

Kolbe Academy Home School

HIGH SCHOOL LATIN II

Wheelock's Latin

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COURSE TITLE: Latin II**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 a comprehensive introduction to Latin grammar.

COURSE OBJECTIVES:

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

- A sound foundation of Latin vocabulary (10 words memorized per day is ideal)
- A further understanding of Latin grammar and syntax
- Facility in Latin pronunciation
- An expanded English vocabulary, by understanding etymology of Latin derivatives
- A reinforced grasp of English grammar through the study of Latin grammar

SCOPE AND SEQUENCE:

1. Verbs: all four conjugations
2. Noun cases: nominative, genitive, dative, accusative, ablative, and vocative
3. Forms of first, second, third, fourth and fifth declension nouns
4. Adjectives, including irregular, comparative and superlative forms
5. Present and perfect tenses, active and passive voices of verbs; deponent verbs
6. Demonstratives, personal pronouns, reflexive and intensive pronouns; numerals; relative pronouns
7. Participles
8. Infinitives
9. The Subjunctive
10. Special constructions like the passive periphrastic with the dative of agent and indirect statement
11. Conditions
12. Gerunds and gerundives
13. *Sum* and *possum*

SKILLS TO BE DEVELOPED:

- Confidence in the use of the Latin language
- Ability to communicate effectively, both in written and spoken Latin
- Knowledge of the rules of Latin grammar and composition
- Confidence and ability to read, write and speak the Latin language

STUDENT WILL DEVELOP SKILLS THROUGH:

- Daily vocabulary work throughout the year
- Grammar drill exercises
- Reading and translation exercises
- Oral Latin and English derivative work
- Three-Part Quarterly Exams

DIPLOMA REQUIREMENTS:

Summa Cum Laude diploma candidates are required to follow the Kolbe Core course (K) as outlined in this Latin 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 II.

REQUIRED SAMPLE WORK:

Designation*		K
Course Title	Latin II	Latin II
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.

OPTIONAL RESOURCES:

- 501 Latin Verbs. Richard E. Prior, Ph.D. and Joseph Wohlberg, Ph.D. Hauppauge, NY: Barron's Educational Series, Inc., 1995. [Highly Recommended]
- *English Grammar for Students of Latin, Second Ed.* Norma Goldman and Ladislav Szymanski. Ann Arbor, Mich.: The Olive Hill Press, 1993. [Highly Recommended]
- Cassell's Latin Dictionary. [Highly Recommended]
- Latin Grammar Card.

COURSE TEXTS:

- WHELLOCK** ❖ Wheelock, Frederic M. *Wheelock's Latin, 6th Edition*. Harper Collins: New York, 2000. Second half of the book.
- WORKBOOK** ❖ Comeau, Paul, & Richard LaFleur. *Workbook for Wheelock's Latin, 3rd Edition Revised*. Harper Collins: New York, 2000. Second half of the book.
- WEBSITE** ❖ www.wheelockslatin.com . The Official Wheelock's Latin Series Website. Student will use audio files at website to assist with Classical Latin pronunciation, and can use the Latin links to find more help with Wheelock's Latin. Parents can also use the website to browse frequently asked questions, including homeschooling questions.

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COURSE PLAN METHODOLOGY:

- ❖ **Answer Keys:** Workbook answers are in the separate paper answer key. Answers for the self-tutorial exercises immediately follow that section, on page 396. Answers for the "Practice and Review" and "Sententiae Antiquae" exercises are located in the paper answer key provided with the textbook.
- ❖ 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 in using the Wheelock text. Each lesson should be read in full and each new concept studied carefully through out the week.
- ❖ Week One of Quarter One consists of a review of the work that the student has completed in Chapters 1-20 of *Wheelock's Latin*. The student should drill vocabulary and complete the review worksheet on p. 32 of this course plan.
- ❖ Kolbe's quarterly exam will cover those chapters laid out in the lesson plan. If you deviate from the course plan, alter your test to reflect the chapters you covered.
- ❖ Pronunciation is not of paramount importance as it would be for a modern language. Sound out words carefully, consulting the pronunciation guide. Grammar comprehension and translation skill are of a higher priority.
- ❖ Memorization is key to learning any language. A diligent student should keep flash cards and devote 15-20 minutes daily to memorization. Emphasis should be placed on repetition and memorization, as these are the primary ways to learn a language. Repetition need not equal drudgery; repetition can take the form of games, contests, etc. This is especially helpful for younger students.
- ❖ Vocabulary flashcards are available from Wheelock Latin, but can also (very beneficially) be created at home by the student as he progresses through the course.
- ❖ English grammar sources should be used when necessary to clarify grammatical points.
- ❖ The pronunciation system in this book is classical, which is used in most secular schools. For Church Latin pronunciation, substitute the system below.

