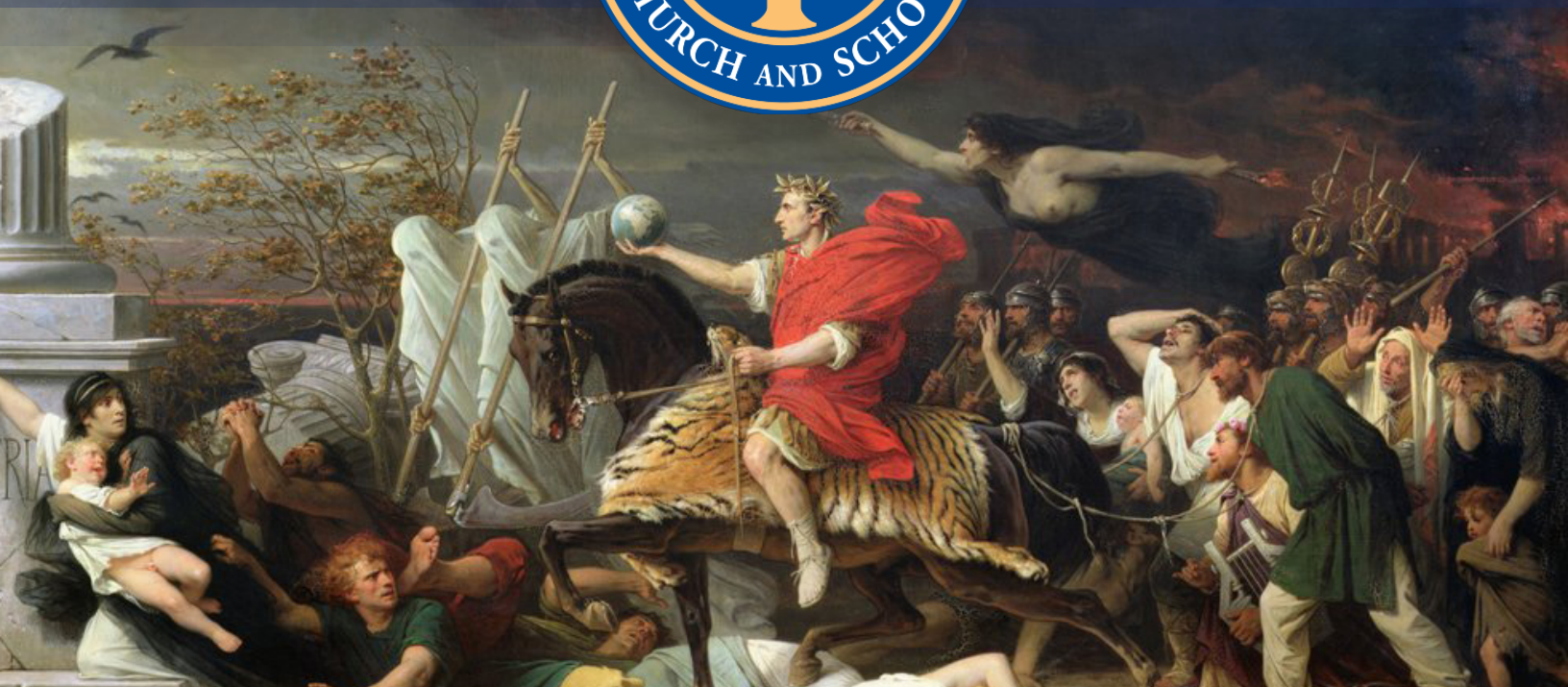
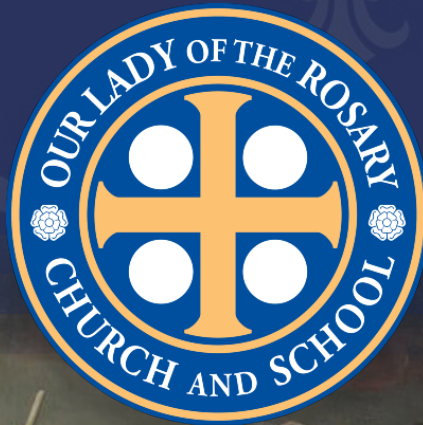


