

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**World Language**

**Honors Latin 3 & 4: Roman Authors (B)**

## Course Description

Latin 3 / 4 Honors is an elective combined class of juniors and seniors and is taught in a 2-year sequence. A different course of study is taught in alternating years (A curriculum, then B curriculum the following year) so that students do not repeat material.

The A curriculum (offered in 2020-2021) will include study Latin literature, new vocabulary through thematic units, and a review of grammatical structures. The B curriculum (offered in 2021-2022) will include a study of Roman authors, new vocabulary through thematic units, and a review of grammatical structures. A strong emphasis will be placed on refining Latin reading skills and using literature as a foundation for exploring Roman culture and history. This course is meant for students who have successfully completed Latin 2 and wish to continue with advanced language study. With successful completion of Latin 3, students will be at the Intermediate High level of the Standards for Classical Language Learning. With successful completion of Latin 4 students will be at the Advanced Low level of the Standards for Classical Language Learning.

Intermediate High readers can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames.

Intermediate High listeners can easily understand the main idea in Latin or Greek presentations on a variety of topics. They can usually understand a few details of what they hear in conversations, even when something unexpected is expressed. They can sometimes follow what they hear about events and experiences in various time frames.

Intermediate High speakers can communicate and exchange information about less familiar topics in full Latin or Greek sentences, using sentences that are mostly composed from their understanding of Latin or Greek grammar, syntax and vocabulary.

Intermediate High writers can write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time frames about events, experiences, and people.

Advanced Mid readers can understand the main idea and most supporting details in Latin or Greek texts on a variety of topics. They can follow stories and descriptions of considerable length and in various time frames. They can understand Latin or Greek texts written in a variety of genres, even when they are unfamiliar with the topic.

Advanced listeners can understand the main idea and most supporting details on a wide variety of topics in Latin or Greek. They can follow stories and descriptions of some length and in various time frames. They can understand information in most genres, even when not familiar with the topic.

Advanced speakers can communicate and exchange information in full Latin or Greek sentences about topics related to a

## Student Skills

- Students read, interpret, and understand Latin texts written by different Latin authors
- Students can use Latin orally and understand some spoken Latin.
- Students can write sentences in Latin using vocabulary words and grammar forms they have studied.
- Students recognize and use elements of the Latin language, and can recognize noun cases and verb tenses in context
- Students can make connections between Latin vocab words and English derivatives.
- Students can compare and contrast elements of Roman culture with our own modern American culture.
- Students demonstrate understanding of the practices and perspectives of Roman culture.
- Students complete creative projects each quarter based on the Latin texts they have read



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<b>Ovid</b>	<p>What are the <i>Metamorphoses</i> by Ovid?</p> <p>What are stories of transformation?</p> <p>How do authors reinterpret similar themes throughout history?</p>	<p>In-depth vocabulary study</p> <p>Give creative presentations of the important themes in Ovid's <i>Metamorphoses</i>.</p> <p>Write skits based on Ovid stories and create a video project.</p> <p>Read Latin prose stories adapted from Ovid's <i>Metamorphoses</i></p>
<b>Hercules</b>	<p>What makes a hero?</p> <p>Why do myths and legends change in each retelling?</p> <p>How does the Disney movie "Hercules" differ from the Greek legend of Hercules?</p>	<p>In-depth vocabulary study</p> <p>Read <i>Fabulae Graecae</i></p>
<b>Grammar Review</b>	<p>How are noun endings used in Latin?</p> <p>How do you form and translate different verb tenses?</p> <p>How do you recognize and translate participles and infinitives?</p>	<p>Analyze how words work in a Latin sentence</p> <p>Conjugate verbs in chart format</p> <p>Analyze and diagram the grammatical elements of Latin literature.</p>
<b>Advanced Grammar</b>	<p>When are subjunctive verbs used in Latin?</p> <p>What are different ways to express necessity (including subjunctive purpose clauses, gerunds, and gerundives)?</p> <p>How do languages communicate indirect discourse?</p>	<p>Verb conjugation charts</p> <p>Reading example sentences</p> <p>Analyzing specific sentences from Latin authors</p>
<b>Millionaire's Dinner Party, an adaptation of Petronius's <i>Satyricon</i></b>	<p>What are the themes of the Trimalchio section of the <i>Satyricon</i>?</p> <p>What was Roman satire like? What is satire?</p> <p>What is the style of a Roman novel?</p> <p>What is the historical context of the <i>Satyricon</i>?</p> <p>What role does status play in our lives?</p> <p>What do food and drink tell us about culture?</p>	<p>Read Latin chapters from the <i>Millionaires' Dinner Party</i></p> <p>Study vocabulary specific to prose and conversation.</p> <p>Re-enact a Roman dinner party in the style of Petronius's dinner.</p>

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## Curriculum Guide Overview

<b>Curriculum Guide</b>	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
<b>Curriculum Map</b>	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
<b>Standards</b>	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <a href="http://www.doe.mass.edu/frameworks/">http://www.doe.mass.edu/frameworks/</a>
<b>Priority Areas</b>	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
<b>Content Standards</b>	The Content Standards describe what students should know and be able to do once within the area of mathematics.
<b>Essential Questions</b>	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
<b>Resources</b>	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.