

# Latin 41

## Description

Latin 41 is a two semester two credit - course, which meets daily. In the fourth year of Latin study, *The Aeneid* of Vergil - the most appealing and beautiful masterpiece in the Latin language - is the focus of the course. The rich mythological, historical and cultural references will give the student an invaluable literary background. The reading of the *Aeneid* is utilized to generate oral (study of scansion) and written expression (textual analysis) as well as to expand grammatical and cultural understanding of Latin and Roman culture.

## 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 and culture 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>
I. <a href="#">Unit 1</a> - <i>Aeneid</i> , Book I.1-179 II. <a href="#">Unit 2</a> - <i>Aeneid</i> Book I.180-519 III. <a href="#">Unit 3</a> - <i>Aeneid</i> , Book II.1-56, 199-297, 469-566, 735-804 IV. <a href="#">Unit 4</a> - <i>Aeneid</i> , Book IV.1-278 V. <a href="#">Unit 5</a> - <i>Aeneid</i> , Book IV.279-449, 642-705 VI. <a href="#">Unit 6</a> - <i>Aeneid</i> , Book VI.1-211, 450-476, 847-901 VII. <a href="#">Unit 7</a> - <i>Aeneid</i> , Books X.420-509, 791-842 and XII.887-952 VIII. <a href="#">Unit 8</a> - Independent Study: The Golden/Silver Age	<p><a href="#">Connecticut SDE – World Language Curriculum Framework 2005</a></p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Communication (Interpersonal Mode)</i></li> <li>• <i>Communication (Interpretive Mode)</i></li> <li>• <i>Communication (Presentational Mode)</i></li> <li>• <i>Cultures</i></li> <li>• <i>Connections (Interdisciplinary Mode)</i></li> <li>• <i>Connections (Intradisciplinary Mode)</i></li> <li>• <i>Comparisons Among Languages</i></li> <li>• <i>Comparisons Among Cultures</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 <a href="#">Aeneid, Book I.1-179</a> 5 weeks	Unit 2 <a href="#">Aeneid Book I.180-519</a> 5 weeks	Unit 3 <a href="#">Aeneid, Book II.1-56, 199-297, 469-566, 735-804</a> 4 weeks	Unit 4 <a href="#">Aeneid, Book IV.1-278</a> 4 weeks	Unit 5 <a href="#">Aeneid, Book IV.279-449, 642-705</a> 6 weeks	Unit 6 <a href="#">Aeneid, Book VI.1-211, 450-476, 847-901</a> 5 weeks	Unit 7 <a href="#">Aeneid, Books X.420-509, 791-842 and XII.887-952</a> 4 weeks	Unit 8 <a href="#">Independent Study: The Golden/Silver Age</a> 3 weeks			

**Unit 1 - Aeneid, Book I.1-179 [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand, and interpret Latin or Greek.

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

***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:

- examine structures common to epic poetry.
- analyze Vergil's depiction of the storm.
- appreciate the importance of the *Aeneid* in Greco-Roman literature.

**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 another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?

**Focus Question**

- How does Vergil use the storm to reflect tension between the gods and those on earth?

**Assessment**

- Reflections of tension: The Role of the gods in the Book 1 Storm

**Skill Objectives**

Students will:

- identify the historical context.
- list and describe the characters.
- outline the plot.
- locate important places in the *Aeneid* on a map.
- read selected lines.
- name structures common to epic poetry.
- identify literary devices.
- identify historical references.
- scan lines in dactylic hexameter.
- parse nouns.

**Unit 2 – Aeneid Book I.180-519 [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand, and interpret Latin or Greek.

***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:

- summarize the landing at Carthage and Aeneas' encounter with Venus.

**Essential Questions**

- 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?

**Focus Questions**

- How does Aeneas react to circumstances of the landing at Carthage?
- How does Venus manipulate the situation to her son's advantage?

**Assessment**

- Ecphrasis of the Temple of Juno at Carthage: a graphic representation

**Skill Objectives**

Students will:

- read selected lines.
- identify literary devices and historical references.
- parse verbs.

