



Latin 3

Honors

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Latin 3 Honors		
Course Title:	Latin 3 H		
Prerequisite(s):	Latin 2 <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	<p>Ready to take your skill in reading Latin to the next level and read authentic text written in the ancient world? Dive deeper into the language and culture of ancient Rome with <i>Suburani</i> Book 3 in Latin 3H. This course is perfect for students who have a solid foundation in Latin and are eager to challenge themselves with more complex, authentic text written by real Romans. As you read through thematic units full of text written by prose and poetic authors, you'll expand your understanding of Latin grammar and syntax, mastering more advanced sentence structures. By the end of the course, you'll be able to read and translate more intricate Latin texts with confidence as well as describe Roman perspectives on love, nature, reputation, migration, ethics, and politics. Whether you're interested in literature, history, or culture, Latin 3H will provide you with the tools to deepen your appreciation for the language that shaped Western civilization.</p>		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do Roman writers express thoughts about love? ● What do Roman writers say about nature and natural disasters? ● How do Romans feel about personal success, posterity and reputation? ● How are thoughts about migration and exile expressed in selected texts? ● What did the ancients consider to be ethical thought and behavior? 		

	<ul style="list-style-type: none"> • What were ancient Roman thoughts on gluttony, greed, and avarice? • What did the Romans think about cities? • How did the Romans justify expansion and perceive “the other”? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Ancient writing in Latin contains insight into the nature of love and thoughts on human interaction with nature, which helped to shape Western traditions of poetry and prose on these themes. • Personal success, posterity, and reputation in ancient literature reveal individual and cultural identity. • There are many reasons and expressions about the movement of a nation, a family, or an individual, which remain generally consistent in time and place. • Throughout time, popular religion, philosophy, and literature have reflected societal values. Mankind has always struggled with thoughts on ethical and moral behavior, as well as the opposing beliefs of fate vs. free will. • Many Western concepts of urban planning and administration stem from Roman ideas and ideals on how a city should be organized. Ancient Roman expansion brought a variety of results for both the colonizer and the colonized. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	<i>Suburani, Book 3</i>	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	

Year at a Glance (Units):	Unit 1 - Love and Nature (~10 weeks) Unit 2 - Appearances and Belonging (~10 weeks) Unit 3 - Values and Ethics (~10 weeks) Unit 4 - City and Power (~10 weeks)
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Unit Number and Title:	Unit 1 - Love and Nature
Duration:	~10 weeks
Resource(s):	Suburani Book 3 - Chapters 33 - 34
Unit Overview:	In this unit, students will explore thematic units which, through Latin text, convey aspects of ancient thought on love (unrequited love, impossible love, destructive love, and the beauty of love between a man and a woman) and nature (the nature of the universe, man's use of nature, the dangers of nature, the taming of nature and the joys of nature)
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> • How do Roman writers express thoughts about love? • What do Roman writers say about nature and natural disasters?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Ancient writing in Latin contains insight into the nature of love and thoughts on human interaction with nature, which helped to shape Western traditions of poetry and prose on these themes.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • details of the poetry about love written by Catullus, Martial, Sappho, Pliny, Lucretius, Ovid, Sulpicia, and Vergil. • details of passages by Ovid, Pliny the elder, Lucretius, Cicero, Horace, Virgil which specifically deal with aspects of nature. • vocabulary related to the themes of love and nature as expressed by prose writers and poets. • subjunctive forms and their use in selections read. • some details of meter in ancient poetry. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • read, understand, and analyze Latin poetry and prose on the themes of love and nature. • compare and contrast styles and the points of view of one author to another. • read and review forms and use of the subjunctive mood, active and passive as well as irregulars. • interpret and consider each passage as it might have been read in its time and in ours. • read poetry selections in ancient meters.

