

Latin I (LAT1)

CTY Course Syllabus

Date	Session	What?	How?
Day 1	Morning	Pre-Test Introduction to Course and Classmates, Why Latin?, Pronunciation, Introduction to the textbook, CLC Stage 1, Pompeiian villas	Latin quotes Icebreaker, Why Latin? sorting activity, pronunciation worksheet and oral exercise with peers, CLC textbook, vocabulary cards, create a Pompeiian "real estate" ad
	Afternoon	Roman Naming Customs, CLC stage 2 (Nominative and Accusative), Nouns vs. Verbs and Latin word order, What is a myth?	Discussion on Roman names and creating your own, reading in textbook, correct the sentence exercise, identifying nouns and verbs in Latin exercise, What is a myth? Discussion
	Evening	Greek/Roman creation myth, review of grammar and vocabulary	Reading in <i>Classical Mythology and More</i> with journal response, textbook exercises and worksheets and vocabulary review
Day 2	Morning	CLC Stages 1 and 2 quiz (vocab and grammar) Greek/Roman creation myth Creation myths in other culture CLC Stage 3	Discussion of Greek/Roman creation myths and myths in other cultures (reading of the creation myth from Babylonia), group work (translation, reading comprehension questions, and skit), discussion of declensions 1-3, declension scavenger hunt, drawing exercise to sort the declensions, recreating the city of Pompeii
	Afternoon	CLC stage 4 (first, second, and third person verbs in the present tense)	Miming actions exercise using sentences in textbook, "Hermogones" and "In Basilica" story readings in CLC, sentence composition with different persons, mnemonic device creation for new verb endings, vocabulary card creation and derivative brainstorming/discussion
	Evening	The 12 Olympians vocab and grammar review	Chapters 3 and 4 reading in <i>Classical Mythology and More</i> with journal response, textbook exercises, vocabulary and grammar review game
Day 3	Morning	CLC Stages 3 and 4 quiz (vocab and grammar) CLC Stage 5 (Nominative Plural, Third Person Plural) Roman drama	Stage 5 readings in textbook, discussion of noun and verb changes from examples, "Poppaea" reading in textbook and dramatization, discussion of stock characters,

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	Afternoon	Olympian Gods and their attributes	Discussion of reading from the Evening session, individual students develop their own god/goddess, class as a whole develops own creation myth, mural of hierarchy and relationships of created gods/goddesses
Day 3	Evening	Writing a Roman myth vocab and grammar review	Students will research another story about a chosen Olympian god/goddess and develop an adventure story / situation that fits into a god's personality textbook exercises and worksheets and vocabulary review
Day 4	Morning	CLC Stage 5 quiz (vocab and grammar) Perfect vs. Imperfect tense in action CLC Stages 6 and 7 (perfect and imperfect tenses) Roman Slavery	Perfect vs. Imperfect tense in action skits, Reading in textbook ("Felix" and "Felix et Fur"), mnemonic devices to remember the tenses, discussion of slavery and freedmen
	Afternoon	Sharing of myth stories What is a hero? Hercules	Sharing of myth stories created last evening, What is a hero? journal entry and then class discussion, Hercules reading in <i>Classical Mythology and More</i> readings on heroism, discussion led by student groups about the Hercules myth
	Evening	Vocab and grammar review	textbook exercises and worksheets and vocabulary review for test tomorrow
Day 5	Morning	Test #1 on CLC Stage 1-7 vocabulary and grammar Hercules Retold	Test, screening of Disney's <i>Hercules</i> , discussion on the similarities and differences to the ancient myth
	Afternoon	Roman Gladiators CLC Stage 8 (Accusative plural, superlative adjectives) Roman entertainment	Gladiator armor identification exercise, discussion of accusative plural and creation of chart and endings, color coding the endings exercise, writing/composition work, Discussion of Roman entertainment

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Sunday	Evening	CLC Stage 9 (the Dative case) Roman Baths	Dative case skits in English, work in textbook including the "In Palestra" reading, vocab and derivative cards and discussion Roman Bath house simulation
Day 6	Morning	Greeks vs. Romans CLC Stage 10 (complete present tense, comparative adjectives) Roman education CLC stage 11 (verbs with the Dative, question words)	Discussion with maps and sentences from textbook, writing and drawing exercise to identify and translate comparative adjectives, dice game, Reading about Roman education, jigsaw "Marcus and Quartus" story from Stage 11 in groups, create in groups a mnemonic device to remember the verbs with the Dative, question words verbal exercise with a partner
	Afternoon	Judgment of Paris Basics of Trojan War Achilles and Odysseus as Heroes Homer vs. Vergil Proem of the <i>Aeneid</i>	Judgment of Paris dramatic reading as a class, Readings about the Trojan war from <i>Classical Mythology and More</i> , Excerpts from the <i>Iliad</i> and <i>Odyssey</i> , Discussion of the classical Epic hero, mini-lecture on Homer vs. Vergil, examination and discussion of the themes present in the proem of the <i>Aeneid</i>
	Evening	<i>Aeneid</i> , Book I Vocab and grammar review (Stages 9-11)	Selections from Fagles' <i>Aeneid</i> translation, Book I and response in journal Review of Stages 9-11 – vocabulary and grammar exercises in the textbook
Day 7	Morning	Quiz on vocabulary (Stages 9-11) ONLY CLC Stage 12 (all forms of the perfect and imperfect tenses) Pliny and Vesuvius	investigation and discussion of Vesuvius pictures, reading and dramatic presentations of the "Tremores" "Ad Urbem" and "Ad Villam" stories, learning the perfect and imperfect tense songs (mnemonics), Investigation of the "Finis" reading as a class, reading of Pliny's letters about the eruption of Mt. Vesuvius, journal response to Pliny and Vesuvius
	Afternoon	<i>Aeneid</i> Book I discussion / Aeneas as a hero	Discussion of <i>Aeneid</i> Book I In groups: Half the class will design and perform a "TV" ad highlighting Aeneas' heroic qualities as presented in <i>Aeneid</i> I, the other half will design an attack TV ad – showing that Aeneas isn't a hero in the epic sense Discussion of performances and implications

