

LATIN 3

Course Abstract

This Novice-High to Intermediate-Low level Latin course is designed to continue the study of the Latin language. Students will increase their knowledge of forms, vocabulary and grammar through readings and translations of more advanced passages, including original Roman texts as the class progresses. As with Latin 1 and 2, there will be a heavy emphasis on understanding language in general and developing strong English skills.

Prerequisite: A final grade of "C" or better in Latin 2 or an appropriate placement test.

Primary resources for the course include:

Primary Resources

Units

"Communicate & Critique"

Ablative Absolutes

Conjugating 'Possum'

Demonstratives 'Hic' and 'Ille'

The Fourth Declension

Third Declension Adjectives

Third Declension I-stem Nouns

Demonstrative 'Is'

Demonstrative 'Idem'

Irregular First and Second Declension Adjectives

Ablative Absolute (XXXVI)

Irregular Second Declension Adjectives (XXXVII)

Perfect Passive Participles (XXXV)

The Fifth Declension (XLV)

The Future Active Participle (XLVI)

The Intensive Adjective/Pronoun 'Ipse' (XLIV)

The Present Participle (XLVI)

The Third Person Reflexive Adjectives (XLV)

"Communicate & Critique"

Unit Focus:	
Duration:	
Competencies & Standards:	National Core Arts Standards: Visual Arts: HS Accomplished • Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. (VA:Cn10.1.HSII.a) • Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. (VA:Cn11.1.HSII.a) • Individually or collaboratively formulate new creative problems based on student's existing artwork. (VA:Cr1.1.HSII.a) • Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. (VA:Cr1.2.HSII.a) • Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (VA:Cr2.1.HSII.a) • Demonstrate awareness of ethical implications of making and distributing creative work. (VA:Cr2.2.HSII.a) • Redesign an object, system, place, or design in response to contemporary issues. (VA:Cr2.3.HSII.a) • Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. (VA:Cr3.1.HSII.a) • Analyze, select, and critique personal artwork for a collection or portfolio presentation. (VA:Pr.4.1.HSII.a) • Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. (VA:Pr5.1.HSII.a) • Make, explain, and justify connections between artists or artwork and social, cultural, and political history. (VA:Pr6.1.HSII.a) • Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. (VA:Re7.1.HSII.a) • Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. (VA:Re7.2.HSII.a) • Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. (VA:Re8.1.HSII.a) • Determine the relevance of criteria used by others to evaluate a work of art or collection of works. (VA:Re9.1.HSII.a)
Vision of a Learner	
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit

Understandings & Essential Questions	Students will understand that... • Students	Students will keep considering... • Students
Acquisition of Knowledge & Skill	Students will know... • Students	Students will be skilled at... • Students
Assessment Evidence Performance Task(s)		
Learning Activities		

Ablative Absolutes

Unit Focus:	Expressing attendant circumstance.	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that certain phrases in English are used loosely and have no grammatical connection with either the subject or the predicate of the sentence, which make up the ablative absolute construction in Latin. (U1)	Students will keep considering... • Students will keep considering the various ways an ablative absolute can translate and how the translation might change according to the context of the sentence and/or passage. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know that the ablative absolute construction in Latin is very common and that the perfect participle is most frequently used, but occasionally a noun, adjective, or another participle is used. (K1)	Students will be skilled at... • Students will be skilled at identifying the ablative absolute construction in a sentence and figuring out the best way it translates according to the context of the sentence. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Conjugating 'Possum'

Unit Focus:	How to say “I can.”	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that the irregular verb possum is a compound of sum and shows many of the same irregularities. (U1)	Students will keep considering... • Students will keep considering how possum shows many of the same irregularities as the verb sum. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know how possum conjugates and its similarities and differences from that of sum. (K1)	Students will be skilled at... • Students will be skilled at conjugating possum in all four tenses: present, imperfect, future, and perfect. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Demonstratives 'Hic' and 'Ille'

