

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT  
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
WORLD LANGUAGES CURRICULUM**

**LATIN LEVEL IV**

**AUGUST 2021**

**GRADES 9 - 12**

## Course Overview

The Latin IV CP World Language Course is available to all students in grade 12 who have successfully completed Latin I, II, and III CP. 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
Palace intrigue and political machinations	3 weeks	The important role of <i>liberti</i> (freedmen) in the early Empire, their place in the patronage system, literary and epigraphical evidence, the example of Trimalchio, <i>honor</i> and the <i>cursus honorum</i>	<p>7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p>	<p>What is some historical and epigraphical evidence for the status of <i>liberti</i>? What is the difference between <i>libertus</i> and <i>ingenuus</i>? How did freedmen operate within the mechanism of patronage? How were they limited in power and status? How did their power increase in the early Empire?</p>	Students will be able to assess the status, influence and role of <i>liberti</i> in the early Empire, decipher and interpret sources of information about them, recognize and effectively use present passive infinitive (including deponents), future passive (including deponents), <i>dum</i> plus subjunctive	Vocabulary contextualization, diagnostic homework, website manipulation, oral conversation	Write a crime report, write an essay for oral presentation, write a chart
City and Country Life	3 weeks	Roman wealth, the social and economic aspects of villa life, the pastoral literary tradition	<p>7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p>	<p>How did the country villa provide wealthy Romans escape from urban life? Its economic and psychological significance? What is the pastoral tradition and who are some key contributors? How was Domitian's <i>dominium</i> dangerous? Define the following: <i>rus</i>, <i>urbs</i>, <i>otium</i>, <i>negotium</i> -</p>	Students will be able to compare and contrast country vs. city life in ancient Rome and today, compare the idea of "vacation" then and now, assess the viability of Domitian's <i>imperium/dominium</i> and his propagandistic triumphalism, outline key sources for our understanding of the Roman <i>vita rustica</i> , (Theocritus, Vergil, Martial, Horace, Ovid), assess the rationale behind land investment, interpret literary sources of pastoral tradition, recognize and use effectively 1 <sup>st</sup> and 2 <sup>nd</sup> person singular present, future, and imperfect, passive, indirect statement with infinitive, <i>fruor &amp; dignus</i> plus ablative	Skit performance, poem memorization, game playing, teacher-made test	Write a comparison, write translation English to Latin, write sentence builders, write a social document
Roman literature: the oral tradition and genre of satire	3 weeks	The dissemination of art and ideas, art for art's sake and survival, patronage and public <i>recitationes</i> ,	<p>7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p>	<p>What are the financial and political risks of a career as poet? Why did poets revert to public <i>recitationes</i>? What are some modern equivalents? How did book publishing and distribution then differ from today? What is an epigram and a satire? Which one is a subset of the other? How does</p>	Students will be able to assess the risks and rewards of an ancient poetic career, compare and contrast the practice of public recitations with contemporary events, compare the business of publishing then and now, explain the form, content and effect of the Martial epigram, recognize and effectively use present subjunctive (including <i>sum</i> , <i>possum</i> , <i>volo</i> ), 3 <sup>rd</sup> person plural ending in "-ere", ablative of comparison, verse word order, ellipsis	Poem recitation, concept articulation and application, diagnostic homework, oral and aural proficiency	Write a chart, write an epigram or satire, write a translation, Latin to English, write a social document

