cases
- Identifies ablatives by type
- Identifies prepositional phrases
- Produces the meta-phrase of 1-3 above
- For demonstrative adjectives HIC/HAEC/HOC and ILLE/ILLA/ILLUD:
  - Can list the paradigm
  - Can identify noun modified by the adjective
- Translates sentences containing forms of the adjectives

Connectors

- Identifies coordinating and subordinating conjunctions
- Meta-phrases coordinating and subordinating conjunctions

Derivatives

- Lists the Latin word from which each derivative is derived and list the Latin word's meaning
- Lists the meaning of the derivative

Abbreviations

- Lists the unabbreviated form
- Lists the English meaning

Assessments

- Assessment of linguistic competence demonstrated via quizzes and tests
- Assessment of cultural competence demonstrated via diverse projects