

Kolbe Academy Home School

HIGH SCHOOL LATIN III *Henle Third Year Latin*

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COURSE TITLE: Latin III**COURSE TEXTS:**

- HENLE** ❖ Henle, Robert J., S.J. *Henle Third Year Latin*. Loyola Press: Chicago, 1959. (T6063)
GRAMMAR ❖ Henle, Robert J., S.J. *Henle Latin Grammar*. Loyola Press: Chicago, 1958. (T6060)
❖ Answer Key to Henle Third Year Latin, Optional (T6063A)

COURSE DESCRIPTION:

Latin is the language of the Church; as such it is an integral part of every Catholic's heritage. This course in Latin will give an introduction to translation of source texts will reinforcing knowledge of Latin grammar.

COURSE OBJECTIVES:

By diligent work in this course, the student will obtain:

- A sound foundation of Latin vocabulary (5 words memorized per day is ideal)
- An in-depth grasp of Latin grammar and syntax
- Facility in Latin pronunciation
- An expanded English vocabulary, by understanding etymology of Latin Related English and Latin words
- An acquaintance with Roman oratory through the study of Cicero

SCOPE AND SEQUENCE:

1. Review of nouns: Forms of first, second, third, fourth and fifth declension nouns; Noun cases: nominative, genitive, dative, accusative, ablative, and vocative
2. Review of adjective forms, and the comparison of adjectives
3. Review of verbs: Forms of first, second, third, fourth, and -io verbs in all tenses and voices
4. Review of demonstratives, personal pronouns, reflexive pronouns; relative pronouns
5. Review of Latin clauses and syntax, including review of direct and indirect questions, purpose, result, and characteristic clauses; review of conditional sentences
6. Review of specific case uses and constructions (like the Ablative of Separation)
7. Review of the gerund and gerundive
8. Daily vocabulary work throughout the year
9. Composition work
10. Reading & Speaking exercises
11. Study of Roman oratory with political and rhetorical context
12. Reading and translation of Cicero
13. Reading and translation of excerpts of ecclesiastical Latin
14. Three-Part Quarterly Exams

ADDITIONAL RESOURCES:

- 101 LATIN VERBS
- LATIN GRAMMAR CARD (T6042)
- LATIN DICTIONARY
- ENGLISH GRAMMAR FOR LATIN STUDENTS

DIPLOMA REQUIREMENTS:

Summa Cum Laude diploma candidates are required to follow the Kolbe Core course (K) as outlined in this Latin III course plan. **Magna Cum Laude** and **Standard** diploma candidates may choose to follow the Kolbe Core course (K), but are not required to do so, in which case parents may alter the course plan if they choose. **Summa** students must complete 4 years of foreign language during their high school course of study including Latin I and II, and either Latin III and IV or two years of an alternate foreign language. **Magna** students must complete 3 years of any foreign language during their high school course of study including two years in the same language. **Standard** diploma students may complete either 1 year of foreign language or 2 years of visual/performing arts. Please see below for specific course titles, quarterly reporting requirements and transcript designations for Latin III.

REQUIRED SAMPLE WORK:

Designation*		K
Course Title	Latin III	Latin III
Quarter 1	1. Any written sample work.	1. Completed Quarter 1 Exam
Quarter 2	1. Any written sample work.	1. Completed Quarter 2 Exam
Quarter 3	1. Any written sample work.	1. Completed Quarter 3 Exam
Quarter 4	1. Any written sample work.	1. Completed Quarter 4 Exam

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

If the student wishes to have the course distinguished on the transcript with a (K) as a Kolbe Academy Core course please be sure to send the correct exams and components each quarter for verification as specified above. **If no designation on the transcript is desired, parents may alter the lesson plan and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE PLAN NOTES:

- ❖ The course plan assignments include all Lessons and assigned translations in *Henle III* with additional translation assignments from Part III of the text. There are intentionally more translation passages included in *Henle III* than many students can complete in the course of a year. Parents and teachers are free to supplement the translation assignments given or to reduce the translation assignments from Part III, bearing in mind that the Quarterly Exams will only include material covered in the course plan.
- ❖ There are intentionally more exercises on each concept in the Henle text than many students will need. Because of this, a list of exercises that may be omitted or shortened is given in the course plans for each Lesson. How many of these exercises are completed is left to the discretion of the teacher. Because the focus and main task of this year of Latin is the ability to translate source texts, fewer exercises are given than in previous years. **If possible it would be good practice to give weekly, closed book, quizzes or tests, using questions from the exercise sections in the Lessons of the student book.**
- ❖ The course plan starts out with much extra information in the Key points in order to help you learn the language of Latin grammar and guide you through the Henle text. Each Lesson should be read in full and each new concept studied carefully through out the week.

