

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

LATIN 31

BOARD OF EDUCATION APPROVED 03/10/2009

LATIN 31

Statement of Purpose

The goal of our World Language program is to encourage an understanding of and an interest in other cultures through the study of another language. Latin 31 marks the transition to authentic readings from original prose and poetry authors. Development of reading skill is the primary goal of the course. Additionally, the study of culture, word derivation, and the acquisition of Latin vocabulary and a strong grammar base are still an integral part of the course content.

Audience

Grades 11, 12

Prerequisite

Successful completion of Latin 20 or teacher recommendation

Design and 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 Objectives

Students will be able to:

- compare and contrast city and country life.
- read poems by Martial.
- identify the present subjunctive.
- show knowledge of word placement in Latin poetry.
- infer information regarding the operation of The Emperor Domitian and his Council.
- evaluate the *cursus honorum* in guiding a political career.
- compare and contrast Roman wedding customs with modern American customs.
- analyze differences in modern and ancient education.
- evaluate how justice was administered in a law court in ancient Rome.
- critique the administration of government in the provinces in the first century AD.
- interpret rhetorical devices to enhance their comprehension of poetry.
- analyze attitudes regarding the morality of the first century AD.
- analyze Daedalus and Icarus.
- analyze the poetry of Catullus.

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.
- read poems by Martial.
- identify the present subjunctive.
- show knowledge of word placement in Latin poetry.
- identify present and perfect infinitives in indirect statement.
- list information regarding The Emperor Domitian and his Council.
- describe the *cursus honorum*.
- recognize infinitives in indirect statement.
- identify the perfect subjunctive.
- 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*.
- outline procedures for administration of justice in a Roman law court.
- recognize sequence of tenses in indirect statement.
- identify gerundives to express purpose.
- read Pliny's and Trajan's letters.
- conjugate the irregular verb *fio*.
- recognize present passives in context.
- read poems by Martial, Catullus, Phaedrus, Ovid and/or Vergil.
- outline conditional statements.
- identify in context rhetorical devices.
- read about and outline the concept of *univira*.
- identify the imperfect passive subjunctive in context.
- observe the gerund used in the genitive and ablative.
- read Daedalus and Icarus.
- recognize the historical present tense in context.
- identify sentences where one verb is used in two separate clauses.
- read selected poems of Catullus.
- identify the hortatory subjunctive in context.
- identify relative clauses with the relative pronoun *qui* and omitted antecedent.

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.

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.

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

Connections

Connect with other disciplines and expand knowledge

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

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

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.

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

Communities

Participate in wider communities of language and culture

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

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

Information and Technology Standards (to be added)

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?

Focus Questions

- How does one's natural surrounding affect their way of life and how is this reflected in their opinions and attitudes?
- How does Martial, through his poetry, use his sarcastic tone to cleverly insult members of his audience?
- How did the Emperor Domitian influence the way government was administered?
- What were customs of ancient Roman weddings and how are they different from ours?
- What was it like to be a student in Ancient Rome and how do these experiences differ from my own?
- How was law administered in the ancient world and how have these practices influenced modern law?
- How was government administered in Bithynia and how did that differ from the administration of government in other areas of the ancient roman world?
- How can I enrich my understanding of poetry by identifying and interpreting rhetorical devices?
- How did the concept of univira influence a woman's fidelity to her husband in the first century AD?
- How does Ovid use his art to depict the father/son relationship?
- How does Catullus describe his love affair with Lesbia in his lyric poetry?

UNITS OF STUDY

Unit 1: Rus et Urbs - City Life and Country Life

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.

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?

Core Topics

Culture

- City life and country life in the first century

Grammar

- Indirect statement
- Review of the active and passive voice, including deponents

Unit Objective

Students will be able to:

- compare and contrast city 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.

Sample Assessment

City Life and Country Life

Pacing

2 weeks

Unit 2: Martialis - Martial

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.

Essential Question

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

Focus Questions

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

Core Topics

Culture

- Martial

Grammar

- Present subjunctive
- Noun and adjective placement in poetry

Unit Objectives

Students will be able to:

- analyze poems of Martial.

Skill Objectives

Students will:

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

Sample Assessment

A Class recital

Pacing

4 weeks

Unit 3: Emperor: Domitianus - The Emperor, Domitian

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.

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?

Core Topics

Culture

- The Emperor Domitian and his Council
- The *cursus honorum*

Grammar

- Present and perfect infinitives in indirect statement

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.

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*.

Sample Assessment

Do we Have a *Cursus Honorum*?

Pacing

3 weeks

Unit 4: Nuptiae - Roman Weddings

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.

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?

Core Topics

Culture

- Roman Weddings

Grammar

- Active and Passive Infinitives in indirect statement
- Perfect subjunctive

Unit Objective

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

Love Notes from Helvidius

Pacing

3 weeks

Unit 5: Studia - Roman Education

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.

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?

Core Topics

Culture

- Education in the ancient Roman world
- Famous Latin authors

Grammar

- Review of first and second person plurals in present, imperfect and future
- *Synchysis and chiasmus*

Unit Objective

Students will be able to:

- analyze differences in modern and ancient education.

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*.

Sample Assessment

The Flood, Dactylic Hexameter without Tears

Pacing

3 weeks

Unit 6: Iudicium - Trials

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.

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?

Core Topics

Culture

- Law courts in the ancient world

Grammar

- Sequence of tenses in Indirect statement
- Gerundives to express purpose

Unit Objective

Students will be able to:

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

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.

Sample Assessment

The Judgment of Salvius. A Live Textual Analysis

Pacing

3 weeks

Unit 7: Imperium administrans - Administering an Empire

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.

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?

Core Topics

Culture

- Administration of the empire

Grammar

- Irregular verb *fi*
- Present passive subjunctive

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

You're the emperor . . .

Pacing

3 weeks

Unit 8: Carmina - Poetry

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.

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?

Core Topics

Culture

- Genres of Latin poetry

Grammar

- Conditional statements
- Rhetorical devices (i.e.: *metaphor, chiasmus, onomatopoeia, foreshadowing, anaphora*)

Unit Objective

Students will be able to:

- interpret rhetorical devices to enhance their comprehension of poetry.

Skill Objectives

Students will:

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

Sample Assessment

A Poetry Consortium

Pacing

3 weeks

Unit 9: Coniugium, repudium, mores et univira - Marriage, Divorce, Morality and the one-man woman

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.

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?

Core Topics

Culture

- Marriage and divorce in the first century AD

Grammar

- Imperfect passive subjunctive
- Gerunds used in the genitive and ablative

Unit Objective

Students will be able to:

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

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.

Sample Assessment

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

Pacing

3 weeks

Unit 10: Daedalus and Icarus - Daedalus and Icarus

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.

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?

Core Topics

Reading

- Daedalus and Icarus (Ovid, *Metamorphoses*)

Grammar

- The Historical present
- Use of one verb in two clauses

Unit Objective

Students will be able to:

- analyze Daedalus and Icarus.

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.

Sample Assessment

Dactylic Hexameter recitation

Pacing

3 weeks

Unit 11: Catullus et Lesbia- Catullus and Lesbia

Standards for Classical Language Learning

Communication

Communicate in a classical language

Students read, understand and interpret Latin or Greek.

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?

Core Topics

Reading

- Catullus

Grammar

- Hortatory subjunctive
- Relative clauses with the relative pronoun *qui* and omitted antecedent

Unit Objective

Students will

- analyze the poetry of Catullus.

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.

Sample Assessment

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

Pacing

4 weeks