

#545 LATIN IV

GRADES: 11-12

LEVEL: HONORS

CREDITS: 5

PREREQUISITES: C or better in Latin III

BASIC TEXT: Cambridge Latin Course IV, 1991, Cambridge University Press, (Workbooks), Amsco Latin III-IV (National Textbook)

SUPPLEMENTAL READINGS:

Primary source documents, e.g. inscriptions, *sententiae*, fables, or poems

REQUIRED MATERIALS:

- A. On a daily basis - book and homework, notebook/ folder, lesson handouts.
- B. On occasion - highlighters, colored pencils or markers, index cards or paper cut to size and holder for these 4 colors are required: red/pink, yellow, orange, green/blue.

COURSE DESCRIPTION: In this course the students continue to study the Latin language and the way of life of the people who spoke it by reading original and annotated passages of prose and poetry. The readings reflect the history and culture of the Late Republic through the Early Empire and the thoughts and feelings of their authors. The readings encourage the students to compare and contrast ancient and modern philosophies and customs.

MISSION RELATED GOALS: 1, 2, 3, 5, 6, 9, 12

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:

Academic expectations:

- students will learn to solve complex problems encountered in the Latin texts and group projects.
- students will work with others toward a common goal in group work in class, in group project presentations and group dialogues or skits in class.
- students will learn to pronounce Latin and to write simple sentences in Latin.

Civic expectations:

- Students may participate in the Junior Classical League (JCL). This organization has a chapter local to Tewksbury, a state chapter and a national chapter. Students are encouraged to join and participate. In JCL, students have the opportunity to communicate and interact with students from around the state and the nation. JCL also requires students to perform social

services in their communities.

Social expectations:

- As part of the day-to-day activities in class students are required to respect the work and activities of other students in the classroom.

GENERAL PERFORMANCE OBJECTIVES: The student will be able to:

1. Read Latin and reconstruct the message and feeling of Latin selections in English
2. Identify cases, tenses, moods, voices used in passages
3. Identify the reason for cases and moods
4. Extract factual information from readings, listings, and research information
5. Compose basic Latin sentences that exemplify target structures
6. Identify Latin roots and expressions used in the English language
7. Scan lines of poetry
8. Define poetic terms
9. Match the passages read to their author(s)
10. Understand simple sentences when spoken or read
11. Describe the life and times of the authors studied
12. Identify figures of speech, rhetoric, and syntax

MASSACHUSETTS FRAMEWORK LEARNING STRANDS:

Communication, Cultures, Comparisons, Connections, and Communities

CURRICULUM FRAMEWORK LEARNING STANDARDS:

1. **COMMUNICATION** - Communicate in a Classical Language
2. **CULTURE** - Gain Knowledge and Understanding of Greco-Roman Culture
3. **CONNECTIONS** - Connect with Other Disciplines and Expand Knowledge
4. **COMPARISONS** - Develop Insight into Own Language and Culture
5. **COMMUNITIES** - Participate in Wider Communities of Language and Culture

UNITS AND THEMES:

Unit I - (Stages 35 – 36) Back to the villa for a recharge. (15 days)

Standards Addressed: 1, 2, 3, 4, 5

Unit II - (Stages 37 - 38) The Emperor's Power (15 days)

Standards Addressed: 1, 2, 3, 4, 5

Unit III - (Stages 39 – 40) Literature and Law (13 days)

Standards Addressed:	1, 2, 3, 4, 5	
Mid term review and test		(2 – 3 days)
<u>Unit IV – (Stages 41-42) Prose</u>		(10 days)
Standards Addressed:	1, 2, 3, 4, 5	
Unit V - (Stage 42, ps. 180 – 181) Poetry		(15 days)
Standards Addressed:	1, 2, 3, 4, 5	
<u>Unit VI. - (Stages 46 & 48) Pliny and Tacitus: The End</u>		(13 days)
Standards Addressed:	1, 2, 3, 4, 5	
Review for Final Exam		(2 days)

COURSE OUTLINE:

Unit I - (Stages 35 – 36) Back to the villa for a recharge.

A. Review (Stage 35)

Thematic Vocabulary: review through derivatives, words associated to the country

Cultural Context: In the villa, away from work and the city

how to:

- a. translate indicative mood in all tenses
- b. translate the subjunctive mood in 2 tenses
- c. identify the reasons for the subjunctive mood
- d. translate the infinitive mood
- e. identify sentences with indirect statement
- f. form infinitives for verbs
- g. choose the right relative pronoun for sentences
- h. explain the use of passive voice
- i. form passive verbs from active
- j. tell why and where there were villas

B. New (Stage 36)

Thematic Vocabulary: poetic terms, ne, words related to a recitation related derivatives

Cultural Context: At an author's recitation

how to:

- a. explain the use and formation of the present subjunctive
- b. find and translate noun /adjective pairs in lines of poetry
- c. define and find examples of ellipsis
- d. define and find examples of antithesis
- e. syllabify Latin words
- f. Recognize and scan an elegiac couplet
- g. define what an epigram is and identify the famous Latin epigrammist
- h. explain what a recitatio is, where and when it would take place

Cassette: Listen to poems for rhythm

Stage a recitatio for each student

Poetry project

Unit II - (Stages 37 - 38) The Emperor's Power

Thematic Vocabulary: words associated to dowry, wedding, duty, and war, derivatives associated to Latin vocabulary

Cultural Context: From politics to marriage

how to:

