

Latin I Curriculum

Grade 09



Course Overview

Course Description




Latin I lays a strong foundation in the essential skills of classical language study. Students will develop mastery of Latin grammar, broaden their vocabulary, and hone their translation abilities through systematic practice. Emphasis is placed on understanding the structure and syntax of Latin, enabling students to read with increasing fluency. By the end of the course, students will be well-prepared to engage with more advanced texts, including the historical narratives found in Caesar's *Gallic Wars*.

Why We Teach It...

We teach Latin as a formative discipline that cultivates precision, clarity, and intellectual order. As the language of the Church and a cornerstone of Western civilization, Latin grants students access to the thought and expression of the ancient and Christian worlds. Through grammar, vocabulary, and translation, students develop habits of careful reasoning and attention to detail. In learning Latin, they are initiated into the great conversation of the West and prepared for deeper engagement with its texts and traditions.

Course Objectives

By the end of this course, students will be able to:

-  Identify and conjugate regular verbs in the present system active and passive across all four conjugations
-  Recognize and accurately decline first, second, and third declension nouns, including agreement with adjectives
-  Translate Latin sentences using basic vocabulary and grammar from Units 1–5 of Henle First Year Latin



Course Objectives | Continued...



Demonstrate understanding of specific latin constructions



Apply Latin grammar concepts to accurate English-Latin and Latin-English translation at the sentence level



Memorize and properly use core vocabulary and grammatical paradigms, including noun endings, verb endings, and key prepositions



Begin to grasp the structure and logic of Latin syntax, preparing for more advanced readings in future units

Source Material |

First Year Latin, Robert Henle, SJ | ISBN-13: 9780829410266

Latin Grammar, Robert Henle, SJ | ISBN-13: 9780829401127

The National Latin Exam |

The National Latin Exam (NLE) offers students a meaningful opportunity to be recognized for their dedication and achievement in Latin. Though never counted toward a school grade, the exam serves as an academic distinction that can strengthen college applications and affirm a student's progress. Honors earned through the NLE celebrate not only linguistic skill but also perseverance and scholarly excellence. Class time will be set aside for guided preparation, and students may receive occasional homework to build confidence. The exam is administered in January and stands as a worthy milestone in the student's Latin journey.



Assessments

Summative: 45%

- Unit Exams
- Midterm & Final Exam
- Quizzes
- Recitations

Formative: 35%

- Recitations
- Quizzes

Conscientiousness 20%

- Homework
- Classwork
- Pop Quizzes
- Participation



Scope & Sequence

Unit 1 | Setting a Firm Foundation 4 Weeks

- Week 1** Verbs: Characteristics of verbs, Tense difference from English to Latin, NLE specific verbs
- Week 2-3** Nouns: Gender, Case function, Number, NLE specific nouns
- Week 4** Sentence Diagramming, Prepositional Phrases, Adverbs vs. Adjectives, Latin Culture (NLE)

Unit 2 | Furthering the Foundation 4 Weeks

- Week 5** The First Declension: Rules for gender, use of verbs, accusative & genitive case.
- Week 6** The Second Declension: Indirect object, prepositions, predicate noun, Use of *quod*, “because”
- Week 7** The Third Declension: Gender in third declension, Rules for nouns like *lex* and *pars*, Appositives, Expletive *There*, declension of *flumen*
- Week 8** The Fifth Declension, Nouns with special meaning in the plural, Review & Summative Assessment



Unit 3 | The Grammar of Description 3 Weeks

Week 9 Adjectives of the 1st & 2nd Declension: declension of *magnus, magna, magnum*, Adjective Agreement, Predicate adjectives, use of *pro*

Week 10 Adjectives of the Third Declension: The declension of *gravis*, grave; adjectives governing cases

Week 11 Mastery Review of Vocabulary; Cumulative Review & Summative Assessment

Unit 5 | Subject & Action 7 Weeks

Week 9 The First Conjugation: Principal parts, present & imperfect indicative active, Agreement of verbs, Questions

Week 10 The Second Conjugation: Present System

Week 11 Personal Pronouns: Personal Pronouns of the 1st, 2nd, & 3rd person; Direct reflexives

Week 12 The Third Conjugation: Principal parts and present system

Week 13 The Fourth Conjugation: Principal parts and present system

Week 14 The Perfect System Active

Week 15 Review & Summative Assessment



Unit 6 | Solidifying the Foundation 4 Weeks

Week 16 Cumulative Review

Week 17 Additional Nouns & Adjectives of the First & Second Declension; Possessive adjectives of the 1st and 2nd persons

Week 18 The National Latin Exam: What it is & How to take it?

Week 19 Review & Summative Assessment

Unit 7 | Voice & Means 6 Weeks

Week 20 Present system passive of the 1st Conjugation; Agency: Active & Passive voice, Final personal signs in the passive; Present system passive of the 1st conjugation; ablative of agent

Week 21 Present system passive of the 2nd Conjugation & ablative of means

Week 22 Present system passive of the 3rd Conjugation & ablative of agency and means compared

Week 23 Present system passive of the 4th Conjugation & ablative of accompaniment

Week 24 The Perfect System of the Indicative Passive

Week 25 Review & Summative Assessment



Course Catechism

This section is structured as a series of questions and answers—intended to cultivate wisdom, virtue, and a love of tradition in the soul of the reader. Drawing from classical education, Christian orthodoxy, and the accumulated insights of Western civilization, this catechism aims to form not only the mind but the moral imagination.