Unit Focus:	This and that (literally).	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... Students will understand that demonstrative pronouns in both English and Latin can be used as either adjectives or pronouns. (U1)	Students will keep considering... Students will keep considering how demonstratives function as either adjectives or pronouns depending on their placement in a sentence. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will know that demonstrative pronouns in Latin have, like nouns and adjectives, a case, number, and gender. (K1)	Students will be skilled at... Students will be skilled at identifying the best translations of hic and ille and the nouns or adjectives they modify (when applicable). (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

The Fourth Declension

Unit Focus:	Nouns with the theme-vowel 'u.'
--------------------	---------------------------------

Duration:		
Competencies & Standards:	use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... Students will understand that the fourth declension has far fewer nouns than any of the first three declensions. (U1)	Students will keep considering... Students will keep considering the patterns of the first, second, third, and now, fourth declension endings, and how repeated forms occur in other various grammatical constructions. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will know that fourth declension nouns are characterized by the vowel u. (K1)	Students will be skilled at... Students will be skilled at recognizing patterns from previously learned declensions and applying them, where applicable, to the fourth declension. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Third Declension Adjectives

Unit Focus:	Describing nouns with 3rd declension endings.
Duration:	
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin

	texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that for a noun to be an -i stem or adjectival form, a noun has to fall into one of three particular categories. (U1)	Students will keep considering... • Students will keep considering why certain factors determine whether a noun is in fact an -i stem, an adjectival form or neither. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will understand a noun's nominative and genitive singular traits determine whether it is an -i stem or adjectival form. (K1)	Students will be skilled at... • Students will be skilled at identifying -i stem nouns and adjectival forms and declining them properly. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Third Declension I-stem Nouns

Unit Focus:	Variations on the 3rd Declension.
Duration:	
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals
Vision of a Learner	
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit

Understandings & Essential Questions	Students will understand that... Students will understand that for a noun to be an -i stem, a noun has to fall into one of three particular categories. (U1)	Students will keep considering... Students will keep considering why certain factors determine whether a noun is in fact an -i stem or not. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will understand a noun's nominative and genitive singular traits determine whether it is an -i stem. (K1)	Students will be skilled at... Students will be skilled at identifying -i stem nouns and declining them properly. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Demonstrative 'Is'

Unit Focus:	'He/she/it and this/that/the.'	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that demonstrative pronouns in both English and Latin can be used as either adjectives or pronouns. (U1)	Students will keep considering... • Students will keep considering how demonstratives function as either adjectives or pronouns depending on their placement in a sentence. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know that demonstrative pronouns in Latin have, like nouns and adjectives, a case, number, and gender. (K1)	Students will be skilled at... • Students will be skilled at identifying the best translations of hic and ille and the nouns or adjectives they modify (when applicable). (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Demonstrative 'Idem'

Unit Focus:	'The same' forms.	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... Students will understand that demonstrative pronouns in both English and Latin can be used as either adjectives or pronouns. (U1)	Students will keep considering... Students will keep considering how demonstratives function as either adjectives or pronouns depending on their placement in a sentence. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will know that demonstrative pronouns in Latin have, like nouns and adjectives, a case, number, and gender. (K1)	Students will be skilled at... Students will be skilled at identifying the best translations of hic and ille and the nouns or adjectives they modify (when applicable). (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Ablative Absolute (XXXVI)

Unit Focus:	Expressing attendant circumstance.	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that the participle is most frequently used in this construction, but occasionally, a noun, adjective, or another participle is used. (U1)	Students will keep considering... • Students will keep considering how Latin is able to express complex English phrases consistently in a simple, structured form. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know what parts of speech can make up an ablative absolute and the various ways it translates. (K1)	Students will be skilled at... • Students will be skilled at identifying the ablative absolute construction and determining the best translation of it based on context. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Irregular Second Declension Adjectives (XXXVII)

Unit Focus:	Adjectives with archaic forms.	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that there are a few first and second declension adjectives that are irregular in the genitive and dative cases. (U1)	Students will keep considering... • Students will keep considering the way noun endings work on first and second declension adjectives and how irregular ones differ. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know how to decline regular first and second declension adjectives and be familiar with the adjectives that are irregular in the genitive and dative cases. (K1)	Students will be skilled at... • Students will be skilled at declining both regular and irregular first and second declension adjectives. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