Latin III Curriculum

Grades 10 & 11



Course Overview

Course Description

Latin III builds upon the initial foundation of Latin II. Latin III uses Fr. Robert Henle's second Latin book, an ordered study of Julius Caesar's "Gallic Wars." Students will spend the first part of the year reviewing and building up their understanding of Latin constructions so that they will be ready to read the Caesar text in the second part of the year. By the end of the year, students will have read several hundred lines of Caesar's writings and will be capable of hashing through most works of Latin prose.

Why We Teach It...

In the second year of Latin study, the language becomes more alive as students are able to read basic texts from ancient authors. Julius Caesar was a pivotal character in the Roman world, and his writings contain inspiring stories of ambition, bravery, and fortitude. We know that not all students will continue their study of Latin, but we want to make sure they finish their second year having read Latin texts in their original form.

Course Objectives

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

- Read and understand passages from Caesar's "Gallic Wars".
- 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, passive periphrastic and dative of agent, ablative absolute, etc.)



Source Material

Second Year Latin, Robert Henle, SJ | ISBN-13: 9780829410273

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

Assessments

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

3 Weeks

- Week 1** Third Declension Nouns; *Sum*; Review of Adjectives; Indicative active of the four regular conjugations and of *-io* verbs of the third; direct questions; *quis, quid*
- Week 2** Present Subjunctive active of the four regular conjugations, *-io* verbs of the third, and *sum*; Subjunctive active of the four regular conjugations, of *-io* verbs of the third, and of *sum*; indirect questions; sequence of tenses
- Week 3** Personal Pronouns; Indicative passive of the four regular conjugations and of *-io* verbs of the third; *ex, de, ab*

Unit 2 | Furthering the Foundation

6 Weeks

- Week 4** *Hic, is, ille*; Subjunctive Passive of the four regular conjugations and of *-io* verbs of the third; purpose clauses
- Week 5** Other adjectives of the third declension; dative verbs
- Week 6** Indicative and subjunctive of deponent verbs; *cum*-temporal clauses in past time.



Unit 2 | Continued...

6 Weeks

Week 7 Comparison of adjectives; *quam*; ablative of comparison

Week 8 Relative clauses; *qui*, *quae*, *quod*; relative clause of purpose; irregular comparison of adjectives

Week 9 *Eo*; accusative of extent of space and time; formation and comparison of adverbs

Unit 3 | The Helvetian Drive to the West 8 Weeks

Week 10 Irregular Adjectives; Numerals; HDW 1-2

Week 11 The active & perfect system passive of *fero*; *ipse*; perfect participle passive; HDW 3-21

Week 12-13 *Possum*; the infinitive as a noun; HDW 22-74

Week 14-15 Accusative with the infinitive; HDW 75-145

Week 16 Ablative Absolute; interrogative adjective; HDW 146-171

Week 17 Present participle active; ablative absolute (continued); HDW 172-217



Unit 4	Revolt Along the Seacoast	3 Weeks
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Week 18 *Volo*; temporal clauses with *ubi*, *ut primum*, *postquam*, etc.; RAS 1-53

Week 19 *Fio*; noun ut-clauses; RAS 54-92

Week 20 Result & Characteristic clauses; rules for time; RAS 93-116

Unit 5	The First Invasion of Britain	4 Weeks
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Week 21 Gerunds; FIB 1-57

Week 22 Gerundives; FIB 58-117

Week 23 Gerundives (Continued); FIB 118-209

Week 24 Gerundives (Continued); FIB 118-209



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 | Grammar & Syntax

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 the present active participle?

A: *It shows ongoing action, translated as “-ing,” and is formed from the present stem with -ns.*

Q: What is the perfect passive participle?