❖ **ASSIGNMENTS:**

- 1) Each week the lesson should be read and studied carefully. The online audio files can be used at this point, to help with vocabulary pronunciation.
- 2) It is suggested that the students complete the workbook exercises as they study the chapter.
- 3) Then students should complete the "Optional Self-Tutorial Exercises" at the end of the book.
- 4) Lastly, complete the exercises in the lesson for translation and comprehension practice.
- 5) Finally, if possible, it is good to give a weekly, closed book quiz, using questions from the self-tutorial section at the end of the student book. A weekly vocabulary quiz is also highly recommended.

NOTE: Assignments in the Course Plan are given according to the order given above.

❖ **GRADING:**

If you choose to follow the suggested grading scheme on the next page, you will need to grade your student in three separate areas: grammar and vocabulary, translation, and oral Latin and derivatives. The assignments for each chapter in Wheelock Latin and the workbook can be easily categorized as follows:

- 1) Grammar & Vocabulary: the "**Grammatica**" and "**Exercitationes**" sections in the workbook; all of the items in the "Optional Self-Tutorial Exercises" except the sentences for translation.

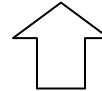
- 2) Translation: the “**Lectiones**” section in the workbook; the sentences for translation in the “Optional Self-Tutorial Exercises”; all of the chapter translation exercises and selections in Wheelock Latin.
- 3) Oral Latin: periodically evaluate your student’s Latin pronunciation according the pronunciation system being used; the “**Vis Verborum**” sections of the workbook may also be included in the oral Latin grade.

The questions in the quarter exams are also divided into these categories.

SUGGESTED GRADING:

Subject	Final Exam Grade	Weekly Average	Quarter Average
Grammar & Vocabulary	Grammar & Vocabulary Exam Grade	Weekly average	$(\text{Final} + (\text{weekly} * 2)) / 3$
Translation	Translation Exam Grade	Weekly average	$(\text{Final} + (\text{weekly} * 2)) / 3$
Oral Latin	Final Oral Latin Exam Grade	Weekly average	$(\text{Final} + (\text{weekly} * 2)) / 3$
Latin II Grade	Add the above and divide by three	Add the above and divide by three	Add the above and divide by three

