

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

HILLSBOROUGH HIGH SCHOOL

WORLD LANGUAGES CURRICULUM

LATIN III

GRADES 9-12

AUGUST 2017

## Course Overview

The Latin III CP World Language Course is available to all students in grades 11 and 12. The course meets five times per week. The broad objective of all levels of language is the development of the three modes of communication: interpersonal, interpretive and presentational. The first level places particular emphasis upon oral-aural competence. Students develop their ability to decode and interpret the written word while simultaneously developing presentational and basic conversational skills in the target language. Reading/translation skills are developed systematically, with learning proficiency fostered by means of the reading (as opposed to more conventional grammar-translation) method of instruction. A reading approach helps students develop a critical appreciation of the way language is used to express feelings, to develop trains of thought, and to influence people. It contextualizes Latin grammar in culturally rich narratives. A core goal is to encourage “thinking” in the target language, to be nurtured by extensive observation, listening, speaking, performing, reading and writing, secondarily supported by rote drill and memorization. Since culture, the sum total of the beliefs and behavior of a people, is best revealed by language, a major emphasis is placed on the appropriate use of language in culturally authentic situations. Students are constantly exposed to Latin logic and both Greek and Latin derivatives and Romance language cognates to foster greater understanding of both the humanities and sciences and improve performance on standardized tests. Finally, Latin as a course of study promotes mental discipline, provides solid pre-professional training for study in law, medicine, and other professions, meets a high demand for linguistic awareness in an increasingly globalized community, and makes students better citizens.

Unit/Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
Power Politics (resumed)	3 weeks	Historical and inscriptional evidence for Agricola, the nature of biography, the difference between leadership and opportunism, a comparison of citizen and tribal leadership	7.1.JM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <u>culturally authentic materials</u> found in <u>electronic information</u> and other sources related to targeted themes. 7.1.JM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	What are the merits of each side in the debate between Salvius and Agricola? What historical and archeological sources do we have for our knowledge of Agricola? In this conflict who are the “good” guys and who the “bad”?	Students will be able to articulate the origin and issues in the conflict between Salvius and Agricola, differentiate between the “right” and “wrong” sides, assess the sources of information for the conflict, identify the limits of Roman expansions, respond to and interpret purpose clauses, new impersonal verbs, time expressions, dative plus perfect passive participle, future participle	Website manipulation, game playing, diagnostic homework	Write a defensible debatable proposition, write a press release, take lecture notes

General Latin Grammar, Roman Mythology, Culture, History	4 weeks	Recognition and comprehension of Latin language, grammar, and Roman culture and history	7.1.IM.C.4 Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> . 7.1.IM.C5 Compare cultural <u>perspectives</u> of the target culture(s) with those of one's own culture as evidenced through their cultural <u>products</u> and cultural <u>practices</u> .	How does Latin impact other disciplines?	Students will effectively participate in National Latin Exam preparatory exercises and games/ activities; taking of exam voluntary	Student performance measured in relation to other novice learners in internationally and annually administered national Latin exam	NA
<i>Miles gloriosus</i> (conclusion)	4 weeks	Stock characters meet the serious business of occupation; order vs. chaos and comic denouement, more on layout of typical Roman military camp	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <u>culturally authentic materials</u> found in <u>electronic information</u> and other sources related to targeted themes. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics,	Why would a place like Chester appeal to the Romans for building a fortress? How did the basic ground plan accommodate daily living? What is the logic behind the standard ground plan? What is surprising in the outcome of the comic plot? How does the story of Modestus resemble other stories?	Students will be able to apply their knowledge of Roman military practices to the logic of the layout of the Chester legionary fortress, define chief building terms like <i>principia</i> , <i>valetudinarium</i> , <i>praetorium</i> , <i>horrea</i> , <i>sacellum</i> and <i>contubernium</i> , compare and contrast this with contemporary examples like an aircraft carrier, respond to and interpret indirect vs. direct command, result clauses, participial phrases with prepositions, new impersonal verbs	Vocabulary contextualization, concept articulation and application, teacher-made test, individual oral project presentation	Write description, write sentence builders, write Latin to English translation, write composition for oral presentation
Ovid's <i>Metamorphoses</i> and "Pyramus and Thisbe"	5 weeks	Golden Age of Roman letters, Vergilian vs. Ovidian epic, the work, life and times of Ovid under Augustus, the themes of change, love, and human emotion, Ovid's cultural legacy, e.g. influence upon Shakespeare	7.1.IM.C.4 Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> . 7.1.IM.C5 Compare cultural <u>perspectives</u> of the target culture(s) with those of one's own culture as evidenced through their cultural <u>products</u> and cultural <u>practices</u> .	What are main features of Ovid's life and work? What is his literary legacy and how does this compare with Vergil's? What is meant by the "Golden Age" of Latin letters? What are the main themes in Ovid's works? How does the style, syntax and diction of authentic poetry differ from what you have read in text selections? Why does the story of Pyramus and Thisbe resonate? What does Shakespeare do with it?	Students will be able collaborate in workgroups to complete daily translation, interpretation and grammar activities from <i>Metamorphoses</i> , "Pyramus and Thisbe", prepare assigned passages for group discussion, retain and recall lecture on Golden Age literature, and interpret film <i>A Midsummer Night's Dream</i> and Shakespeare's reinterpretation of Ovid's story, respond to and interpret aspects of grammar, style, diction, structure, and syntax in Ovid's <i>chef d'oeuvre</i>	Group collaboration, completion of daily activity handouts, teacher-made quizzes and tests	Write translations of Ovid, write a comparison between Ovid and Shakespeare