A: *It shows completed action received, translated as “having been —ed” or just “—ed,” and is formed from the fourth principal part.*



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

Q: What is the future active participle?

A: *It shows future action about to happen, translated as “about to —,” and is formed with -ūrus, -a, -um.*

Q: How should a student treat a participle?

A: *As a thread joining two thoughts: what is done, and who is doing it.*

Q: What is a deponent verb?

A: *A verb that looks passive but is active in meaning.*

Q: What do deponents teach us about Latin?

A: *That forms are not always what they seem, and truth must be discerned carefully.*

Q: What are some common deponent verbs?

A: *Sequor (I follow), loquor (I speak), morior (I die), and patior (I suffer).*

Q: What is an ablative absolute?

A: *A noun and a participle in the ablative case, grammatically free from the rest of the sentence.*

Q: What does an ablative absolute express?

A: *It gives time, cause, or circumstance: “with the king ruling,” “with the battle won,” “with the sun rising.”*

Q: Why is it called ‘absolute’?

A: *Because it is “absolved” or “loosened” from the sentence—it stands apart, but still matters.*

Q: What is a gerund?

A: *A verbal noun, formed like a neuter singular of the future passive participle, used only in the genitive, dative, accusative, and ablative.*

Q: What does a gerund express?

A: *The action of a verb treated as a thing: “of running,” “by speaking,” “for*



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

Q: What is a gerundive?

A: *A verbal adjective expressing necessity or obligation, agreeing in gender, number, and case with a noun.*

Q: How is the gerundive translated?

A: *Often as “to be —ed,” as in liber legendus est — “The book is to be read.”*

Q: What does the gerundive teach the student?

A: *That duty can be embedded even in grammar, and that Latin loves order and purpose.*

Section III | Forms

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 the Intensive Adjective & Pronoun?

A: *The form of the Intensive Adjective & Pronoun is ipse...*

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

Q: When we have received Christ, we offer ourselves to him in return:

A: *ANIMA Christi, sanctifica me.*

Corpus Christi, salva me.

Sanguis Christi, inebria me.

Aqua lateris Christi, lava me.

Passio Christi, conforta me.

O bone Iesu, exaudi me.

Intra tua vulnera absconde me.

Ne permittas me separari a te.

Ab hoste maligno defende me.

In hora mortis meae voca me.

Et iube me venire ad te,

Ut cum Sanctis tuis laudem te

in saecula saeculorum.

Q: As we prepare ourselves for the birth of our Lord, we pray:

A: *ALMA Redemptoris Mater, quae pervia caeli*

Porta manes, et stella maris, succurre cadenti,

Surgere qui curat, populo: tu quae genuisti,

Natura mirante, tuum sanctum Genitorem

Virgo prius ac posterius, Gabrielis ab ore

Sumens illud Ave, peccatorum miserere.

Q: When we seek guidance through life's storms, to whom do we cry?

A: *AVE maris stella,
Dei Mater alma,
atque semper Virgo,
felix caeli porta.*

*Sumens illud Ave
Gabrielis ore,
funda nos in pace,
mutans Hevae nomen.*

*Solve vincula reis,
profer lumen caecis
mala nostra pelle,
bona cuncta posce.*

*Monstra te esse matrem:
sumat per te preces,
qui pro nobis natus,
tulit esse tuus.*

*Virgo singularis,
inter omnes mitis,
nos culpis solutos,
mites fac et castos.*

*Sit laus Deo Patri,
summo Christo decus,
Spiritus Sancto,
tribus honor unus. Amen.*



Q: As we prepare ourselves for the birth of our Lord, we pray:

A: *ALMA Redemptoris Mater, quae pervia caeli
Porta manes, et stella maris, succurre cadenti,
Surgere qui curat, populo: tu quae genuisti,
Natura mirante, tuum sanctum Genitorem
Virgo prius ac posterius, Gabrielis ab ore
Sumens illud Ave, peccatorum miserere.*

