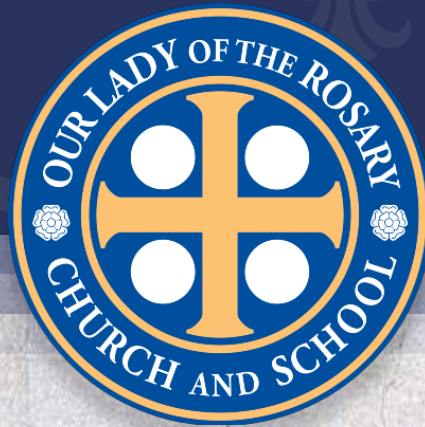


# Latin II Curriculum

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*Grades 09 & 10*



# Course Overview

## Course Description

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Latin II picks up with Unit 5 of Henle Latin I and progresses through the remaining material to complete the text. Emphasis is placed on mastering grammar, expanding vocabulary, and strengthening translation skills. Students will deepen their understanding of Latin syntax and prepare for the advanced readings of Henle Latin II in Latin III.

## Why We Teach It...

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In their second year of Latin, students begin to experience the language as a living voice of the ancient world. With growing mastery, they encounter authentic texts—most notably the writings of Julius Caesar, a central figure in Roman history whose accounts of courage, strategy, and leadership still resonate. While not all students will pursue Latin beyond this point, we believe it is essential that they leave Latin II having read real Latin—words as the Romans wrote them.

## Course Objectives

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

- Use an intermediate and expanded Latin vocabulary.
- Differentiate between all verb conjugations and noun/adjective declensions.
- Use and understand the subjunctive mood and other intermediate grammatical structures.
- Translate sentences from Latin to English, and English to Latin.
- Explain & understand the use of Latin syntax (uses of subjunctive, sequence of tenses, indirect statements, etc).



# Source Material

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

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

## Assessments

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### **Summative: 45%**

- Unit Exams
- Midterm Exam
- Final Cumulative Exam
- Recitations

### **Formative: 35%**

- Oral Forms Recitation
- Latin Artifacts
- Weekly Check-In Quizzes

### **Conscientiousness 20%**

- Professionalism
- Homework
- Classwork



# Scope & Sequence

## Unit 1 | Cumulative Review

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4 Weeks

- Week 1** Indicative active of all six tenses verb review, 4 conjugations; expletive there and review of *sum*.
- Week 2** Continuing verb review; third declension nouns & adjectives; adjectives governing cases
- Week 3** Personal Pronouns & possessive adjectives; direct reflexives; prepositions
- Week 4** Unit Review & Examination

## Unit 2 | Furthering the Foundation

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4 Weeks

- Week 5** Present System passive of the third, third *-io*, and fourth conjugation;
- Week 6** Present system passive of the first & second conjugation; ablative of agent & means; ablative of accompaniment
- Week 7** Perfect system of the indicative passive
- Week 8** Unit Review & Examination



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<b>Unit 3</b>	<b>The World of the Subjunctive</b>	6 Weeks
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| <b>Week 9</b>  | Lesson 22-23: The present & imperfect subjunctive; purpose clauses   |
| <b>Week 10</b> | Lesson 24: Relative clauses; the use of <i>ad</i> ; <i>qui</i> , <i>quae</i> , <i>quod</i> ; relative clauses of purpose |
| <b>Week 11</b> | Lesson 25: Direct questions; interrogative adverbs, participles, pronouns, and adjectives                                |
| <b>Week 12</b> | Lesson 26: The Perfect system active of the subjunctive; indirect questions  |
| <b>Week 13</b> | Lesson 27 & 28: The Vocative & imperative mood; uses of the subjunctive; <i>suus</i> & <i>sui</i>                        |
| <b>Week 14</b> | Lesson 29: The Passive Subjunctive; review of the subjunctive  |

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<b>Unit 4</b>	<b>Participles, Pronouns, &amp; the Power of the Ablative</b>	4 Weeks
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| <b>Week 15</b> | Lesson 30: The Perfect Passive Participle  |
| <b>Week 16</b> | Lesson 31: <i>Hic</i> , <i>Haec</i> , <i>Hoc</i>   |
| <b>Week 17</b> | Lesson 32 & 33: Prepositions <i>ex</i> , <i>e</i> , <i>ab</i> , <i>a</i> , & <i>de</i> ; <i>ille</i> & <i>is</i> |
| <b>Week 18</b> | Ablative Constructions; ablative of separation and review  |



## **Unit 5** | Possum, Infinitives, and Other Oddities    6 Weeks

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**Week 19**    Lesson 35: Possum; infinitive in noun constructions

**Week 20**    Lesson 35 (continued...)

**Week 21**    Lesson 36: Numerals; Irregular Adjectives

**Week 22**    Lesson 37: Rules for Time; *-io verbs*

**Week 23**    Lesson 37 (continued...) & 38: Dative Verbs; The passive of verbs of calling

**Week 24**    Lesson 39: The Accusative with the Infinitive



# 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

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**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 | Grammar & Syntax