<p>The ends of <i>imperium</i> or Might Makes Right and its Legacies</p>	<p>4 weeks</p>	<p>Final chapter on Romanization of Britain, historiography and evidence, Roman wills</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <u>culturally authentic materials</u> found in <u>electronic information</u> and other sources related to targeted themes. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<p>What negative aspects of Roman occupation are highlighted? How does Salvius' manipulation of the client king's will reveal the former's cunning and ruthlessness of his self-aggrandizing career path? How does Belimicus get ensnared in a power struggle he cannot win? What is the key literary, archaeological and epigraphical evidence for our knowledge of the baths, the military, the palace, the invasion of Britain?</p>	<p>Students will be able to assess the veracity and underlying logic of client king's manipulated last will and testament, revisit and refine the list of evidence for various aspects of the Roman invasion and occupation of Britain, decipher funerary inscriptions, respond to and interpret new time expressions, connecting relative pronoun, participle plus ablative without preposition</p>	<p>Problem-solving, game playing, website manipulation, concept articulation and application</p>	<p>Write a lie – detector test analysis, complete a fragmentary funerary inscription, write a eulogy</p>
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Unit/Skill	Month/Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
Rome: origins, layout, landmarks	4 weeks	Introduction to Rome: origins, layout, landmarks; perception (monuments as propaganda) vs. reality (the revolt of Masada), exploration of what for Romans constituted sacred spaces	7.1.IM.C.4 Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> . 7.1.IM.C.5 Compare cultural <u>perspectives</u> of the target culture(s) with those of one's own culture as evidenced through their cultural <u>products</u> and cultural <u>practices</u> .	What are the origins of Rome, historical vs. mythological? What is the basic layout? What role does geography play in its layout and infrastructure? What are our sources of knowledge of the Jewish revolt? What is its significance? What does the treatment of the defeated reveal of Roman triumphalism? How does Domitian appear to feel about his dead brother Titus?	Students will be able to locate on maps key topographical and structural features of the city of Rome, especially <i>forum Romanum</i> , <i>Capitolium</i> , <i>Basilica Iulia</i> , <i>Rostra</i> , <i>Arcus Titi</i> ; compare and contrast the mythical account of its origins with historically verifiable ones, articulate the rationale and result of insurgencies such as that of the Jews in Masada, compare demonstrated vs. actual feelings of Domitian about his dead brother, respond to and interpret present and imperfect passive voice, purpose clauses with <i>qui</i> and <i>ubi</i> , ablative plus verb, ablative absolute	Map manipulation, workstation, oral grammar drill, vocabulary contextualization, teacher-made test	Write charts, write exposition, write answers to comprehension questions
Builders and Buildings	4 weeks	Status and class distinctions, prestige, honor, <i>dignitas</i> and <i>obsequium</i> . Roman engineering and architecture, evolution of the Roman middle class, e.g. the "Knights"	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <u>culturally authentic materials</u> found in <u>electronic information</u> and other sources related to targeted themes. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	How and why has the client-patron relationship between Salvius and Haterius gone sour? What is <i>dignitas</i> and why did it matter so much to the aspiring roman citizen? How do we know specifics about the Haterii clan? What was the status of the Knights ( <i>Equites</i> )? How do Roman building techniques and materials resemble and differ from ours? What are some notable successes? Failures?	Students will be able to compare and contrast main aspects of ancient Roman building techniques and materials with our own, articulate the meanings of <i>patrocinium</i> , <i>dignitas</i> and <i>eques</i> and their influence upon the position of Haterius in Roman society, asses the evidence for our knowledge of this, respond to and interpret perfect and pluperfect passive voice, genitive of present participle used substantively, additional ablative usages	Concept articulation and application, game playing, website manipulation, teacher-made test, diagnostic homework	Write exposition, write essay for oral presentation, write a character analysis