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	Evening	Review	Scavenger hunt for verb forms (present, imperfect and perfect tenses), vocabulary bingo, exercises from textbook and worksheets
Day 8	Morning	CLC Stage 13 (verb conjugations, irregular verbs in the present tense, principal parts)	"Tres Servi" story group work and dramatic reading, introduction to the conjugations and flash the correct conjugation exercise as a class, discussion and examination of volo, nolo and possum in the present and expressions that take the infinitive, "create the phrase" game, Operation: Principal Parts activity, vocabulary and derivative cards and brainstorming session
	Afternoon	Roman History – IDES of CTY!	Dramatic reading of the Romulus and Remus myth, Outline of Roman History Reading, Pompey and Caesar scenarios (what would you do?), stage the death of Julius Caesar, investigation of Anthony and Cleopatra
	Evening	Review of CLC Stage 13 vocabulary and grammar <i>Aeneid</i> , Book IV	practice identifying and reproducing the principal parts, practice work from textbook and handouts Reading from Fagles' translation of the <i>Aeneid</i> , Book IV with study questions to reflect on in journal
Day 9	Morning	Stage 13 vocabulary quiz (including Principal Parts of verbs) CLC Stage 14 (prepositions, adjectives Part I)	"Rufilla" dialogue reading in pairs / identify expressions referring to place, "What is a preposition?" discussion, preposition matching game and pattern recognition activity, SID SPACE examination (mnemonic device), adjective exercise relating to the "Domitilla cubiculum parat I" story, make the adjective agree
	Afternoon	<i>Aeneid</i> , Book IV	Discussion of Aeneas' and Dido's relationship and readings about Book IV, Discussion: Was this a marriage?
	Evening	Stage 14 review	practice work from textbook and handouts, vocabulary review

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Day 10	Morning	Quiz on CLC Stage 14 vocabulary and grammar CLC Stage 15 (Relative clauses, adjectives part II)	Work in textbook – "Caerimonia" story with reading comprehension questions, Relative clause exercises in English and Latin, vocabulary cards and derivative investigations, gender of nouns introduction, sentence creation activity and adjective/noun identification in pairs, Concentration matching game
	Afternoon	Formal Essay brainstorming, reading and preparation	Essay preparation – brainstorming Essay topic: Can Aeneas be a hero in the classical sense?
Sunday	Evening	Essay composition	Essay writing in computer lab
Day 11	Morning	CLC Stage 16 (pluperfect tense)	Work in textbook, Reading of "Belimicus Ultor" story as a jigsaw puzzle translation game, oral and written practice of the present and perfect tenses, reading of the "Rex Spectaculum Dat II" story and dramatization, introduction of the pluperfect tense through a timeline of the tenses, sentence writing and illustrating exercises, pick out the tense game
	Afternoon	Introduction to Roman art study Power and Authority in Roman art	"Power and Authority" reading Examination of Roman portraits of emperors, describing each and discussing in pairs, design own portrait as if an emperor
	Evening	Review	practice work from textbook and handouts, vocabulary review
Day 12	Morning	Quiz on CLC Stage 16 vocabulary and grammar CLC Stage 17 (The Genitive case)	Work in textbook, jigsaw reading of "Tumultus" part II" story, discussion of racial conflict in story – reading of selected portion of Juvenal's Third Satire relating to attitudes toward non-Romans, Genitive introduction and composition/drawing work using all three declensions, vocabulary cards and review, discussion and reading about the city of Alexandria
	Afternoon	architecture comparison project work	begin work on defining elements of classical architecture and begin work on PowerPoint: comparing ancient and modern building

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	Evening	Complete architecture project Review of vocabulary and grammar of CLC Stage 17	Complete work on PowerPoint in computer lab practice work from textbook and handouts, vocabulary review
Day 13	Morning	Quiz on CLC Stage 17 vocabulary and grammar CLC Stage 18 (Neuter nouns)	Work in textbook, groups translate of "In Officina Eutychi I and I" and present in groups, neuter noun introduction, identify the gender exercise (feminine or neuter), subject or object? Exercise in groups, correct the error sentence work, "Pro Taberna Clementis" listening exercise and discussion, Cult of Isis reading and discussion
	Afternoon	Ancient Art Ownership	Who should possess ancient art? Readings about the topic and preparation for formal debate
	Evening	Debate II: Who should possess ancient art?	Debate, practice work from textbook and handouts, vocabulary review game
Day 14	Morning	Comprehensive review for post-test	questions, practice and games from text and other sources
	Afternoon	Review for Post-Test continued	Final questions, practice and games from text and other sources
	Evening	Post test, final evaluations	
Day 15	Morning	Derivative Balderdash	play Latin root Balderdash