

Kolbe Academy Home School

GRADE FIVE LATIN *First Form Latin*

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COURSE TITLE: Latin Grammar Year 1

REQUIRED TEXTS: *First Form Latin Set: Student Text, Teacher Manual, Student Workbook, Workbook & Test Key, Quizzes and Tests, Pronunciation CD.*

OPTIONAL MATERIALS: *First Form Latin: Instructional DVDs, Flashcards.*

COURSE DESCRIPTION:

First Form Latin is the initial course in the grammar stage of learning Latin. This course is designed to be used by parents and students who have no Latin background. First Form Latin employs the “grammar-first” approach to language acquisition, and this means that students will need to commit to extensive memorization. However, we will take things slowly so that the Latin grammar becomes embedded in the long-term memory of the student. The grammar stage will typically take three years (First, Second, and Third Forms). Year 1 is the most important of all, as it is the foundation on which everything else rests. Therefore, it is imperative that the student thoroughly grasp each lesson before moving on to the next.

COURSE OBJECTIVES

- ❖ Master five noun declensions
- ❖ Master the first and second adjective declensions
- ❖ Master the first and second verbal conjugations in six tenses (active voice only)
- ❖ Memorize 185 vocabulary words
- ❖ Memorize all forms of “sum” in six tenses

SCOPE AND SEQUENCE:

- ❖ Quarter 1: Lessons I-XI
- ❖ Quarter 2: Lessons XI-XX
- ❖ Quarter 3: Lessons XXI-XXVIII
- ❖ Quarter 4: Lessons XXIX-XXXIV

COURSE PLAN METHODOLOGY:

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. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. It will be noticed that the *Teacher Manual* contains its own suggested course plans. These, however, are generally intended for a class of students meeting twice a week. Kolbe’s adaptation of the *First Form Latin* materials is intended to be a further aid in the adventure of learning Latin. Therefore, we have offered a daily course plan which fits a four day a week model for your convenience. That being said; **do not feel obligated to follow these course plans exactly.**

Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, DAY 4, and DAY 5** abbreviations. Parent daily guidelines are given to the right of the student assignments. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the fifth day can be considered an optional one for review. A family's schedule can and should vary as needed.

This Latin course contains 36 weeks broken into four 9-week quarters. **If you intend to use the "Quizzes and Tests" book, look each test over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.** Some students have a difficult time doing written exams, but it is important for them to learn how to take them.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers, especially the versions of the prayers in Latin. 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.

Memorize everything (use flashcards, memorization techniques, etc.), and review, review, review!

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
	Weekly Breakdown	Goals and Notes for the Week
	Pronunciation, Introduction	Each lesson this week should begin by praying the <i>Signum Crucis</i> (Sign of the Cross), which can be found on p. 90 of both the Teacher Manual and the Student Text. Pronunciation of this prayer may be a little uncertain the first day; however, the very first lesson on Latin pronunciation should make things easier. The goals of the first part of this week (days 1 and 2) are to learn Latin pronunciation, including the extent and limits of the Latin alphabet, Latin digraphs and diphthongs, and accents. The second part of the week (days 3 and 4) will be dedicated to learning some basic grammar rules that will make working through the first unit much more enjoyable and, hopefully, easier.
Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Page 6	<p>Turn to p. 6 in the Teacher Manual and have your student/s turn to the same page. in the Student Text. Notice that the smaller text is outlined in blue at the top inside section of each page. This is exactly what your student is seeing in his text.</p> <p>Greeting (top of p. 6). As the teacher you begin the greeting with either, "Salvete, amici Latinae" (if you have more than one student. Or, "Salve, amice Latinae" (for only one student). Help your student/s learn to respond with, "Salve, magistra" (if the teacher is female) or "Salve, magister" (if the teacher is male). This is the regular greeting between teachers and students who are benefitting from a classical education and should be quickly memorized.</p> <p>Have your student read aloud the "Pronunciation" and "Alphabet" sections on p. 6 and go over any questions they might have. As a reinforcement of this material, have them turn to p. 6 in the Workbook and go over the Questions 1-5 with them. The questions involve the material just covered in the Student Text.</p> <p>When this is finished, have your student read the rest of the p. aloud. Follow the instructions in the Teacher Manual concerning recitation of the Latin vowel (especially the long vowel) sounds, and continue to the end of the page. Have your student turn to p. 6 in the Workbook and go over the Questions 6-8 with them. Keep in mind that Latin pronunciation will improve over time and is not the most important skill to master immediately. If you are interested in knowing why, see pp. xvi-xvii in the Teacher Manual.</p>
	Pronunciation	