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**Q: What is grammar?**

**A:** *Grammar is the art of combining words correctly and meaningfully.*

**Q: What is syntax?**

**A:** *Syntax is the arrangement of words to show their relationship and function in a sentence.*

**Q: What is the most important rule of Latin syntax?**

**A:** *Word endings matter more than word order.*

**Q: What is the indicative mood?**

**A:** *The indicative mood states facts and asks questions.*

**Q: What is the subjunctive mood?**

**A:** *The subjunctive expresses wishes, potentiality, or uncertainty.*

**Q: What is the passive voice?**

**A:** *In the passive voice, the subject receives the action rather than performing it.*

**Q: What is the adjective agreement rule?**

**A:** *An adjective must agree with its noun in gender, number, and case.*

**Q: What is the pronoun agreement rule?**

**A:** *A pronoun agrees with its antecedent in gender and number, but its case is determined by its use in the sentence.*

**Q: What is the neuter rule?**

**A:** *All neuter nouns have identical forms in the nominative and accusative cases, both singular and plural.*

**Q: What is a preposition?**

**A:** *A preposition is a word that shows the relationship of a noun or pronoun to another word in the sentence.*

**Q: What are the six tenses of Latin?**

**A:** *Present, imperfect, future, perfect, pluperfect, and future perfect.*



## Section II | Grammar & Syntax (Continued...)

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**Q: What are the helping verbs associated with each tense?**

**A:** ***Present:** is, are, do, does; **Imperfect:** was, were; **Future:** will, shall; **Perfect:** have, has, did; **Pluperfect:** had; **Future Perfect:** will/shall have*

**Q: What is the sequence of tenses?**

**A:** *It is the rule that the tense of the subjunctive follows the tense of the main verb.*

**Q: What is the subjunctive mood?**

**A:** *The subjunctive is the mood of potentiality, uncertainty, and inward intention.*

**Q: How does the subjunctive differ from the indicative?**

**A:** *The indicative states facts; the subjunctive explores thoughts, wishes, and what might be.*

**Q: What is a relative clause of purpose?**

**A:** *It is a subordinate clause that shows why the action of the main verb is done, introduced by qui, quae, quod, with the subjunctive.*

**Q: How do we recognize a result clause in Latin?**

**A:** *A result clause is introduced by ut or ut nōn, and shows what happens because of the main verb.*

**Q: What mood does Latin use for indirect questions, commands, wishes, encouragement, or temporal clauses?**

**A:** *Latin uses the subjunctive mood to express indirect questions, commands, wishes, encouragement, and temporal clauses.*

**Q: What is a participle?**

**A:** *A participle is a verbal adjective—it shares the action of a verb and the description of an adjective.*

**Q: What is an infinitive?**

**A:** *verbal noun, translated “to [verb]” in English.*



## Section II | Grammar & Syntax (Continued...)

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**Q: What is the rule for the vocative case?**

**A:** *The vocative case is used for direct address and is usually identical to the nominative, except in second-declension singular nouns ending in -us, which change to -e, and -ius, which change to -i.*

**Q: What is the rule for indirect statements in Latin?**

**A:** *An indirect statement uses an accusative subject and an infinitive verb after a verb of saying, thinking, knowing, or perceiving.*

## Section III | Forms

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**Q: What is the form of Demonstrative Adjectives and Pronouns?**

**A:** *The form of Demonstrative Adjectives and Pronouns are hic, ille, & is...*

**Q: What is the form of Relative Adjectives & Pronouns?**

**A:** *The form of Relative Adjectives & Pronouns are qui...*

**Q: What is the form of interrogative pronoun?**

**A:** *The form of the Interrogative pronoun is quis...*

**Q: What are the endings of the present, imperfect, perfect, and pluperfect subjunctive?**

**A:** *The forms of the subjunctive are orem, orarem, oraverim, oravissem...*



## Section IV | Recitations

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**Q: When the forces of darkness rise, to whom do we cry for defense?**

**A:** *Sancte Michaël Archangele, defende nos in proelio.*

*Contra nequitiam et insidias diaboli esto praesidium.*

*Imperet illi Deus, supplices deprecamur:*

*Tuque, Princeps militiae caelestis,*

*Satanam aliosque spiritus malignos,*

*Qui ad perditionem animarum pervagantur in mundo,*

*Divina virtute in infernum detrude.*

*Amen.*

**Q: What mystery do we recall when we honor the Incarnation of Our Lord?**

**A:** *Angelus Domini nuntiavit Mariae,*

*Et concepit de Spiritu Sancto.*

*Ave Maria...*

***Ecce ancilla Domini.***

*Fiat mihi secundum verbum tuum.*

*Ave Maria...*

***Et Verbum caro factum est.***

*Et habitavit in nobis.*

*Ave Maria...*

***Ora pro nobis, sancta Dei Genetrix.***

*Ut digni efficiamur promissionibus Christi.*

***Oremus:***

*Gratiam tuam, quaesumus, Domine, mentibus nostris infunde: ut qui, Angelo nuntiante, Christi Filii tui incarnationem cognovimus, per passionem eius et crucem, ad resurrectionis gloriam perducamur. Per eundem Christum Dominum nostrum.*