Perfect Passive Participles (XXXV)

Unit Focus:	Describing nouns with completed action.	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... Students will understand that while participles aren't used much in English, they are very common in the Latin language. (U1)	Students will keep considering... Students will keep considering why knowing principal parts is essential to understanding participles. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will know the principal parts of vocabulary words and how the fourth principal part works. (K1)	Students will be skilled at... Students will be skilled at recognizing perfect passive participles in context and identifying from which verb the participle comes. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

The Fifth Declension (XLV)

Unit Focus:	Nouns with the theme-vowel 'e.'	
Duration:		
Competencies & Standards:	Can use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... Students will understand that the fifth declension, like the fourth, has far fewer nouns than any of the first three declensions but are important. (U1)	Students will keep considering... Students will keep considering the patterns of the first, second, third, fourth, and now, fifth declension endings, and how repeated forms occur in other various grammatical constructions. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will know that fifth declension nouns are characterized by the vowel e. (K1)	Students will be skilled at... Students will be skilled at recognizing patterns from previously learned declensions and applying them, where applicable, to the fifth declension. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

The Future Active Participle (XLVI)

Unit Focus:	Describing nouns with potential action.	
Duration:		
Competencies & Standards:	Can understand messages in which the writer tells or asks them about familiar topics • read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... Students will understand that unlike English, Latin has a future active participle which is declined like a 1st or 2nd declension noun or adjective. (U1)	Students will keep considering... Students will keep considering why knowing principal parts is essential to understanding participles, regardless of their tense. (Q1)
Acquisition of Knowledge & Skill	Students will know... Students will know that future active participles have 1st or 2nd declension endings and know how to fully decline them in Latin and how they translate in English. (K1)	Students will be skilled at... Students will be skilled at properly declining future active participles and translating them according to the context of their sentence or passage. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

The Intensive Adjective/Pronoun 'Ipse' (XLIV)

Unit Focus:	Modifying nouns with lexical emphasis.	
Duration:		
Competencies & Standards:	Can read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that demonstratives can verbally "point out" other words in general or specific ways. The intensive demonstrative verbally emphasizes the word that it's modifying. (U1)	Students will keep considering... • What can you do if you want to "use italics" in spoken language? (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know hic, ille, is, iste, idem and ipse. (K1)	Students will be skilled at... • Students will be skilled at producing and identifying the appropriate demonstrative form for the desired semantic and syntactic functions. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

The Present Participle (XLVI)

Unit Focus:	Describing nouns with current ongoing action.	
Duration:		
Competencies & Standards:	Can read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that actions can also be descriptions, and you can describe a noun with an action in much the same way as you would with a regular adjective. Example: the sick cat / the vomiting cat. (U1)	Students will keep considering... • What is the verb in this sentence: The vomiting cat had a hairball. (Q1)
Acquisition of Knowledge & Skill	Students will know... • Students will know the formation of the present stem and the P.A.P. endings. (K1)	Students will be skilled at... • Students will be skilled at producing present participle endings using -ns + prior knowledge of the 3rd declension, and translating these forms with descriptions of immediate ongoing actions. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		

The Third Person Reflexive Adjectives (XLV)

Unit Focus:	Forms that always refer back to the subject.	
Duration:		
Competencies & Standards:	Can read and understand basic Latin texts written in simple sentences, which may or may not be supported with visuals • use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text Can understand information in paragraph-length Latin texts related to familiar topics	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Students will understand that there is a difference between possessive, reflexive and emphatic pronouns, even if they sound similar in English. (U1)	Students will keep considering... • What does "his/her" mean? What else can it mean? (Q1)
Acquisition of Knowledge & Skill	Students will know... • Personal pronouns, possessive pronouns, reflexive pronouns, demonstratives. (K1)	Students will be skilled at... • Students will be skilled at distinguishing between suus, -a, -um / is, ea, id / ego, tu, nos, vos / and the demonstratives. (S1)
Assessment Evidence Performance Task(s)		
Learning Activities		