◆ COURSE PLAN ◆

DAY 2	Page 7	<input type="checkbox"/>	<p>Greeting (top of p. 6). Ask your student/s to turn to p. 7 in the Student Text and begin reading aloud. Guide them through the pronunciation if necessary. When they have finished reading about Consonants, instructed them to turn to pp. 6-7 of the Workbook and go over Questions 9-16 together.</p> <p>Have your student/s read the rest of pp. 7 ("Accents") in the Student Text and then complete Questions 17-24 in their Workbook. It will likely be helpful to do these questions together with your student/s.</p>
	Pronunciation	<input type="checkbox"/>	
DAY 3	Pages 8-9	<input type="checkbox"/>	<p>Oral Recitation/Review</p> <p>Greeting (top of p. 8).</p> <p>Grammar Questions. Turn to p.182 in the Workbook (also in the Workbook & Test Key) read questions 1-9 and ask your student/s to answer orally. Read the questions aloud without letting the student/s see the answers before attempting to answer. Next, have your student/s read Unit I Introduction on p. 8 of the workbook.</p> <p>Grammar-Chalk Talk</p> <p>Go over the Scripted Lesson on p. 8. Go over Questions 1-6 on p. 9 of the Workbook. Have your student/s read p. 9.</p>
	Unit I Introduction	<input type="checkbox"/>	
DAY 4	Page 10	<input type="checkbox"/>	<p>Oral Recitation/Review</p> <p>Greeting (top of p. 10).</p> <p>Grammar Questions. Turn to p. 182 in the Workbook (also in the Workbook & Test Key) read questions 1-16 and ask your student/s to answer orally. This step is very important for review and retention of Latin grammar.</p> <p>Latin Saying</p> <p>It is not necessary to spend much time on this component of the lesson. The saying should, however, be memorized.</p> <p>Grammar-Chalk Talk</p> <p>Follow the teaching instructions on p. 10.</p>
	Lesson I	<input type="checkbox"/>	

Week 1 Grade Book

Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 2		
	Weekly Breakdown	Goals and Notes for the Week
	First Conjugation:	Each lesson this week should begin by praying the first sentence of the <i>Pater Noster</i> (Our Father), which can be found on p. 90 of both the Teacher Manual and the Student Text. The remainder of the prayer can be read in Latin or prayer from memory in English.
	Present & Imperfect	The goal of this week is to master the First Conjugation - Present Tense and to begin learning the First Conjugation - Imperfect Tense. New vocabulary will also be essential this week.
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>		
Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Pages 10-11	<input type="checkbox"/> Oral Recitation/Review Greeting with recitation (top of p. 10). Latin Saying Next, review First Conjugation – Present Tense and the bullet points on p. 10. Vocabulary Pronounce each vocabulary word (p. 10) with its English definition. Have your student/s repeat after you. Follow Vocabulary instructions on p. 11 (pronunciation helps and derivatives). See “Workbook Note” at the bottom of p. 11. Next, work with your student/s through pp. 10-11 of the Workbook .
	Lesson I	
DAY 2	Pages 10-11	<input type="checkbox"/> Oral Recitation/Review Greeting with recitation (top of p. 10). Grammar Questions. Turn to p. 182 in the Workbook (also in the Workbook & Test Key) read questions 1-16 and ask your student/s to answer orally. Review First Conjugation and Vocabulary list and then work with your student/s through p. 12-13 of the Workbook . Oral Drill Test your student/s by using the Oral Drill on p. 11 (answers are in the Teacher Manual but not the Student Text). Lesson I Quiz Give your student/s the <i>First Form Latin Quiz: Lesson 1</i> from the Quizzes and Tests book. Enter grades in the Week 2 Grade Book in this course plan. (See answers in the Teacher Manual Workbook & Test Key .)
	Lesson I	

◆ COURSE PLAN ◆

DAY 3	Page 12	<input type="checkbox"/>	Oral Recitation/Review Greeting with recitation (top of p. 12).
	Lesson II	<input type="checkbox"/>	Grammar Questions. Turn to pp. 182-183 in the Workbook (also in the Workbook & Test Key) read questions 1-19 and ask your student/s to answer orally. Latin Saying Follow Latin Saying instructions on p. 12. Then read together the caption on p. 13. Have your student/s memorize the saying. Grammar-Chalk Talk Have your students read p. 12 until the Vocabulary section, then follow the teaching instructions on p. 12 of the Teacher Manual. Work with your student/s through p. 14 of the Workbook .
DAY 4	Pages 12-13	<input type="checkbox"/>	Oral Recitation/Review Greeting with recitation (top of p. 12).Next, quickly review First Conjugation – Imperfect Tense and the bullet points on p. 12.
	Lesson II	<input type="checkbox"/>	Vocabulary Pronounce each vocabulary word (p. 13) with its English definition. Have your student/s repeat after you. Follow Vocabulary instructions on p. 13 (pronunciation helps, confusing words, and derivatives). Work with your student/s through pp. 15-16 of the Workbook .