Each question is crafted to provoke contemplation, and each answer is more than mere information—it is a small liturgy of truth, designed to be memorized, internalized, and lived. In the tradition of ancient catechisms, this section assumes that learning is not just for passing tests, but for becoming someone.

Section I | The Purpose of Latin

Q: Why do we study Latin?

A: We study Latin to train the mind, to love precision, and to inherit the wisdom of the West.

Q: Is Latin a dead language?

A: No language that feeds the mind and serves the Church is truly dead.

Q: What does Latin teach that English does not?

A: Latin teaches logic, discipline, and the art of endings.

Q: How should one translate Latin?

A: Slowly, reverently, and with the goal of understanding both word and world.

Q: What is lost when we only read in English?

A: We lose the beauty of form, the dignity of word endings, and the training of the soul in careful thought.

Q: What is the reward of learning Latin?

A: Clarity of mind, depth of thought, and fellowship with saints and sages.



Section II | Setting a Firm Foundation

Q: What is a verb in Latin?

A: *A verb is a word of action or being, the heart of every Latin sentence.*

Q: Why do we study gender and number in Latin nouns?

A: *To see the order of language and match each word in its proper form.*

Q: What is the role of case in Latin?

A: *Case reveals how a word functions in the sentence—who acts, who receives, and what is described.*

Q: Why do we diagram sentences?

A: *To make visible the structure of thought and meaning.*

Q: What do adverbs teach us?

A: *They teach us to observe the manner, time, and degree of an action.*

Section III | Building Upon the Foundation

Q: What does the first declension teach us?

A: *It teaches us to see patterns in words and memorize forms with care.*

Q: How does the second declension differ?

A: *It carries new endings and often names things of strength or place.*

Q: What is the power of prepositions in Latin?

A: *They govern case and direct the flow of meaning.*

Q: Why do we study appositives and possessives?

A: *To clarify identity and show rightful belonging.*

Q: What is a summative assessment for?

A: *To recall, review, and see what we have made our own.*



Section IV | The Grammar of Description

Q: Why do we study adjectives?

A: *Because truth is not only what something is, but what kind it is.*

Q: How must adjectives and nouns agree?

A: *In gender, number, and case—as friends walking in step.*

Q: What is the use of gravis and brevis?

A: *To describe weight and brevity, and to use the third declension rightly.*

Q: Why do some adjectives govern a case?

A: *Because their meaning demands a certain relationship.*

Q: What is the reward of descriptive precision?

A: *Clear thought, elegant speech, and a mind trained in order.*

Section V | Solidifying the Foundation

Q: Why do we review?

A: *To remember, to reinforce, and to master what we have learned.*

Q: What are possessive adjectives?

A: *They are words that show ownership and relation.*

Q: How do new nouns extend our expression?

A: *They give us names for more of the world and its parts.*

Q: What does the National Latin Exam test?

A: *It tests knowledge, memory, and the skill of translation.*

Q: How should we prepare for assessment?

A: *By review with diligence, humility, and care.*



Section VI | Subject & Action

Q: What is a principal part of a verb?

A: *It is one of the forms that reveals how the verb behaves.*

Q: What does agreement of subject and verb mean?

A: *That both must be in harmony—matching in person and number.*

Q: What are personal pronouns?

A: *Words that stand in for people and show who is acting.*

Q: How do direct reflexives work?

A: *They connect clauses and clarify who or what is meant.*

Q: Why learn all four conjugations?

A: *To speak and read with power, flexibility, and truth.*

Section VII | Voice & Means

Q: What is the passive voice?

A: *It shows that the subject receives the action, not performs it.*

Q: What is the ablative of means?

A: *It tells us with what instrument or thing an action is done.*

Q: What does the ablative of accompaniment show?

A: *That something was done in the presence or company of another.*

Q: What is the ablative of agent?

A: *It tells us by whom the action was done in the passive voice.*

Q: How does passive voice deepen our understanding?

A: *It reminds us that not all power is in acting—some is in receiving.*

Section VIII | Voice & Means (Continued...)

Q: What is the perfect passive system?

A: *A complete action that was received, formed with sum and a participle.*

Q: Why do we compare the passive across conjugations?

A: *To see the unity beneath variety, and to master every form.*

Q: How does Latin express precision in time?

A: *With tenses that show when and how completely something happened.*

Q: Why do we learn final personal signs in the passive?

A: *To recognize the subject by ending, even when they do not act.*

Q: What does the perfect system teach us?

A: *That Latin sees not only what is, but what has been done.*

Section IX | Forms

Q: What are the endings of the Five Declensions?

A: *The endings of the 1st Declension are...*

Q: What are the two types of Adjectives we have learned?

A: *The two types of adjectives are 1st/2nd Declension and 3rd Declension adjs...*

Q: What are the personal pronouns of the 1st, 2nd, and 3rd person?

