

Kolbe Academy Home School

NEW MISSAL LATIN SECOND YEAR

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Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music can be worked in during the week, Friday is also a good day to concentrate on those subjects.

Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your student does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

COURSE TITLE: Second Year Elementary Latin

COURSE DESCRIPTION:

Latin is the language of the Church; as such it is an integral part of every Catholic's heritage. This beginner's course in Latin uses a book ideally suited for grade school age students. Students master a large amount of Latin vocabulary while becoming acquainted with Latin grammar and syntax, including simple declensions and conjugations.

COURSE OBJECTIVES:

The student will obtain by diligent work in this course:

- An introductory grasp of Latin vocabulary (10-15 words memorized per week is ideal)
- An introductory grasp of Latin grammar and syntax
- Facility in Church Latin pronunciation
- An expanded English vocabulary by understanding Latin words as the roots of English words
- An increased grasp of English grammar from contact with a grammatical system that coincides in some ways and differs in others from the English system

SCOPE AND SEQUENCE:

1. Vocabulary work throughout the year
2. Forms of the fourth and fifth declension nouns
3. Forms of third declension adjectives and adverbs
4. Prepositions
5. Introduction to the subjunctive mood of all four verb conjugations
6. Introduction to common subjunctive uses and clauses
7. Introduction to participles
8. Introduction to the imperative mood of all four verb conjugations
9. Introduction to the verb **sum, esse** (to be)

COURSE MATERIALS:

New Missal Latin Book 1

New Missal Latin Pronunciation Guide Tape 1

Kolbe Academy Supplemental Exercises to New Missal Latin

TO THE TEACHER: Before beginning each Lesson in *New Missal Latin* read the Teacher's Manual and daily course plans for that Lesson. Among these daily course plans are short explanations of the various new grammatical and syntactical information which may not be directly addressed in the text).

Each day's assignments are designed to take about thirty minutes. However, the student should also take some time every other day to drill himself on the vocabulary and conjugation or declension to be memorized that week. The student should also drill himself on vocabulary and conjugations and declensions already learned. Supplemental exercises are assigned for each Lesson in *New Missal Latin*; should you choose to omit them, it is recommended that the student be given time to drill himself. Nearly all the exercises in *New Missal Latin* may be completed orally or in writing at the teacher's discretion, but it is recommended that the student be given equal oral and written practice.

The student has three main tasks for every Lesson:

- To memorize the declension or conjugation presented in the Lesson
- To memorize the vocabulary for the Lesson; the part of speech and declension or conjugation to which the word belongs should be memorized along with the meaning.
- To recognize and correctly translate the new grammatical construction introduced in each Lesson

It is recommended that, as an aid to memory, the student either keep a notebook containing the declensions and conjugations and vocabulary, or that he make flashcards.

**** (Parents should pencil in the following words to vocabulary list in Lesson 27) ****

Lesson 5 Error in Answer Key: Exercise C, sentence #8, the answer key translates the verb tense in that sentence incorrectly.

Lesson 17 Ex. D: This is a textbook error. In #5, exercise D, the student encounters the word "Missam," before it has been officially introduced. The nominative and genitive singular of this word is "Missa, Missae" and it is feminine.

Textbook Errors: Lesson 27

disidero, -are, -avi, atus: to desire

traho, trahere, traxi, tractum: to drag or draw

moveo, -ere, movi, motus: to move

COURSE PLAN METHODOLOGY: *New Missal Latin* is represented by the abbreviation **NML**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON**, **TUES**, **WED**, and **THUR** abbreviations. The *New Missal Latin Pronunciation Guide Tapes* are represented by the abbreviation **TAPE**.

There are some typographical errors in the student text and answer key. Try not to let these be a distraction. Read the preface in the Teacher's Manual (TM) & Answer Key carefully. "Some latitude must be allowed in translating, for there may be more than one way that a certain word or phrase may be translated." (p 4, TM) If the student's translation is not an exact match to the Answer Key's, but the meaning has not changed, the answer should not be marked wrong. When translating from English to Latin, if the student has the Latin endings correct but the order is different than the Teacher's Manual, the student's translation should not be marked wrong.

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. In accord with the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
NML	(No Lesson) Review week	GOALS: Review the Latin cases and their uses; review first and second declension nouns; review first conjugation verbs; review sentences with the nominative, accusative, genitive, and dative cases; review second declension adjectives
MON	<p>Beginning of the year review</p> <p>It is unusual for a student to have retained absolutely all his knowledge of Latin after a long vacation. Consequently, the first two weeks of this course plan are set aside for review. Have your student take the test for the Lessons listed. Then have your student study the items he missed on each test and re-test him on those items. If your student gets less than 85% on a particular test have him retake the whole test after he has studied. Omit the vocabulary portions of each test. (If your student has not retained the vocabulary from the previous year's study, simply have him begin drilling on this vocabulary using his flashcards or notebook from the previous year.)</p> <ul style="list-style-type: none"> • Take the test for Lesson One. 	
TUE	<ul style="list-style-type: none"> • Take sections III and VI of the test for Lesson Two and the test for Lesson Three. 	
WED	<ul style="list-style-type: none"> • Take sections IV and V of the test for Lesson Four and the test for Lesson Five. 	
THUR	<ul style="list-style-type: none"> • Take sections IV and V of the test for Lesson Six and parts one, two, and three of the supplemental quiz for Lesson Six. 	
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WEEK 2		
NML	(No Lesson) Review week	GOALS: Review second, third, and fourth conjugations; review third declension and third declension i-stem nouns; review third declension adjectives.
MON	<ul style="list-style-type: none"> Take the tests for Lessons Seven and Eight. 	
TUE	<ul style="list-style-type: none"> Take the test for Lesson Nine. 	
WED	<ul style="list-style-type: none"> Take the tests for Lesson Ten and Eleven. 	
THUR	<ul style="list-style-type: none"> Take the test for Lesson Twelve. 	
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WEEK 3		
NML	Lesson Thirteen	GOALS: Review the declension of <i>clemens</i> , review the vocabulary for this Lesson; be able to translate sentences with substantive adjectives
MON	<ul style="list-style-type: none"> Review the vocabulary for Lesson Thirteen. Review the declension of clemens. Complete Lesson Thirteen supplemental review exercise. 	
TUE	<p>Substantive Adjectives: Substantive adjectives are adjectives which are used as nouns. "Meek" in the beatitude "The meek shall inherit the earth" is an adjective which is used as a noun. We understand "meek" to mean "meek people" even though the adjective is not followed by a noun.</p> <p>Latin also uses adjectives substantively. Substantive adjectives will have the case ending which corresponds with their use in the sentence (that is, if a substantive adjective is the subject of a sentence, it will be nominative etc.) The adjectives omnes and sanctam in the sentences below are used substantively.</p> <p>Omnes sunt peccatores. All (men, people) are sinners. Deus sanctam benedicet. God will bless the holy (woman).</p> <p>If your student has difficulty translating substantive adjectives, encourage him to add the word "people" to plural adjectives and "woman," "man," or "thing" (according to the gender of the adjective) to singular adjectives.</p> <ul style="list-style-type: none"> Read Grammar section 16 on substantive adjectives. Translate sentences 1-10 of exercise C. 	
WED	<ul style="list-style-type: none"> Translate sentences 11-20 of exercise C. Translate sentences 1-3 and 6 of exercise D. 	
THUR	Test for Lesson 13	
<div style="border: 1px solid black; padding: 2px; width: 50px; float: left; margin-bottom: 5px;">Notes</div>		