

WATERLOO COLLEGIATE INSTITUTE – LANGUAGES DEPARTMENT

LVL CUI – Latin, University Level

Ms. Hensel

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Outline of course content:

Course description: University Preparation LVL CUI This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

Overall expectations: As outlined on pages 20, 21, 22, 23 and 24 of the curriculum document for: Oral Communication, Reading, Writing and Application of Knowledge to other Contexts

Language Structures:

Students' familiarity with these items will vary according to the text and materials used in the classroom. Students are expected to recognize and use only those items of language that have been introduced in the text used for this level. The study of vocabulary and word derivation will also vary with the text used.

Nouns:

- all cases - nominative, genitive, dative, accusative, vocative, and ablative
- all declensions (*e.g., femina, servus, templum, senex, fructus, dies*)
- some irregular nouns

Adjectives:

- all cases - nominative, genitive, dative, accusative, vocative, and ablative
- all declensions (*e.g., stultus, -a, -um; fortis*)
- positive, comparative, and superlative degree (*e.g., stultus, stultior, stultissimus*)
- some irregular adjectives (*e.g., plus*)

Adverbs:

- positive, comparative, and superlative degree (*e.g., fortiter, fortius, fortissime*)
- some irregular adverbs (*e.g., bene*)

Pronouns:

- personal pronouns (*e.g., ego, tu*); demonstrative pronouns (*e.g., hic, haec, hoc*); relative pronouns (*e.g., qui, quae*); interrogative pronouns (*e.g., quis? quid?*); intensive pronouns (*e.g., ipse, ipsa*); and reflexive pronouns (*e.g., me, te, se*)
- all cases - nominative, genitive, dative, accusative, vocative, and ablative

Verbs:

- present tense - indicative, imperative and infinitive moods; active and passive voices (*e.g., ambulas, ambulate!*)
- imperfect tense - indicative and subjunctive moods; active and passive voices (*e.g., ambulabam*)
- perfect tense - indicative, infinitive, and subjunctive moods; active and passive voices (*e.g., ductus sum, ductus sim*)

Verbs, continued:

- pluperfect tense - indicative and subjunctive moods; active and passive voices (*e.g., ambulaveram, ambulavisse*)
- future tense - indicative and imperative moods; active and passive voices (*e.g., ambulavero*)
- deponent verbs - present, imperfect, perfect, and pluperfect tenses; indicative, infinitive and subjunctive moods (*conor, conari, conatus sum*)
- principal parts of verbs (*e.g., ambulo, ambulare, ambulavi, ambulatum*)
- regular and irregular verbs (*e.g., sum, esse, fui*)
- participles - present active, perfect passive, perfect active (*e.g., deponents*), and future active
- gerunds and gerundives (*e.g., ambulandum*)
- impersonal verbs (*e.g. licet, taedet*)

Syntax:

- some uses of all cases (ablative absolute, partitive genitive, dative of possession)
- indirect statements
- conditional clauses with indicative and subjunctive moods
- uses of subjunctive - *cum* clauses; result clauses; indirect commands; indirect questions; purpose clauses; clauses of fearing; and jussive, deliberative, and conditional clauses

Evaluation of student achievement:

Vocabulary & Derivatives	13%
Grammar	13%
Translation	13%
Cultural Component	13%
Class Project - Term 1	8%
Midterm Exam	<u>10%</u>
Total:	70%
Final Assessment	<u>30%</u>
	100%

Note: In this course, the bulk of the evaluation that carries a greater weight occurs after the first report card. Therefore, the first report card mark may not accurately reflect the student's abilities. Consequently, a student may have a higher mark until those tasks with greater weighting are performed and evaluated. After that occurs, the student's mark will reflect his/her capabilities.

Textbook: Cambridge Latin Course, Unit III, Fourth North American Edition

Reader: amor et amicitia

Stage Packages: Stages XXIV-XXXIV at a cost of \$10

Unit titles and sequence: Refer to textbook

CRITICAL BODY OF EVIDENCE

A) Each student must demonstrate a suitable level of understanding of the following grammar points:

- Nouns of all 5 declensions
- All Cases of nouns
- Verbs in all tenses
- Adjectives
- Subjunctive mood and its uses

CRITICAL BODY OF EVIDENCE, CONTINUED

- B) Each student will have to complete the following tasks:
- a. Reading comprehension – At least one piece per term and one for the final assessment
 - b. Translation Assignment – At least one per term and one for the final assessment
 - c. Saturnalia Project
 - d. The final exam

In order to be more environmentally friendly and in order to cut down on photocopying costs, the Languages Department kindly asks that you go to <http://wci.wrdsb.ca/languages> to find additional information on policies pertaining to:

- Learning Skills
- Late Work Policy
- Cheating/Plagiarism Policy
- Class Expectations (specific to Languages Department)