City Life. Patronage and the Patron as Client	4 weeks	The relationship between Rome's topography/infrastructure and its populace, urban planning and dysfunction, social stratification, the role of the Tiber, the patronage system revisited	7.1.IM.C.4 Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> . 7.1.IM.C5 Compare cultural <u>perspectives</u> of the target culture(s) with those of one's own culture as evidenced through their cultural <u>products</u> and cultural <u>practices</u> .	Where in their city would a 1 <sup>st</sup> century Roman go for a variety of goods, services and recreational activities to be listed? What kinds of socioeconomic divisions/ tensions were evident? What were some major urban problems? Our literary evidence for these? Why was patronage important and how did it function? What is the highest level of patron? Are their similar relationships today?	Students will be able to further make their way around the core landscape of ancient Rome, explain where in the city various wants and needs might lead a 1 <sup>st</sup> century Roman, compare ancient with modern urban problems and social tensions, explain the basic mechanisms of Roman patronage and compare with anything similar today, discuss the origin and meaning of key patronage terms like <i>patronus, cliens, sportula, salutatio, dominium, obsequium</i> , recognize and effectively use ablative absolute, ablative of description, purpose clauses and indirect command with <i>ne</i>	Map manipulation, concept articulation and application, oral proficiency, teacher-made test	Take lecture notes, write answers to comprehension questions
Patronage (continued), the life of the mind and the mindless	4 weeks	Patronage in practice, Roman class structure, patrician and plebeian, Greco-Roman philosophy, home entertainments	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <u>culturally authentic materials</u> found in <u>electronic information</u> and other sources related to targeted themes. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	What was the basic class structure in Rome, how did it originate, evolve, and perpetuate itself? How can one advance in this social structure? What is the relationship between wealth and status? How did the Greeks influence Roman thought? What are some basic questions of Western philosophy? What is the basic difference between a Stoic, Epicurean, and Cynic?	Students will be able to describe the mechanisms of ancient Roman class structure, assess the means of advancement, compare the role of wealth and status then to now, compare and contrast philosophical inquiry with practices like divination and astrology, define what is meant by <i>cena</i> and interpret passages from Petronius' <i>cena Trimalchionis</i> , recognize and effectively use deponent verbs, gerundive of obligation, future participle	Oral grammar drill, website manipulation, collaborative translation	Write Latin to English translation, write exposition, write a social document
Early Christianity and persecution, popular entertainments	4 weeks	Theater, amphitheater, and circus, mystery cults, early Christianity, and oppression, the politics of popular entertainments	7.1.IM.C.4 Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> . 7.1.IM.C5 Compare cultural <u>perspectives</u> of the target culture(s) with those of one's own culture as evidenced through their cultural <u>products</u> and cultural <u>practices</u> .	Why and how were some religious groups subject to persecution by the Romans and others not? How did various popular entertainments/entertainers rank in the social hierarchy? How were circus games structured numerically? How does	Students will be able to explore why early Christians tended to be unpopular and persecuted, compare Christian and Stoic attitudes towards slavery, account for differing levels of popularity and prestige for various entertainments, provide imagined commentary for a chariot race, recognize and effectively use the future and future perfect active, conditional clauses and increased incidence of ablative of description	Role playing/skits, aural and oral proficiency, diagnostic homework, teacher-made test	Write commentary, write a press release, write a skit

				Euphrosyne's sermon differ from Tychicus' prophecy? What is a <i>pantomimus</i> ? What is the literary source for his tale of Mars and Venus?			
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