Q: As we prepare ourselves for the birth of our Lord, we pray:

A: *O SALUTARIS Hostia
Quae caeli pandis ostium.
Bella premunt hostilia;
Da robur, fer auxilium.*

*Uni trinoque Domino
Sit sempiterna gloria:
Qui vitam sine termino,
Nobis donet in patria.*

Q: As we prepare ourselves for the birth of our Lord, we pray:

A: *TANTUM ergo Sacramentum
Veneremur cernui:
Et antiquum documentum
Novo cedat ritui:
Praestet fides supplementum
Sensuum defectui.*

*Genitori, Genitoque
Laus et iubilatio,
Salus, honor, virtus quoque
Sit et benedictio:
Procedenti ab utroque
Compar sit laudatio.*



Week 1

Weekly Logos | Henle, Lessons 1-3

Students will master the identification and use of third declension nouns and review the forms and functions of adjectives, including agreement in gender, number, and case. They will conjugate and translate the indicative active tenses of the four regular verb conjugations and -io verbs of the third conjugation. Additionally, they will recall and correctly use all forms of the verb sum, and they will distinguish and construct direct questions using interrogative words, with special attention to quis and quid.

What Are We Assessing? | The Facts

Principal parts of 3rd Declension nouns

Forms of “sum” in present system

Endings for active indicative of all 4 conjugations

Forms of quis, quid (all cases)

Adjective 1st/2nd & 3rd declension review

Lesson Vocabulary

What Are We Assessing? | The Skills

Decline 3rd declension nouns accurately

Conjugate verbs in all indicative tenses

Endings for active indicative of all 4 conjugations

Match adjectives to nouns in gender, number and cases

Translate direct questions from latin to English & vice versa

Use quis, quid in simple and compound direct questions

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:

Third declension nouns require precision of endings to know who is doing what.

Adjective agreement demands attention to gender, number, and case, showing that beauty and clarity require harmony.

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

“*Sum*” holds the very concept of being—the foundation of all logic and metaphysics.

Quis and *quid* ask the most fundamental questions of identity and essence—who is acting? what is being done?

By the end of the week, students should understand that Latin does not allow us to guess. It demands order, attention, and care—and in doing so, it teaches us to think clearly and speak truthfully.

Assessments | Suggested Types

 Principal Parts Quiz

 Translation Quiz

 Vocabulary Check

 Quis, Quid Recitation

 5 Declensions Quiz

****Consult Henle Latin Second Year: Quizzes & Tests Book for cumulative reviews and also for the Lesson 1-3 Quizzes*

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Pacing | By Week

<i>Day</i>	<i>Focus</i>	<i>Homework</i>
Monday	3rd Declension Nouns & Adjectives Review	Exercise 1; 7
Tuesday	Review and Conjugation of sum; Introduce verb review	Conjugate sum in all tenses; Exercise 10,11
Wednesday	Indicative Active (all four conjugations + -io verbs)	Conjugate all new vocabulary words
Thursday	Direct Questions; quis, quid; Latin word order	Exercise 16, 17B
Friday	Integrated Review & Assessment	Drill Vocabulary

Teacher Tips

1. **Anchor Everything to Meaning:** Constantly ask: “What does this form tell us?” Help students see grammar as a path to clarity, not just memorization.
2. **Use Visual Drills:** Paradigm charts, color-coded endings, and sentence comparisons will reinforce patterns and differences.
3. **Recite Often, Translate Daily:** Begin each day with oral drills (sum, conjugations, declensions), and end with sentence translations to apply what’s learned.
4. **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.
5. **Make Questions Philosophical:** When teaching quis and quid, invite wonder: “What is a good question?” Tie Latin inquiry to Socratic learning.
6. **Connect Grammar to Truth:** Remind students: Latin trains the mind to love order, precision, and truth—qualities at the heart of classical education.