

# LATIN 31

## Description

Latin 31 is a two semester two credit – course, which meets daily. Students continue to develop the reading skills acquired in their previous years of Latin study. With the further development of their vocabulary and grammar skills, more complex reading passages will serve to foster greater competence in translating. During Latin 31, students are exposed to authentic texts by authors such as Catullus, Pliny, Ovid, Martial and Vergil. This course prepares students interested in continuing on to AP level.

## Course Overview

### Course Objectives

Students should:

### Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language to reinforce and expand my knowledge of other disciplines and vice versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Assessments

*Common Assessments*

*Skill Assessments*

<u>Content Outline</u>	<u>Standards</u>	<u>Grade Level Skills</u>
<p>I. <a href="#">Unit 1</a> - Rus et Urbs - City Life and Country Life</p> <p>II. <a href="#">Unit 2</a> - Martialis – Martial</p> <p>III. <a href="#">Unit 3</a> - Imperator: Domitianus - The Emperor, Domitian</p> <p>IV. <a href="#">Unit 4</a> - Nuptiae - Roman Weddings</p> <p>V. <a href="#">Unit 5</a> - Studia - Roman Education</p> <p>VI. <a href="#">Unit 6</a> - Iudicium – Trials</p> <p>VII. <a href="#">Unit 7</a> - Imperium administrans - Administering an Empire</p> <p>VIII. <a href="#">Unit 8</a> - Carmina – Poetry</p> <p>IX. <a href="#">Unit 9</a> - Coniugium, repudium, mores et univira - Marriage, Divorce, Morality and the one-man woman</p> <p>X. <a href="#">Unit 10</a> - Daedalus et Icarus - Daedalus and Icarus</p> <p>XI. <a href="#">Unit 11</a> - Catullus et Lesbia- Catullus and Lesbia</p>	<p><a href="#">Standards for Classical Language Learning</a></p> <p>Classical Language Learning Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Cultures</i></li> <li>• <i>Connections</i></li> <li>• <i>Comparisons</i></li> <li>• <i>Communities</i></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Skills Matrix</li> </ul>

## Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period		
September	October	November	December	January	February	March	April	May	June	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<a href="#"><u>Rus et Urbs - City Life and Country Life</u></a>	<a href="#"><u>Martialis – Martial</u></a>	<a href="#"><u>Imperator: Domitianus - The Emperor, Domitian</u></a>	<a href="#"><u>Nuptiae - Roman Weddings</u></a>	<a href="#"><u>Studia - Roman Education</u></a>	<a href="#"><u>Iudicium – Trials</u></a>	<a href="#"><u>Imperium administrans - Administering an Empire</u></a>	<a href="#"><u>Carmina – Poetry</u></a>	<a href="#"><u>Coniugium, repudium, mores et univira - Marriage, Divorce, Morality and the one-man woman</u></a>	<a href="#"><u>Daedalus et Icarus - Daedalus and Icarus</u></a>	<a href="#"><u>Catullus et Lesbia- Catullus and Lesbia</u></a>
2 weeks	4 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	4 weeks

**Unit 1: Rus et Urbs - City Life and Country Life, 2 weeks [top](#)**

**Standards for Classical Language Learning**

*Comparisons*

**Develop insight into own language and culture**

Students compare and contrast their own culture with that of the Greco-Roman world.

**Unit Objective**

Students will be able to:

- compare and contrast city and country life.

**Essential Question**

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Focus Question**

- How does one's natural surrounding affect their way of life and how is this reflected in their opinions and attitudes?

**Assessment**

- City Life and Country Life

**Skill Objectives**

Students will:

- identify Roman attitudes toward city and country life.
- choose between direct and indirect statements.
- identify active and passive verb forms (including deponents) in context.

**Unit 2: Martialis – Martial, 4 wWeeks [top](#)**

**Standards for Classical Language Learning**

***Culture***

**Gain knowledge and understanding of Greco-Roman culture**

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

**Unit Objective**

Students will be able to:

- analyze poems of Martial.

**Essential Question**

- How do I use my understanding of culture to communicate and function appropriately in another culture?

**Focus Question**

- How does Martial, through his poetry, use his sarcastic tone to cleverly insult members of his audience?

**Assessment**

- A Class recital

**Skill Objectives**

Students will:

- read poems by Martial.
- identify the present subjunctive.
- show knowledge of word placement in Latin poetry.

**Unit 3: Emperor: Domitianus - The Emperor, Domitian, 3 weeks [top](#)**

**Standards for Classical Language Learning**

***Connections***

**Connect with other disciplines and expand knowledge**

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

**Unit Objectives**

Students will be able to:

- infer information regarding the operation of The Emperor Domitian and his Council.
- evaluate the *cursus honorum* in guiding a political career.

**Essential Question**

- How do I use my understanding of another language to reinforce and expand my knowledge of other disciplines and vice versa?

**Focus Question**

- How did the Emperor Domitian influence the way government was administered?

**Assessment**

- Do we have a *Cursus Honorum*?

**Skill Objectives**

Students will:

- identify present and perfect infinitives in indirect statement.
- list information regarding The Emperor Domitian and his Council.
- describe the *cursus honorum*.