				Martial make use of antithesis?			
General Latin Grammar, Roman Mythology, Culture, History	3 weeks	Recognition and comprehension of Latin language, grammar, and Roman culture and history	7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.  7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	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
The Emperor's Council and the Senatorial <i>cursus honorum</i>	3 weeks	Political intrigue in the Council of Domitian, Mons Graupius, the limits of Romanization and Agricola in Britain (resumed), the many uses of Roman coinage, the politics of <i>amicitia</i> , the <i>cursus honorum</i> under the emperors	7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.  7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.  7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.	What were the main purpose and procedures of the imperial <i>consilium</i> ? In the context of this what is meant by <i>amicitia</i> and <i>sententia</i> ? How "honest" were <i>consilium</i> members? What options did they have? What was the typical career path under Domitian? How might one advance in his career? In the context of Romanization, how is Agricola's letter significant? What are the merits of Agricola's good cop/bad cop policy described in Tacitus?	Students will be able to assess the role of <i>amicitia</i> in the imperial <i>consilium</i> and Roman society in general, compare its members integrity vs. their <i>obsequium</i> , contrast Tacitus' description of a <i>consilium</i> with Juvenal's, describe the typical career path and various means of advancement, articulate the uses of imperial coinage, assess the significance of Mons Graupius, recognize and effectively use indirect statement with perfect active and passive infinitive, perfect subjunctive, fear clauses, <i>utor</i> plus ablative, future perfect passive	Website manipulation, game playing, oral, grammar drill, collaborative translation, teacher-made test	Write answers to comprehension questions, decipher an inscription, write a chart
Vergil's <i>Aeneid</i> ,	3 weeks	Golden Age of Roman letters, Vergilian vs. Ovidian epic, the work, life and times of Vergil, Vergil under Augustus, the different genres of Vergilian poetry, Vergil's debt to Homeric epic and the	7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.  7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic	What are main features of Vergil's life and work? What is his literary legacy and how does this compare with Ovid's? What is meant by the "Golden Age" of Latin letters? What are the main genres of	Students will be able collaborate in workgroups to complete daily translation, interpretation and grammar activities from <i>The Aeneid</i> , "the fate of Laocoon", Book II, ll. 40-231, and "Dido and Aeneas", Book IV, ll. 279-392, prepare assigned passages for group discussion, retain and recall lecture on Rome's Golden Age literature, recognize and effectively use aspects of	Group collaboration, completion of daily activity handouts, teacher-made quizzes and tests	Write translations of Vergil's <i>Aeneid</i> , write a comparison between Vergil and Homer, write a defense of either Dido's

		anxiety of influence, Vergil's verdict on Roman <i>imperium</i> , Vergil's vs. Ovid's cultural legacy, the position of the artist in autocratic rule, ancient and modern, including Vergil, Martial, Horace and Shostakovich	resources using sentences and strings of sentences.	Vergil's works? How did his relationship with Augustus influence his work? How does the style, syntax and diction of authentic poetry differ from what you have read? Why do the stories of Dido and Aeneas and the fate of Laocoon resonate?	grammar, style, diction, structure, and syntax in Vergil's <i>chef d'oeuvre</i>		or Aeneas' position
Roman Love and Marriage	4 weeks	The practices, romance and politics of Roman marriage, the politics of Roman adoption, continuation of palace intrigue and the oppressive rule of Domitian, arranged marriages and the position of women	<p>7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p>	What are the political motives of Domitian's proposals of an arranged marriage and adoption? What makes the response of Clemens and his family to this proposal so complex? How do Roman marital practices resemble/ differ from ours? Where before have we encountered the theme of young love thwarted? What do Roman marital practices reveals about the position of women? How is marriage an issue for population? What do marriage terms like <i>nuptiae, maritus, matrimonium, confarreatio, dos, coemptio, usus, and coniunctio dextrarum</i> mean?	Students will be able to define epithalamium and translate one written by Catullus, compare and contrast Roman marriage practices with our own, list and define key marriage terminology, articulate the advantages and disadvantages of arranged marriages, outline how the early emperors responded to population declines, relate Polla's dilemma to similar ones we have observed, recognize and use effectively indirect statement with future active and present passive infinitives, deliberative subjunctive, future gerundive of obligation, and the dative of possession	Vocabulary contextualization, game-playing, board work, website manipulation, diagnostic homework	Write a social document, write a Latin to English translation ( Catullus epithalamium), write an essay for oral presentation