This is your Latin II Quarterly Grade



◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
CUMULATIVE REVIEW OF CHAPTERS 1-20		
Assign: <i>(Assignments given in suggested order for week)</i>	COURSE PLAN:	Cumulative review of Chapters 1-20, pp. 32 - 38
	WEBSITE:	The website contains many links for review of basic Latin grammar and vocabulary. These can be used for additional review, if necessary. Students and parents may find these links at http://www.wheelockslatin.com/wheelocklinks.htm (as of 02/2007).
	WHEELOCK:	Review grammar and vocabulary for Chapters 1-20, as necessary.
<p>🔑 This week will serve as a review of many of the important grammatical terms and concepts that the student learned in Latin I. The student can begin the week by completing the Cumulative Review of Chapters 1-20, located in this course plan on p. 32. Completing this Cumulative Review can take more than one day of the week; however, the student should still leave enough time during the week for grammar and vocabulary review.</p> <p>It is best if the student completes the Cumulative Review "closed-book," that is, without reference to outside sources. That way, the student will be able to see what concepts, vocabulary and forms he remembers better than others. The most-missed items can then be drilled more comprehensively. The answer key to the Cumulative Review provides Wheelock's chapter numbers, where possible, so that the student will be able to easily locate where specific forms or ideas were introduced.</p> <p>The web address to the Official Wheelock's website above has links to further vocabulary and grammar drills. We recommend that students, with parent permission, use these links for review. Finally, students should also review vocabulary by using their flashcards and concentrating on the words that are missed most frequently.</p> <p>The following is a list of concepts and vocabulary from Latin I that students should know:</p> <ul style="list-style-type: none"> ❖ All vocabulary for chapters 1-20 ❖ Nouns: declensions 1-4 ❖ Verbs: All four conjugations, active voice, all tenses; passive voice, all tenses, for first and second conjugation verbs; infinitives and imperatives ❖ Adjectives: first and second declension adjectives, third declension adjectives; agreement of adjectives with the nouns they modify; the declension of <i>-er</i> and <i>-ius</i> adjectives ❖ Basic Latin word order (Subject-object-verb) ❖ The grammatical functions of all the cases ❖ Conjugation of irregular nouns <i>sum</i> and <i>possum</i> ❖ Declension of Demonstrative pronouns <i>ille, illa, illud</i> ❖ Declension of Personal Pronouns <i>ego, tu, is</i> ❖ Declension of Demonstrative pronouns <i>is</i> and <i>idem</i> ❖ Declension of Reflexive and Intensive pronouns ❖ Declension of Possessives <i>meus, tuus, suus</i> ❖ Uses of the Ablative Case: Means, Manner, Accompaniment, Time, Ablative of Agent, Place from Which, 		

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- Separation
- ❖ Numerals: declension and vocabulary
- ❖ The Relative pronoun
- ❖ The declension of Interrogative pronouns *quis, quid*

Notes

WEEK 2

WHEELOCK	CHAPTER 21	135-140	Third and Fourth Conjugations: Passive Voice of the Present System (and Perfect System).
<i>Assign: (Assignments given in suggested order for week)</i>	WORKBOOK: WEBSITE: WHEELOCK:		pp. 161-168 Optional Vocabulary Audio files: http://www.wheelockslatin.com/chapters/twentyone/index.html (as of 03/2007) p. 375 (Self-Tutorials) pp. 137-139 (Chapter Exercises)

(This Key Points section in the course plan will give information to parents and students regarding grammar and assignments)

✦ In previous chapters, students learned how to add passive voice endings onto the stems of first and second conjugation verbs. They learned the endings for passive voice verbs of these two conjugations for all tenses. Chapter 21 will deal with the passive voice endings for third and fourth conjugation verbs. Present system verbs will be the focus, though perfect system verbs will also be mentioned.

1. First, if necessary, the student should review what a passive voice verb is. With passive verbs, the subject is the recipient of the action, not the performer of the action. Example of an active voice verb in a sentence: I **catch** the ball. Example of a passive voice verb in a sentence: I **am caught** in the net. See Chapter 18 for further help.

2. Students should also review how to add passive voice endings onto a verb stem. For present system verbs, first the student should determine the present stem (this is done by removing the *-re* ending from the present active infinitive). Once the present stem is located, then the passive voice personal endings are added on to it.

3. The passive voice personal endings for the **present system** are:

Singular		Plural	
1 st person	-r	1 st person	-mur
2 nd person	-ris	2 nd person	-mini
3 rd person	-tur	3 rd person	-ntur

4. For the present tense, the above endings are added on to the stems of third conjugation regular and *-io* verbs, and fourth conjugation verbs. Note the one exceptional form for third conjugation: the second person singular of the present passive indicative has the letter **e** in the stem, while the rest of the forms have an **o** or **i** in them (example: *agor, ageris, agitur*).

5. For the future tense, remember that, as with third and fourth conjugation active voice verbs, tense is shown through a **vowel change**. That is, future tense third and fourth conjugation verbs have an **a** or **e** at the end of their stems, before the endings. So the future passive of *agor* is **agar**, and the future passive of *audior*