**Unit 4: Nuptiae - Roman Weddings, 3 weeks** [top](#)

**Standards for Classical Language Learning**

*Comparisons*

**Develop insight into own language and culture**

Students compare and contrast their own culture with that of the Greco-Roman world.

**Unit Objective**

Students will be able to:

- compare and contrast Roman wedding customs with modern American customs.

**Essential Question**

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Focus Question**

- What were customs of ancient Roman weddings and how are they different from ours?

**Assessment**

- Love Notes from Helvidius

**Skill Objectives**

Students will:

- recognize infinitives in indirect statement.
- identify the perfect subjunctive.

**Unit 5: Studia - Roman Education, 3 weeks [top](#)**

**Standards for Classical Language Learning**

***Culture***

**Gain knowledge and understanding of Greco-Roman culture**

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

**Unit Objective**

Students will be able to:

- analyze differences in modern and ancient education.

**Essential Question**

- How do I use my understanding of culture to communicate and function appropriately in another culture?

**Focus Question**

- What was it like to be a student in Ancient Rome and how do these experiences differ from my own?

**Assessment**

- *The Flood*, Dactylic Hexameter without Tears

**Skill Objectives**

Students will:

- list characteristics of the ancient educational system.
- name famous Latin authors.
- identify first and second person plurals in present, imperfect and future tenses.
- recognize *Synchysis and chiasmus*.



**Unit 6: Iudicium – Trials, 3 weeks [top](#)**

**Standards for Classical Language Learning**

***Connections***

**Connect with other disciplines and expand knowledge**

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

**Unit Objective**

Students will be able to:

- evaluate how justice was administered in a law court in ancient Rome.

**Essential Question**

- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

**Focus Question**

- How was law administered in the ancient world and how have these practices influenced modern law?

**Assessment**

- The Judgment of Salvius. A Live Textual Analysis

**Skill Objectives**

Students will:

- outline procedures for administration of justice in a Roman law court.
- recognize sequence of tenses in indirect statement.
- identify gerundives to express purpose.

**Unit 7: Imperium administrans - Administering an Empire, 3 weeks [top](#)**

**Standards for Classical Language Learning**

***Communities***

**Participate in wider communities of language and culture**

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

**Unit Objective**

Students will be able to:

- critique the administration of government in the provinces in the first century AD.

**Essential Question**

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

**Focus Question**

- How was government administered in Bithynia and how did that differ from the administration of government in other areas of the ancient roman world?

**Assessment**

- You're the emperor . . .

**Skill Objectives**

Students will:

- read Pliny's and Trajan's letters.
- conjugate the irregular verb *fio*.
- recognize present passives in context.

**Unit 8: Carmina – Poetry, 3 weeks [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students use orally, listen to and write Latin or Greek as part of the language learning process.

**Unit Objective**

Students will be able to:

- interpret rhetorical devices to enhance their comprehension of poetry.

**Essential Question**

- How do I use another language to communicate with others?

**Focus Question**

- How can I enrich my understanding of poetry by identifying and interpreting rhetorical devices?

**Assessment**

- A Poetry Consortium

**Skill Objectives**

Students will:

- read poems by Martial, Catullus, Phaedrus, Ovid and/or Vergil.
- outline conditional statements.
- identify in context rhetorical devices.

**Unit 9: Coniugium, repudium, mores et univira - Marriage, Divorce, Morality and the one-man woman, 3 weeks [top](#)**

**Standards for Classical Language Learning**

***Communities***

**Participate in wider communities of language and culture**

Students use their knowledge of Latin or Greek in a multilingual world.

**Unit Objective**

Students will be able to:

- analyze attitudes regarding the morality of the first century AD.

**Essential Question**

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

**Focus Question**

- How did the concept of univira influence a woman's fidelity to her husband in the first century AD?

**Assessment**

- Morality and chastity in the ancient world: Our Modern Reaction . . .

**Skill Objectives**

Students will:

- read about and outline the concept of *univira*.
- identify the imperfect passive subjunctive in context.
- observe the gerund used in the genitive and ablative.

**Unit 10: Daedalus et Icarus - Daedalus and Icarus, 3 weeks [top](#)**

**Standards for Classical Language Learning**

*Comparisons*

**Develop insight into own language and culture**

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

**Unit Objective**

Students will be able to:

- analyze Daedalus and Icarus.

**Essential Question**

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

**Focus Question**

- How does Ovid use his art to depict the father/son relationship?

**Assessment**

- Dactylic Hexameter recitation

**Skill Objectives**

Students will:

- read Daedalus and Icarus.
- recognize the historical present tense in context.
- identify sentences where one verb is used in two separate clauses.

**Unit 11: Catullus et Lesbia- Catullus and Lesbia, 4 weeks [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand and interpret Latin or Greek.

**Unit Objective**

Students will be able to:

- analyze the poetry of Catullus.

**Essential Question**

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)

**Focus Question**

- How does Catullus describe his love affair with Lesbia in his lyric poetry?

**Assessment**

- Explication of Latin poetry, an expert's view: Quinn

**Skill Objectives**

Students will:

- read selected poems of Catullus.
- identify the hortatory subjunctive in context.
- identify relative clauses with the relative pronoun *qui* and omitted antecedent.