Unit Number and Title:	Unit 2 - Appearances and Belonging
Duration:	~10 weeks
Resource(s):	<i>Suburani</i> , Book 3 - Chapters 35 & 36
Unit Overview:	In this unit, students will read and consider Latin poetry and prose containing themes of the importance of appearance and reputation during one's lifetime and for posterity. Ancient Roman concerns about physical, social, political, and economic reputation and/or appearance will also be compared with modern views.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● How do Romans feel about personal success, posterity, and reputation? ● How are thoughts about migration and exile expressed in selected texts?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Personal success, posterity, and reputation in ancient literature reveal individual and cultural identity. ● There are many reasons and expressions about the movement of a nation, a family, or an individual, which remain generally consistent in time and place.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary used by prose writers and poets in writings on appearance, belonging, movement and exile. ● setting and context of various texts written about success, posterity, reputation, migration and exile. ● details of minor uses of the subjunctive: subordinate clauses in indirect statement, relative clauses of purpose and result, optative subjunctives. ● details of the double dative. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● read and translate passages of Ovid, Pliny, Petronius, Vergil, Ammianus, Julius Caesar, Mygdonius and Cicero. ● explicate each passage and interpret the text and the subtext. ● recognise and translate minor uses of subjunctive: subordinate clauses in indirect statement, relative clauses of purpose and result, optative subjunctives. ● recognise and translate the double dative.

Unit Number and Title:	Unit 3 - Values and Ethics
Duration:	~10 weeks
Resource(s):	<i>Suburani</i> , Book 3 - Chapters 37 & 38
Unit Overview:	In this unit, students will consider notions of individual and collective morality: the concept of the mos maiorum, family customs, ancient philosophy, and living an ethical life. Philosophy, religion, and literature play an overarching role in determining both national and individual values and ethics.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What did the ancients consider to be ethical thought and behavior?

	<ul style="list-style-type: none"> • What are ancient Roman thoughts on gluttony, greed and avarice?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Throughout time, popular religion, philosophy, and literature has reflected societal values. Mankind has always struggled with thoughts on ethical and moral behavior as well as the opposing beliefs of fate vs. free will.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to morality, philosophy of the “good life”, religion, ethical behavior, duty, friendship, greed, gluttony, and imperialism. • forms of the future perfect tense. • patterns of conditionals which use the subjunctive mood. • semi-deponent verb forms. • forms in Greek commonly used in Latin prose and poetry. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • read, understand, and discuss how the unit theme is expressed in selections from works of Livy, Cicero, Martial, Horace, Seneca, Perpetua, Sallust, Juvenal, and Phaedrus. • read and interpret text using the future perfect tense. • read and understand conditional sentences with subjunctive verbs. • read and understand semi-deponent verbs used in context. • recognize and appreciate Greek used in Latin text written for a Roman audience.

Unit Number and Title:	Unit 4 - City and Power
Duration:	~10 weeks
Resource(s):	<i>Suburani</i> , Book 3 - Chapters 39 & 40
Unit Overview:	In this unit, students will read about and reflect on aspects of urban life in the ancient world. Additionally, they will explore Roman thought about imperialism and empire building through texts from different stages of Roman history.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What did the Romans think about cities?

	<ul style="list-style-type: none"> ● How did the Romans justify expansion and perceive “the other”?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Many Western concepts of urban planning and administration stem from Roman ideas and ideals on how a city should be organized. Ancient Roman expansion brought a variety of results for both the colonizer and the colonized.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to city life, politics, empire, and power. ● details of hortatory/jussive subjunctive use and use of <i>quominus</i> after verbs of hindering, preventing, and hesitating. ● the locative case endings. ● rules of metrical value (dactylic hexameter). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● read selections on topics of urban administration and national expansion written by Ovid, Suetonius, Vergil, Pliny the Younger, Frontinus, Martial, Juvenal, Horace, Calpurnius, Cicero, Pliny the Elder, Augustus, Livy, J. Caesar, Velleius Paterculus, Tacitus, Sallust, Suetonius, Minucius Felix, and Eutropius. ● consider the changes and challenges of Roman expansion and urban modernization. ● translate hortatory/jussive subjunctives and use of <i>quominus</i> after verbs of hindering, preventing and hesitating in context. ● recognize and review the locative case in context. ● recognize and read aloud Latin poetry using dactylic and spondaic rhythms.