

Kolbe Academy Home School

GRADE THREE LATIN *Latina Christiana I*

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COURSE TITLE: Introduction to Christian Latin

REQUIRED TEXTS: *Latina Christiana I: Student Book, Teacher Manual.*

OPTIONAL MATERIALS: *Latina Christiana I: Instructional DVDs, Flashcards, Pronunciation CD.*

COURSE DESCRIPTION:

Latina Christiana I is a traditional Latin course that introduces the student to grammar and English derivatives. Students learn to pronounce, translate and explain Latin words and short sentences. In addition, a selection of Latin prayers, sayings and songs are presented for memorization. Students can also make an optional study of geography and Roman history by pairing this course plan and text with *Famous Men of Ancient Rome (T7834)*.

COURSE OBJECTIVES

- ❖ Learn noun declensions
- ❖ Learn the first and second adjective declensions
- ❖ Introduction to verbal conjugations
- ❖ Pronounce, spell and translate approximately 200 Latin words
- ❖ Learn 25 Latin sayings, and two prayers
- ❖ Recite and spell the five cases of Latin nouns

SCOPE AND SEQUENCE:

- ❖ Quarter 1: Lessons I-VII
- ❖ Quarter 2: Lessons VIII-XIV
- ❖ Quarter 3: Lessons XV-XX
- ❖ Quarter 4: Lessons XXI-XXV

UNIT EXAM SCHEDULE:

- ❖ Quarter 1: Unit Exam I week 7
- ❖ Quarter 2: Unit Exam II week 5
- ❖ Quarter 3: Unit Exam III week 3
- ❖ Quarter 4: Unit Exam IV week 1
Unit Exam V week 7

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 meant for a class of students meeting twice a week. Kolbe's adaptation of the *First Form Latina* 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-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. If you have the Latina Christiana DVD, you should view each lesson concurrently with the book schedule suggested in these course plans. 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's course plans are set up for a four-day-week schedule, the fifth day can be considered an optional space for review. A family's schedule can and should vary as needed.

As far as scheduling, this Latin course contains 36 weeks broken into four 9-week quarters. **Note: The course plan is structured around Latina Christiana's five unit tests; however, there are also included in this course plan Kolbe quarterly exams based on the same material. You may elect to implement all the tests and exams as scheduled throughout the year, or you can take the unit tests and use the Kolbe exams as a final master test at the end of the year. Please pay close attention to how you plan on using the grade books especially with regards to the optional grades (i.e. the quarter exams) in the quarterly records.**

Have your student/s memorize everything (use flashcards, memorization techniques, etc.), and review, review, review! 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.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
	Weekly Breakdown	Goals and Notes for the Week
	Pronunciation, Lesson 1	Each lesson this week should begin by praying the <i>Table Blessing</i> , which can be found on p. 74 of the Student Book (p. 140 of the Teacher Manual). Pronunciation of this prayer may be a little uncertain the first day; however, the very first lesson on Latin pronunciation should make things easier. If you have the instructional DVD, listen and learn the pronunciation from lesson 1. 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.
<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	Page 4	<p>Read the Grammar Overview and the Teaching Guidelines (pages 10-16) before you begin instruction.</p> <p>Turn to page 4 of the Student Book and slowly work with your student through the Latin pronunciation rules. Also, refer to page 4 in the Teacher Manual for additional information.</p>
	Pronunciation	
DAY 2	Page 4	<p>Turn to page 4 of the Student Book and slowly work with your student through the Latin pronunciation rules. Also, refer to page 4 in the Teacher Manual for additional information.</p> <p>It would also be helpful to read the <i>Pater Noster</i> on page 73 of the Student Book. Have your student/s look only at the Latin text while reading aloud, while you (the teacher) watch for mistakes that might be corrected by using the phonetic spelling below the Latin text (Teacher Manual page 139).</p>
	Pronunciation	

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			might be corrected by using the phonetic spelling below the Latin text (Teacher Manual page 139). You might also practice some of the Conversational Latin on page 140.		
DAY 3	Pages 36-37 Student Book (SB) 8-9	<input type="checkbox"/>	Opening Greeting (top of page 36). 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. Latin Saying Follow the instructions for the Latin Saying on page 36. It is not necessary to spend much time on this component of the lesson. The saying should, however, be memorized.		
	Lesson I	<input type="checkbox"/>			
DAY 4	Pages 36-37 SB 8-9	<input type="checkbox"/>	Opening Greeting Word Study Follow the instructions for the five vocabulary word study. Take your time and make sure your student/s is pronouncing everything correctly.		
	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)
Other:		<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: Present Tense	Each lesson this week should begin by praying the <i>Table Blessing</i> , which can be found on p. 74 of the Student Book (p. 140 of the Teacher Manual). Pronunciation of this prayer may still be a little uncertain; however, the student/s should quickly become more comfortable as the days go on. The goal of this week is to learn the present form of the first conjugation.			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>					

Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Pages 36-37 SB 8-9	<input type="checkbox"/>	<p>Opening Greeting</p> <p>Briefly review the content learned last week, paying special attention to pronunciation.</p> <p>Review the Latin Saying, "Ora et Labora".</p> <p>Derivatives Follow the instructions for teaching the Derivatives portion of this less found on page 37.</p>
	Lesson I	<input type="checkbox"/>	
DAY 2	Pages 36-37 SB 8-9	<input type="checkbox"/>	<p>Opening Greeting</p> <p>Grammar Follow the Grammar instructions on page 36.</p> <p>Next, review any target areas wherein your student/s needs extra work.</p> <p>Lesson I Quiz Give your student/s the <i>Lesson 1 Quiz</i> found on page 112 of the Teacher Manual. Enter grades in the Week 2 Grade Book in this course plan. (See answers in Quizzes Answer Key in this course plan)</p>
	Lesson I	<input type="checkbox"/>	
DAY 3	Pages 38-39 SB 10-11	<input type="checkbox"/>	<p>Opening Greeting as in Lesson 1.</p> <p>Recitation <i>amo</i> as cue word means that your student/s should recite the first conjugation present tense for using "amo". You should begin this recitation by saying the first word, "amo", and your student/s should supply the rest. For example:</p> <p><i>amo (teacher) amamus (student)</i> <i>amas (student) amatis (student)</i> <i>amat (student) amant (student)</i></p> <p>Latin Saying Follow the instructions for the Latin Saying on page 36. It is not necessary to spend much time on this component of the lesson. The saying should, however, be memorized.</p>
	Lesson II	<input type="checkbox"/>	

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DAY 4	Pages 38-39 SB 10-11	<input type="checkbox"/>	Opening Greeting (top of page 38)
	Lesson II	<input type="checkbox"/>	Word Study Follow the instructions found at the top of page 39.

Week 2 Grade Book

Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Lesson I Quiz: Latin Saying	<input type="checkbox"/>		2	
Lesson I Quiz: Vocabulary	<input type="checkbox"/>		10	
Lesson I Quiz: Grammar Forms	<input type="checkbox"/>		6	
Other:	<input type="checkbox"/>			
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: Present Tense	Each lesson this week should begin by praying the <i>Table Blessing</i> , which can be found on p. 74 of the Student Book (p. 140 of the Teacher Manual). Pronunciation of this prayer may still be a little uncertain; however, the student/s should quickly become more comfortable as the days go on. The goal of this week is to continue learning the present form of the first conjugation.

Notes

Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Pages 38-39 SB 10-11	Opening Greeting (top of page 38) Grammar Follow the Grammar instructions on page 38-39.
	Lesson II	
DAY 2	Pages 38-39 SB 10-11	Opening Greeting (top of page 38) Review any target areas wherein your student/s needs extra work. Lesson II Quiz Give your student/s the <i>Lesson 2 Quiz</i> found on page 112 of the Teacher Manual. Enter grades in the Week 3 Grade Book in this course plan. (See answers in Quizzes Answer Key in this course plan)
	Lesson II	

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DAY 3	Pages 40-41 SB 12-13	<input type="checkbox"/>	Opening Greeting (top of page 40)		
	Lesson III	<input type="checkbox"/>	Recitation First Conjugation (as on page 36), Verb Personal Endings (as on page 38) Latin Saying Follow the instructions for the Latin Saying on page 38.		
DAY 4	Pages 40-41 SB 12-13	<input type="checkbox"/>	Opening Greeting (as on page 40)		
	Lesson III	<input type="checkbox"/>	Grammar Follow the Grammar instructions on page 40-41.		
Week 3 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Lesson II Quiz: Latin Saying		<input type="checkbox"/>		2	
Lesson II Quiz: Vocabulary		<input type="checkbox"/>		20	
Lesson II Quiz: Grammar		<input type="checkbox"/>		6	
Week 3 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =				%