Week 2 Grade Book

Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Lesson I Quiz: Vocabulary	<input type="checkbox"/>		10	
Lesson I Quiz: Latin Saying	<input type="checkbox"/>		2	
Lesson I Quiz: A.	<input type="checkbox"/>		12	
Lesson I Quiz: B.	<input type="checkbox"/>		3	
Lesson I Quiz: C.	<input type="checkbox"/>		3	
Lesson I Quiz: D.	<input type="checkbox"/>		12	
Lesson I Quiz: Bonus	<input type="checkbox"/>		6	
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 3

Weekly Breakdown	Goals and Notes for the Week
First Conjugation: Imperfect & Future	Each lesson this week should begin by praying the first and second sentences of the <i>Pater Noster Signum</i> (Our Father), which can be found on p. 90 of both the Teacher Manual and the Student Text. The remainder of the prayer can be read in Latin or prayer from memory in English. The goal is to master the First Conjugation - Imperfect Tense and to begin learning the First Conjugation Future Tense. New vocabulary will also be essential this week.

Notes		
Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Page 13	<input type="checkbox"/> Oral Recitation/Review Greeting with recitation (top of p. 12). Quickly review Lesson II (pp. 12-13) paying special attention to whatever may be unclear to your student/s.
	Lesson II	<input type="checkbox"/> Grammar-Chalk Talk Follow the instructions for the Grammar-Chalk Talk on p. 13. Work with your student/s through pp. 17-19 of the Workbook . (Note: The Disappearing Line Technique can be found on p. viii of the Teacher Manual.)
DAY 2	Page 13	<input type="checkbox"/> Oral Recitation/Review Greeting with recitation (top of p. 12). Have your student/s read pp. 93-98 of the Student Text (page numbers correspond in the Teacher Manual) before completing together Workbook pp. 17-19.
	Lesson II	<input type="checkbox"/> Oral Drill Test your student/s by using the Oral Drill on p. 13 (answers are in the Teacher Manual but not the Student Text). Lesson II Quiz Give your student/s the <i>First Form Latin Quiz: Lesson 2</i> from the Quizzes and Tests book. Enter grades in the Week 3 Grade Book.
DAY 3	Page 14	<input type="checkbox"/> Oral Recitation/Review Greeting with recitation (top of p. 14). Grammar Questions. Turn to pp. 182-183 in the Workbook (also in the Workbook & Test Key) read questions 1-27 and ask your student/s to answer orally.
	Lesson III	<input type="checkbox"/> Latin Saying Follow Latin Saying instructions on p. 14. Then read together the caption on p. 15. Have your student/s memorize the saying. Grammar-Chalk Talk Have your students read p. 14 until the Vocabulary section, and then (you) follow the teaching instructions on p. 14 of the Teacher Manual. Work with your student/s through p. 20 of the Workbook .
DAY 4	Pages 14-15	<input type="checkbox"/> Oral Recitation/Review Greeting with recitation (top of p. 14).

Lesson III	<input type="checkbox"/>	<p>Next, quickly review First Conjugation – Perfect Tense and the bullet points on p. 14.</p> <p>Vocabulary</p> <p>Pronounce each vocabulary word (p. 14) with its English definition. Have your student/s repeat after you. Follow Vocabulary instructions on p. 15 (pronunciation helps, and derivatives).</p> <p>Work with your student/s through p. 21 of the Workbook.</p>		
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Lesson II Quiz: Vocabulary	<input type="checkbox"/>		20	
Lesson II Quiz: Latin Saying	<input type="checkbox"/>		2	
Lesson II Quiz: A.	<input type="checkbox"/>		12	
Lesson II Quiz: B.	<input type="checkbox"/>		4	
Lesson II Quiz: C.	<input type="checkbox"/>		4	
Lesson II Quiz: Bonus	<input type="checkbox"/>		6	
Week 3 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%