Unit/Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
Imperial favor and disfavor, poetry and rhetoric	3 weeks	Imperial politics and the individual (continued), Ovid's creation myth and exile, adoption practices (continued), publishing, bookselling and recitation (continued), Quintilian and the <i>ars rhetorica</i>	<p>7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p>	<p>How did Ovid get into trouble and what sort of punishment was exile? How does his creation myth compare with those of other cultures, religions, literary and religious texts? How were Roman poets indebted to Greek ones? What do the lessons of Titus and Publius reveal about typical Roman educational practices? What are <i>progymnasmata</i> and the different stages of Roman education?</p>	<p>Students will be able to compare Ovid's Creation myth with those of other religious and literary traditions; compare Domitian's various mechanisms of state control with those of our own; explain the relationship between patronage and political favor/disfavor leading to exile; recite with fluency and translate Ovidian verse; explain the role of rhetoric in ancient education; compare poetic word order with less artfully contrived Latin syntax; in an ongoing discussion compare and contrast ancient with modern "publishing" practices; recognize and use effectively 1<sup>st</sup> and 2<sup>nd</sup> person plural present, future and imperfect passive (including deponents), historical present</p>	<p>Concept articulation and application, metrical recitation of poetry, collaborative translation, aural and oral proficiency, teacher-written test</p>	<p>Take lecture notes, write essay for individual oral presentation, write English to Latin translation, write exposition</p>
Crime and Punishment: courtroom procedures	3 weeks	The trial of Salvius Liberalis, law and legal procedures such as accusation, evidence, punishment,	<p>7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p>	<p>How did Roman legal procedure establish precedent for our own? How did it differ from ours? What are some core legal terms? ? What is the legal basis for the charges against Salvius? What evidence? How does Salvius' punishment compare with Ovid's and which is more justified?</p>	<p>Students will be able to develop and memorize a core list of Roman legal terminology, compare and contrast ancient Roman legal practices with our own, compare/contrast and support/condemn the punishments of Ovid and Salvius, explain the basis of the case against Salvius, recognize and effectively use additional examples of indirect statement, the gerund with <i>ad</i></p>	<p>Game-playing, vocabulary contextualization, concept articulation and application, diagnostic homework, grammar drill and memorization, teacher-made test</p>	<p>Write a legal document, write answers to comprehension questions, write English to Latin translation, complete a papyrus fragment, write sentence builders</p>
Pliny, Trajan and Imperial Bureaucracy	3 weeks	Roman provinces and administration under Trajan, control of buffer states, management of engineering projects, local disputes, etc.	<p>7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p>	<p>How did the emperor Trajan delegate authority to subordinates while maintaining ultimate control? What do the letters between emperor and governor reveal about the process of Romanization in Asia Minor? Why were</p>	<p>Students will be able to assess the efficacy of provincial government in action via authentic letters, develop facility with conditional sentences/indicative, relative clause of characteristic, hortatory and jussive subjunctive</p>	<p>Website manipulation, game playing, oral, grammar drill, collaborative translation, teacher-made test</p>	<p>Write answers to comprehension questions, decipher an inscription, write a chart</p>

				certain provinces more important than others? What is the importance of the Peutinger Table?			
Introduction to Latin Poetry	3 weeks	Sampling of Roman Poetry in following genres: fable, lyric, elegy, didactic, epic and (Martial) epigram	7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.  7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.  7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.	How do poetic genres in this chapter differ? What are purposes of each? What literary devices are used and how do they reflect rhetorical training? What connections can be made between dates of poets and historical circumstances of their respective time periods? How are poets affected by political circumstances of their times?	Students will be able to assess the relationships between poets and the diverse times in which they live, compare and contrast the various poetic genre samples, develop facility with <i>fio</i> , impersonal passive, conditional sentences w/ subjunctive, dative of reference, polite negative command, genitive with verbs	Group collaboration, completion of daily activity handouts, teacher-made quizzes and tests	Write translations of various poets/poetic genres, write a comparison between same
Family Function and Dysfunction	3 weeks	Exploration of two contrasting stories of marriage and death using both literary and inscriptional evidence	7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.  7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	What are the relative strengths and weaknesses of literary vs. inscriptional evidence as sources of information about practices and customs of Roman marriage? How do the two depictions of marriage differ?	Students will be able to explore various aspects of Roman marriage via dedicatory inscriptions and an introduction to a story from Petronius. Main language features will be conditional sentences with the subjunctive, more on indirect statement.	Group collaboration, completion of daily activity handouts, teacher-made quizzes and tests	Write translations of contrasting inscriptions and literature, spiral back from exploration of evidence to ongoing discussion of sustainability and perpetuation of the Roman family
One Myth: comparative literature and genres	3 weeks	Exploration of the myth of Daedalus and Icarus as presented in Ovid's <i>Metamorphoses</i> and re-interpreted in various forms of art and literature	7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.  7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.  7.1.IM.IPRET.7	How does the myth of Daedalus and Icarus fit in with Ovid's central theme of metamorphosis explored elsewhere? How do retellings of this story in art and literature imitate and digress from the original? Why do artists	Students will be able to explore various treatments of the Ovid original to interpret them in the context of time and place. Main language features will be the historical present, ellipsis and syncope.	Group collaboration, completion of daily activity handouts, teacher-made quizzes and tests	Write translations of various poets/poetic genres, develop a comparison of this with other versions in art and literature

			Infer the meaning of some unfamiliar words in some new contexts.	find this story so compelling?			
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## Types of Assessments

Web interactive and conventional homework to enable teacher assessment and student self-assessment and to facilitate processes of memorization, practice and consolidation

Note-taking (including lectures, PowerPoints, and integrated collection of uploaded documents available for download on Course Pages)

Class Participation

Oral proficiency: very basic conversational interactions

Aural proficiency: sight and prepared reading and translation; ability to process audio and video passages both in class and at home via

Cambridge Elevate eLearning

Grammar Drills

Role Playing/ Skits

Movement: Response to Commands, "Simon Says", etc.