- ❖ Kolbe's quarterly exam will cover those Lessons laid out in the course plan, if you deviate from the course plan alter your test to reflect the Lessons your student covered.
- ❖ Pronunciation is not of paramount importance as it would be in a modern language. Sound out words carefully, consulting the pronunciation guide. Note that the pronunciation guide provided in this course plan differs a little from the one Fr. Henle provides. Choose one method of pronunciation and consistently use it. One need not, however, be overly concerned about pronunciation.
- ❖ Memorization is key to learning any language. A diligent student should keep flash cards and devote fifteen to twenty minutes daily simply to memorization. Emphasis should be placed on repetition and memorization, as these are the primary ways to learn a language. Repetition does not equal drudgery. In the book, and in individual classes, repetition can take the form of games, contests, etc. This is especially helpful for younger students.
- ❖ Many memorization assignments listed in the Henle III text will **not** be included in these course plans. Because very little new grammar and no new forms are introduced in this year of Latin, this course plan does not consider the memorization of portions of text to be necessary in every Lesson. Students should re-memorize any paradigms given in the grammar reviews that they may find themselves unfamiliar with.
- ❖ English grammar sources should be used when necessary to clarify grammatical points.
- ❖ ASSIGNMENTS
 - 1) Each week the lesson should be read and studied carefully.
 - 2) Finally do the exercises and translation from the weekly lesson.

NOTES ON GRADING:

- As in any language there are multiple areas that need to be taken in to consideration: Grammar, Vocabulary, Speaking, Writing, and Listening. It would be good to have a separate weekly grade for each of these. At the end of the semester these should be averaged for the final grade.

◆◆◆ FIRST QUARTER ◆◆◆



PAGES OF HENLE THIRD YEAR LATIN

WEEK 1				
xxxix - xli 209 – 215 ix - xii	Introduction	To the Student		
	Lesson 1	Direct Questions; <i>Quis, Quid</i>		
	Roman Oratory	History of Roman Oratory, Oratorical Styles in the Ciceronian Period, Types of Orations, Outline of an Oration		
Assign	<i>HENLE EXS.</i>	1 (EVENS), 2, 3 (ODDS), "Preces Christianae Cotidianae Faciendae"	GRAMMAR	pgs. 3-13 (review) pgs. 39, 94 - 95
<p>🔑 Note: Although little new grammar is introduced in Henle III, grammatical exercises continue to be assigned to reinforce the student's skills and as an aid to the translation of Cicero which will be the main focus of this third year of Latin.</p> <p>The material to be studied for each week will be broken into separate blocks for study as below. Each block is one step in mastering the material for the week and is not necessarily only one day's work; it may be completed over more than one day.</p> <p>1) Read the Introduction to the Student to gain an overview of the works studied this year. Review the assigned Grammar passages on Latin nouns. Re-memorize forms as necessary. Read and memorize the declension of <i>quis, quid</i>. Read through and memorize the vocabulary for Lesson 1. Study the Related English and Latin words.</p> <p>2) Study the Grammar passages on direct questions. Complete Exercise 1. Read and translate "Preces Cotidianae." Optional assignment: Memorize "Preces Cotidianae." Subsequent text memorization assignments listed in the Lessons will be omitted by this course plan to permit students to focus their attention on translation assignments. However, students are expected to master/memorize the idioms and rhetorical figures of speech assigned in this course plan.</p> <p>3) Read pg. 212 on how to convey "yes" and "no" in Latin. Translate the questions in Exercise 2. Complete Exercise 3.</p> <p>4) Read pgs. ix - xii on Roman Oratory. These pages give an explanation of the history and structure of Roman oratory and Cicero's place in it.</p>				
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>				
WEEK 2				
xiii 3 – 11	Digest of the First Oration against Catiline Roman Constitutional Government Versus Anarchy Stylistic Devices		<i>Propositio</i>	

<p>xxxi – xxxvi 11 – 13</p>	<p>First Oration Against Catiline</p>	<p>Introduction, anaphora, irony Lines 1 – 31</p>	
<p><i>Assign</i></p>	<p><i>HENLE EXS.</i></p>		<p><i>GRAMMAR</i></p>
<p>🔑 1) Read the English introduction to Cicero’s First Oration Against Catiline pgs. 3 – 10 and the <i>Propositio</i> section of the Digest of the First Oration Against Catiline to give context for the speech you are about to translate.</p> <p>2) Throughout the year as you translate Cicero refer back to the Word-Groups and Idioms list that begins on page 345. While translating the student should keep track of and memorize the idioms listed for the First and Third Orations Against Catiline and the first 26 idioms given for The Impeachment of Gaius Verres. Idioms from this list will appear on exams.</p> <p>3) Read the short introduction in the section on Stylistic Devices. All the passages of Cicero that you will be translating this year are public speeches. The ancients (Greek and Roman) used specific kinds of expressions, or figures of speech, to embellish their speeches and persuade or move their audiences; some of these kinds of expressions will be introduced to you in this section. Glance through the section and note that these figures of speech include changes in word order, use of words and expression of ideas. Some of these figures of speech, such as irony and metaphor, may already be familiar. Carefully read and study the descriptions of anaphora (p. xxxii) and irony (p. xxxvi.) Do not be intimidated by the technical Greek names of these rhetorical techniques; because these devices are not frequently used in English they will often stand out to you as you translate. Notice the examples of each of these devices as you translate the assignment for this week.</p> <p>4) Translate lines 1 – 31 of the First Oration Against Catiline.</p>			
<p>Notes</p>			