A: *The personal pronouns of the 1st person are...*

Q: What are the endings associated with each tense?

A: *The endings associated with the present tense are....*

Q: What are the endings associated with the passive voice?

A: *The endings associated with the passive voice are...*

Q: What are the regular principal part endings of each conjugation?

A: *The regular principal part endings of each conjugation are...*



Section X | Recitations

Q: When we begin all things in the name of the Holy Trinity, what do we say?

A: *In nómine Patris, et Fílii, et Spíritus Sancti.
Amen.*

Q: When we behold the Lamb of God, what do we cry from the depth of our need?

A: *Agnus Dei, qui tollis peccáta mundi, Miserére nobis. Agnus Dei, qui tollis peccáta mundi, Miserére nobis. Agnus Dei, qui tollis peccáta mundi, Dóna nobis pacem.*

Q: When heaven and earth are filled with glory, what song do we sing with angels and saints?

A: *Sanctus, Sanctus, Sanctus Dóminus Deus Sábaoth. Pleni sunt cæli et terra glória tua. Hosánna in excélsis. Benedíctus qui venit in nómine Dómini. Hosánna in excélsis.*

Q: When we call upon our Father in heaven, how do we pray?

A: *Pater noster, qui es in cælis, Sanctificétur nomen tuum. Advéniat regnum tuum. Fiat volúntas tua, sicut in cælo et in terra. Panem nostrum cotidiánum da nobis hódie, Et dimítte nobis débíta nostra, sicut et nos dimíttimus debitóribus nostris. Et ne nos indúcas in tentatiónem, Sed libera nos a malo.
Amen.*

Q: When the tomb is empty and joy dawns with the risen Lord, to whom do we sing our gladness?

A: *Regína cæli, lætáre, allelúia: Quia quem meruísti portáre, allelúia, Resurréxit, sicut dixit, allelúia: Ora pro nobis Deum, allelúia.*



Week 1

Weekly Logos | Verbs

Latin reveals truth through form—to know what is happening, we must know who is doing the action, when, and how.

This week, students are introduced to the essential nature of Latin verbs, especially their built-in characteristics of person, number, tense, mood, and voice. Special attention will be given to how tense operates differently in Latin than in English and to key verbs highlighted on the National Latin Exam.

What Are We Assessing? | The Facts

🏛️ Identification of verb characteristics (person, number, tense, mood, voice)

🏛️ The six tenses of the Indicative Active

🏛️ Differences between English and Latin tense systems

🏛️ NLE priority verbs: *amō*, *sum*, *videō*, *dūcō*, *mittō*, *veniō*, *faciō*, *possum*

🏛️ Meaning and usage of *sum* and *possum*

What Are We Assessing? | The Skills

🏛️ Identify and explain Latin verb characteristics

🏛️ Conjugate common NLE verbs in the present tense

🏛️ Distinguish tense usage in English vs. Latin

🏛️ Translate and parse simple sentences using *sum* and common NLE verbs

🏛️ Begin oral drills for principal parts and translation fluency



What Are We Assessing? | The Truths

“In lingua Latina, forma significatum revelat—et significatum a forma pendet.”

This truth unifies every element of the lesson:

This truth undergirds every element of the lesson: that Latin verbs carry within their forms a complete expression of time, person, number, and action. Unlike English, where meaning often relies on helping words or word order, Latin verbs encode meaning directly in their endings.

Through these forms, the student learns to read not just words, but ideas shaped in precision—to understand who is acting, when the action occurs, and how Latin tense differs from English intuition. To recognize and translate these forms is to participate in the clarity and beauty of a well-ordered language. Mastery of verb form builds the foundation for translation, logic, and linguistic discipline.

Assessments | Suggested Types

▮ Verb Characteristic Identification Drill

▮ Latin vs. English Tense Analysis (comparison exercise)

▮ NLE Verb Mastery Quiz: sum, amō, videō, possum, etc.

▮ Translation Drill with NLE Verbs

▮ Oral recitation of principal parts of 5 key verbs

****Consult Henle Latin First Year: Quizzes & Tests Book for cumulative reviews*



Pacing | By Week

<i>Day</i>	<i>Focus</i>	<i>Homework</i>
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Monday	Intro to verb characteristics: person, number, tense, etc.	None
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Tuesday	Contrast Latin and English tense systems	None
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Wednesday	Drill and recite sum, possum, and amō in the present tense	None
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Thursday	Practice parsing & translating sentences with key NLE verbs	None
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Friday	Oral recitation, quiz, and in-class translation work	None
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Teacher Tips

Use Color-Coding: Highlight verb characteristics visually—e.g., underline tense in blue, voice in red—to anchor student recognition.

Echo Latin Aloud: Daily oral drills help internalize person and number. Recite *sum* and *possum* regularly.

Connect to Meaning: Ask students what difference it makes if the verb is past vs. present, active vs. passive. Meaning changes matter.

Highlight Latin Logic: Show how Latin's tight verb endings convey what English needs extra words to express.

NLE Focus: Reinforce that mastering common verbs like *amō*, *sum*, and *faciō* will help them shine on the exam.