**Amen.**



**Q: What was in the beginning, before all things?**

**A:** *In principio erat Verbum,  
Et Verbum erat apud Deum,  
Et Deus erat Verbum.*

*Hoc erat in principio apud Deum.  
Omnia per ipsum facta sunt,  
Et sine ipso factum est nihil quod factum est.*

*In ipso vita erat,  
Et vita erat lux hominum:  
Et lux in tenebris lucet,  
Et tenebrae eam non comprehenderunt.*

*Et Verbum caro factum est,  
Et habitavit in nobis:  
Et vidimus gloriam eius,  
Gloriam quasi Unigeniti a Patre,  
Plenum gratiae et veritatis.*

**Q: How do we begin when we turn to God in need?**

**A:***Deus, in adiutórium meum inténde.  
Dómine, ad adiuvándum me festína.*

*In te, Dómine, sperávi:  
non confundar in ætérnum.  
In iustítia tua líbera me, et éripe me:  
inclína ad me aurem tuam, et salva me.*

*Glória Patri, et Fílio,  
Et Spirítui Sancto:  
Sicut erat in princípío,  
Et nunc, et semper,  
Et in sácula sæculórum.  
Amen. Allelúia.*



# Week 1

## Weekly Logos | Henle 1, Cumulative Review

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

This week, students will review all six indicative tenses, the full conjugation of verbs across the four families, the essential *sum*, *esse*, and how Latin expresses existence (via expletives like *there is*).

## What Are We Assessing? | The Facts

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▤ All six tenses of the Indicative Active: Present, Imperfect, Future, Perfect, Pluperfect, Future Perfect

▤ Full forms of *sum* in all six tenses

▤ Expletive construction using *sum* (“there is/are”)

▤ Endings for each tense (1st, 2nd, 3rd, 4th, and -io conjugations)

▤ Principal parts of core verbs

▤ Vocabulary of prior lessons

## What Are We Assessing? | The Skills

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▤ Conjugate verbs from each conjugation in all six indicative active tenses

▤ Identify tense, person, and number from a verb form

▤ Accurately translate sentences containing *sum* and full verb paradigms

▤ Create Latin sentences using expletive “there is/are”

▤ Parse Latin verbs and match to correct tense/conjugation

▤ Recite and drill *sum* and indicative verbs orally



# What Are We Assessing? | The Truths

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

**This truth unifies every element of the lesson:**

Latin verb forms are precise tools—one letter can change time, actor, or meaning.

The verb *sum* is more than a word—it expresses being, the foundation of truth and existence.

Verb conjugations encode person, number, tense, and voice—each form unlocking a precise moment in time or a distinct relationship between subject and action.

The expletive *est* or *sunt* (“there is/are”) teaches students to recognize existence as expressed linguistically.

Mastery of forms brings order to thought—Latin trains the mind in clarity and truthfulness.

## Assessments | Suggested Types

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🏛️ Verb Conjugation Drill – identify and write all six tenses from multiple conjugations

🏛️ Quick Parsing Challenge – identify tense, person, number, and conjugation from isolated forms

🏛️ Principal Parts Quiz

🏛️ Vocabulary Check

🏛️ 5 Declensions Quiz

*\*\*\*Consult Henle Latin First Year: Quizzes & Tests Book for cumulative reviews and also for the Lesson 1-16 Quizzes*



# Pacing | By Week

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<i>Day</i>	<i>Focus</i>	<i>Homework</i>
Monday	Introduce indicative active paradigm across 4 conjugations	Conjugate <i>laudo</i> and translate across all tenses
Tuesday	Diagnostic + Review of sum in all tenses; meaning of “to be”	Conjugate sum in all tenses; conjugate <i>facio</i>
Wednesday	Drill full conjugation across six tenses; identify tense/form endings	Gather all verbs from lessons 1-16 & conjugate <i>pello</i> in all 6 tenses
Thursday	Practice expletive there & pred. nom/adjs.	Exercise 25, 41
Friday	In-class review, oral drills, and translation work	Drill Vocabulary



## Teacher Tips

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**1. Use Visual Drills:** Paradigm charts, color-coded endings, and sentence comparisons will reinforce patterns and differences.

**2. Recite Often, Translate Daily:** Begin each day with oral drills (sum, conjugations, declensions), and end with sentence translations to apply what's learned.

**3. Highlight Tiny Changes, Big Impact:** Show how one letter changes who is acting or what is happening—drive home that forms matter because meaning matters.

**4. Make Questions Philosophical:** When teaching quis and quid, invite wonder: “What is a good question?” Tie Latin inquiry to Socratic learning.

**5. Connect Grammar to Truth:** Remind students: Latin trains the mind to love order, precision, and truth—qualities at the heart of classical education.