**Unit 3 - Aeneid, Book II.1-56, 199-297, 469-566, 735-804 [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand, and interpret Latin or Greek.

***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 Objectives**

Students will be able to:

- observe Aeneas' character.
- appreciate the death of Priam.

**Essential Questions**

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

**Focus Questions**

- What can we learn of Aeneas' character from his reactions to the Fall of Troy?
- How does Vergil use the theme of the "horror of war" to craft his description of Troy's fall?

**Assessment**

- Artists depictions of characters studied in Books I and II

**Skill Objectives**

Students will:

- read selected lines.
- identify the subjunctive in context.
- scan lines in dactylic hexameter.

**Unit 4 - Aeneid, Book IV.1-278** [top](#)

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand, and interpret Latin or Greek.

***Comparisons***

**Develop insight into own language and culture**

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

**Unit Objectives**

Students will be able to:

- examine Dido's love affair with Aeneas.
- interpret Vergil's use of meter to create poetic effect.

**Essential Questions**

- How do I understand what others are trying to communicate in another language?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Focus Question**

- How does the concept of *univira* and morality affect the love affair between Dido and Aeneas?

**Assessment**

- Love in the Ancient World

**Skill Objectives**

Students will:

- read selected lines.
- identify participles in context.
- scan lines in dactylic hexameter.

**Unit 5 - Aeneid, Book IV.279-449, 642-705 [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand, and interpret Latin or Greek.

***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 Objectives**

Students will be able to:

- evaluate the character of Dido.
- interpret Dido's death.

**Essential Questions**

- How do I understand what others are trying to communicate in another language?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

**Focus Question**

- How do customs relating to death in the ancient world impact the death of Dido?

**Assessment**

- Images of Fire and Passion: Dido and Aeneas

**Skill Objectives**

Students will:

- read selected lines.
- identify grammatical weaknesses.

**Unit 6 – Aeneid, Book VI.1-211, 450-476, 847-901, [top](#)**

**Standards for Classical Language Learning**

***Communication***

**Communicate in a classical language**

Students read, understand, and interpret Latin or Greek.

***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

***Communities***

**Participate in Wider Communities of Language and Culture**

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

**Unit Objectives**

Students will be able to:

- explain the importance of the visit to the Sibyl’s cave.
- infer the importance of the ecphrasis of Daedalus and Icarus.
- determine the importance of the parade of heroes in the underworld.
- evaluate Anchises’ description of the heroes of Rome.

**Essential Questions**

- 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 knowledge of language and culture to enrich my life and broaden my opportunities?

**Focus Questions**

- How does the political propaganda of the first century BC influence the *Aeneid*?

**Assessments**

- The Parade of Heroes

**Skill Objective**

Students will:

- read selected lines.



**Unit 7 – Aeneid, Books X.420-509, 791-842 and XII.887-952 [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.

***Communities***

**Participate in Wider Communities**

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

**Unit Objectives**

Students will be able to:

- evaluate and explain the role of the deities in Vergil’s *Aeneid*.
- judge Aeneas’ behavior and character.

**Essential Questions**

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

**Focus Questions**

- What is the meaning of *heros* and can the term be applied to Aeneas?
- What role do the gods play in the development of the Aeneid??

**Assessment**

- Heros: A study of Aeneas

**Skill Objective**

Students will:

- read selected lines.

**Unit 8 – Independent Study: The Golden/Silver Age [top](#)**

**Standards for Classical Language Learning**

*Communities*

**Participate in Wider Communities and Language and Culture**

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

**Unit Objectives**

Students will be able to:

- analyze text to promote discussion of its relevance in their lives and in the modern world.
- explore and appreciate the communicative and/or artistic value of ancient texts and their relevance to the contemporary world.

**Essential Question**

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

**Focus Question**

- How can the reading of authentic texts enhance my appreciation of language, literature, history and culture?

**Assessment**

- Now it is my turn...

**Skill Objectives**

Students will:

- read selected lines.
- research a topic of cultural, historical or social interest inspired by ancient texts.