

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

LATIN 41

BOARD OF EDUCATION APPROVED 03/10/2009

LATIN 41

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. In Latin 41 students are expected to become knowledgeable about the story of the *Aeneid*, its role in literary history and be able to read and translate selected passages as well as discuss some literary and cultural content within these passages.

Audience

Grade 12

Prerequisite

Successful completion of Latin 31 or teacher recommendation

Design and 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 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.
- summarize the landing at Carthage and Aeneas' encounter with Venus.
- observe Aeneas' character.
- appreciate the death of Priam.
- examine Dido's love affair with Aeneas.
- interpret Vergil's use of meter to create poetic effect.
- evaluate the character of Dido.
- interpret Dido's death.
- 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.
- evaluate and explain the role of the deities in Vergil's *Aeneid*.
- judge Aeneas' behavior and character.
- 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.

Skill Objectives

Latin 41

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.
- parse verbs.
- identify the subjunctive in context.
- identify participles in context.
- identify grammatical weaknesses.
- research a topic of cultural, historical or social interest inspired by ancient texts.

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 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?

Focus Questions

- How does Vergil use the storm to reflect tension between the gods and those on earth?
- How does Aeneas react to circumstances of the landing at Carthage?
- How does Venus manipulate the situation to her son's advantage?
- 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?
- How does the concept of *univira* and morality affect the love affair between Dido and Aeneas?
- How do customs relating to death in the ancient world impact the death of Dido?
- How does the political propaganda of the first century BC influence the *Aeneid*?
- 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*??
- How can the reading of authentic texts enhance my appreciation of language, literature, history and culture?

UNITS of STUDY

Unit 1, Aeneid, Book I.1-179

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.

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?

Core Topics

Themes

- Invocation to the Muse
- The Storm

Grammar

- Literary devices
- Scansion
- Review of the five declensions

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.

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.

Sample Assessment

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

Pacing

5 weeks

Unit 2: Aeneid Book I.180-519

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.

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?

Core Topics

Themes

- The landing at Carthage and the gods' plans

Grammar

- Review of verbs

Unit Objective

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

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

Pacing

5 weeks

Unit 3: Aeneid, Book II.1-56, 199-297, 469-566, 735-804

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

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?

Core Topics

Theme

- The fall of Troy

Grammar

- Review of the subjunctive
- Scansion

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

Artists' depictions of characters studied in Books I and II

Pacing

4 weeks

Unit 4: Aeneid, Book IV.1-278

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.

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?

Core Topics

Theme

- Dido's love affair with Aeneas

Grammar

- Participles
- Scansion

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

Love in the Ancient World

Pacing

4 weeks

Unit 5: Aeneid, Book IV.279-449, 642-705

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

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?

Core Topics

Theme

- Dido's suicide

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

- read selected lines.
- identify grammatical weaknesses.

Sample Assessment

Images of Fire and Passion: Dido and Aeneas

Pacing

6 weeks

Unit 6: *Aeneid*, Book VI.1-211, 450-476, 847-901

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.

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 Question

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

Core Topics

Themes

- Aeneas' visit to Cumae and the Cumaean Sibyl
- Ecphrasis on the Temple of Apollo
- Aeneas' visit to the underworld

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.

Skill Objective

Students will:

- read selected lines.

Sample Assessment

The Parade of Heroes

Pacing
5 weeks

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

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.

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??

Core Topics

Themes

- War with the Rutulians and the death of Pallas
- Jupiter's conversation with Juno
- Death of Turnus

Unit Objectives

Students will be able to:

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

Skill Objective

Students will:

- read selected lines.

Sample Assessment

Heros: A study of Aeneas

Pacing

4 weeks

Unit 8: Independent Study: The Golden/Silver Age

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.

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?

Core Topics

- Reading and interpretation of text

Unit Objectives

Students will:

- 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.

Skill Objectives

Students will:

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

Sample Assessment

Now it is my turn...

Pacing

3 weeks