- a. form and identify perfect active, perf. passive, & future active infinitives
- b. translate sentences that contain these infinitives (indirect statements)
- c. recognize when ne is translated positively (clauses of fearing)
- d. form and translate passives
- e. form and translate the perfect subjunctives
- f. identify the steps in the cursus honorum
- g. define the emperor's "consilium"
- h. contrast the political careers of Pliny and Agricola
- i. contrast the "cum manu" to "sine manu" marriages
- j. describe a typical cum manu betrothal and wedding
- k. identify reasons for the decline of cum manu

Set up a mock wedding

Outside readings: Catullus' description of a bride in Latin; Roman Weddings in English

Unit III - (Stages 39 – 40) Literature and Law

Thematic Vocabulary: words associated with writing and arguing a case, semi-deponent verbs, numbers

Cultural Context: Court, a type of recitatio

How to:

- a. recognize neuter nouns
- b. describe the various ways of expressing purpose in Latin
- c. recognize and translate ad + the gerund(ive)

- d. change active sentences to passive and passive to active
- e. use the correct infinitive in indirect statement
- f. name some famous Roman authors and their genres of work
- g. contrast modern literature to ancient
- h. describe where and how one might get a copy of a literary work
- i. explain the Roman court system, which court heard which cases
- j. compare and contrast the Roman system to that of the U.S.A.
- k. describe a court case

Mid term review and test

Unit IV – (Stages 41-42) Prose

A. (Stage 41)

Thematic vocabulary: words associated to Pliny's life in Bithynia, names of provincial leaders, derivatives

Cultural Context: Provincial Government

How to:

- a. locate Bithynia, Ephesus, and Pergamum on a map
- b. identify who Pliny was, who Trajan was
- c. extract from readings the causes of Pliny's woes
- d. interpret the feelings of Pliny and Emperor Trajan
- e. explain Pliny's role in the province
- f. decipher dates
- g. distinguish between gerunds and gerundives
- h. translate the forms of the semi-deponent fio
- i. change present active subjunctives to present passive
song with gerund(ive)s: To everything there is a season/ Turn, turn, turn
Author Project assignment

B. (Stage 43)

Thematic Vocabulary: words related to women, derivatives

Cultural Context: The Roman Matron

How to:

- a. change imperfect subjunctive actives to passive
- b. make a gerundive agree with the noun it modifies
- c. decide whether a sentence requires a gerund or gerundive
- d. Identify who Petronius was and what he wrote

Unit V - (Stage 42, ps. 180 – 181) Poetry

A. Phaedrus, Catullus, Martial, Ovid, and Vergil

Thematic Vocabulary: words from the poems, condition words, figures of speech, rhetoric and syntax, derivatives

Cultural Context: Writing poetry in Latin

how to:

- a. match poems to authors
- b. describe the subjects and styles of authors
- c. explain the message understood from each poem
- d. translate and identify simple, future and contrary to fact conditions
- e. identify figures of speech, rhetoric, and syntax used in poetry
- f. define and give examples of the figures

Unit VI. - (Stages 46 & 48) Pliny and Tacitus: The End

B. Phaedrus, Catullus, Martial, Ovid, and Vergil

Thematic Vocabulary: words related to disaster, terms referring to the emperor, words having –quis in them; derivatives

Cultural Context: Tragedy at Pompeii (Pliny the Younger), Nero,, the last of the Julio-Claudian emperors (Tacitus)

how to:

- a. Recognize and translate future less-vivid constructions
- b. Identify examples of antithesis in prose
- c. Name the works of Tacitus, Pliny the Younger and the Elder
- d. Explain who Pliny the Elder was and how he died
- e. Identify, Nero, Agrippina, Burrus, Britannicus, Claudius, Anicetus, Poppaea, and Acerronia
- f. Extract Nero's feelings and plans from the readings.
- g. Explain the feelings of Agrippina
- h. Explain Nero's hatred for his mother.

Excerpts from *Flames of Rome* (Paul Maier)

Movie *Quo Vadis?*

Nero Webquest Project (located on Westford Schools (Blanchard) web pages)

Optional reading: all of *Flames of Rome*

Optional community project: Teach a lesson at the Ryan School

Review for Final Exam

(2 days)

SUGGESTED INTEGRATED ACTIVITIES:

- A. Latin and Art
 - 1. to study together Roman Architecture
 - 2. to collaborate on maps, charts and posters for Competition
 - 3. to collaborate on the production of Christmas Cards for the nearby residents of the Novitiate
- B. Latin and Applied Arts
 - 1. to make costumes
- C. Latin, French, and Spanish
 - 1. to unite classes for a cultural food feast

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USE OF TOOLS / TECHNOLOGY:

- 1. Listen to audio cassettes which accompany the text to reinforce listening skills and pronunciation.
- 2. Show videos or segments of movies to clarify or enliven ancient customs
- 3. Use the overhead projector to teach grammar, introduce concepts, reinforce vocabulary, clarify geography, enliven with images reading passages
- 4. Utilize computer programs to teach and reinforce vocabulary and grammar
- 5. Utilize computer to research, access Web quests, to tutor.

ASSESSMENT TECHNIQUES:

- 1. vocabulary quizzes for each stage
- 2. stage tests: derivative, culture, translation, grammar elements
- 3. required projects
- 4. optional extra credit projects (JCL state convention)
- 5. cooperative learning in class quizzes
- 6. cultural quizzes
- 7. optional National Latin Exam