Immersion in Maps, Posters, Charts, Relics, Coinage

Collaborative Reading and Translation

Games (*Periculum Latinum*, *Mythites*, *Mendax*, *Blockbuster*, *Latin Scrabble*, *Crosswords*)

Individual and Group Project Presentations

Cambridge Elevate eLearning (see Webliography)

Teacher-made Tests and Quizzes

Coordinated Quizzes and Tests by book publishers

Exams

## Webliography

<https://elevate/cambridge.org>

<http://www.nle.org>

## Bibliography

### Latin IV CP Textbooks

- A. Cambridge Latin Course Unit 4 textbook Cambridge University Press, Fifth Edition
- B. Cambridge Latin Course Unit 4 Elevate eBook, Cambridge University Press, Fifth Edition
- C. Cambridge Latin Course Unit 4 omnibus workbook
- D. Vergil's *Aeneid*

### Latin IV CP Curriculum books

- The Aeneid*, R. Fagles, Viking Penguin, 2004
- Learn to Read Latin*, A. Keller and S. Russell, Yale University Press, 2006
- Conversational Latin*, J. Traupmann, Bolchazy-Carducci, 1997
- Rome and the Barbarians*, T. Burns, Johns Hopkins, 20003
- Inventing Superstition*, D.Martin, Harvard University Press, 2004
- The Poison King*, A. Mayor, Princeton University Press, 2010
- Cleopatra, A Life*, S. Schiff, Little, Brown & Co., 2010
- Cleopatra, Last Queen of Egypt*, J. Tyldesley, Perseus, 2008
- Nero*, E. Champlin, Harvard University Press, 2003
- Oxford Dictionary of Classical Myth and Religion*, ed. by S. Price and E. Kearns, Oxford University Press, 2003
- Soldiers and Ghosts*, J. Lendon, Yale University *Rome/Day One*, A. Carandini, Princeton University Press, 2011
- The Great Fire of Rome*, S. Dando-Collins, Perseus, 2010
- Imperial Projections*, S. Joshel, The Johns Hopkins University Press, 2001

*Rome*, R. Hughes, Random House, 2011

*The Swerve*, S. Geenenblatt, W. W. Norton & Company, 2011

*Marcus Aurelius*, F. McLynn, Perseus, 2008

*Greeks and Romans Bearing Gifts*, C. Richard, Roman & Littlefield, 2008

*The Romans*, K. McGeough, Oxford University Press, 2004

*Before Color Prejudice*, F. Snowden, Jr., Harvard University Press, 1983

*How Rome Fell*, A. Goldsworthy, Yale University Press, 2009

*Virgil, A Poet in Augustan Rome*, J. Morwood, Cambridge University Press, 2008

*Epigram*, N. Livingston, Cambridge University Press, 2010

*Religions of the Ancient World*, S. Johnston, Harvard University Press, 2004

*The Roman Triumph*, M. Beard, Harvard University Press, 2007

*Rome/Day One*, A. Carandini, Princeton University Press, 2011

*The Great Fire of Rome*, S. Dando-Collins, Perseus, 2010

*Greeks and Romans Bearing Gifts*, C. Richard, Roman & Littlefield, 2008

*The Culture of Classicism*, C. Winterer, The Johns Hopkins University Press, 2002

*Latin, Story of a World Language*, J. Leonhardt, Harvard University Press, 2013

*Laughter in Ancient Rome*, M. Beard, University of California Press, 2014

*The Rise of Western Christendom*, P. Brown, Wiley and Blackwell, 2013

*Rome's Greatest Defeat*, A. Murdoch, Sutton Publishing, 2006

*Deep Classics*, ed. S. Butler, Bloomsbury, 2016

*The Classical Tradition*, ed. A. Grafton, G. Most & S. Settis, Harvard University Press, 2012

*SPQR*, M. Beard, W.W.Norton, 2015

*Augustus*, A. Goldsworthy, Yale University Press, 2014

*Caesar, Life of a Colossus*, A. Goldsworthy, Yale University Press, 2005

*The End of Empire*, C. Kelley, W.W. Norton, 2007

*The Restoration of Rome*, P.Heather, Oxford U.P., 2013

*The Complete Roman Emperor*, M.Sommer, Thames & Hudson, 2016

*Rome's Revolution*, P.Alston, Oxford University Press, 2015