



# **Latin 4**

## **Honors**

<b>Grade(s):</b>	<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 _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Latin 4 Honors		
<b>Course Title:</b>	Latin 4 H		
<b>Prerequisite(s):</b>	Latin 3 H <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	<p>Students will continue their study of Roman culture and literature in <b>Latin 4H</b> through selected readings from the works of two first-century CE authors: Vergil and Pliny. Students will read selections from <b>Vergil’s <i>Aeneid</i></b>, the epic tale of heroism, fate, and the origins of Rome, along with <b>Pliny’s <i>Letters</i></b>, a firsthand glimpse into his relationships and our only narrative of the eruption of Mount Vesuvius. Through close reading, translation, and literary analysis, students will uncover the artistry of Vergil’s poetry and the wisdom of Pliny’s prose. The focus of this course will be on the way in which these readings enrich and shape our thinking in the modern world. Discussions will delve into themes of duty, leadership, love, and the power of nature. Students will engage with Roman history and culture in ways that connect the past to the present. If you love sharing your thoughts about leadership, the human role in our world of fate and free will, character development in literature, the role that our ancestors play in the “now”, and other thematic legacies of our western past, <b>Latin 4H</b> is the course for you. Join your friends and bring the words of the Romans to life.</p>		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What characteristics of heroism, virtues, and vices are portrayed by the prose author, Pliny the Younger?</li> <li>• What do Pliny and Calpurnia consider to be love (from Pliny’s point of view), and how do they</li> </ul>		

	express their affection? <ul style="list-style-type: none"> <li>• What makes the <i>Aeneid</i> an epic and Aeneas a hero?</li> <li>• How does the hero's descent to the underworld speak to the epic as a way for Vergil to promote Rome and Augustus?</li> <li>• Given a text in Latin which comes from our extant corpus of written text, what can be interpreted about its meaning, its effect or purpose, and its point of view of the author/speaker/character?</li> </ul>		
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Pliny the Younger wrote our only firsthand description of the eruption of Mount Vesuvius (79 BCE) in a letter to the writer, Tacitus.</li> <li>• The story of the Trojan horse and Aeneas' subsequent escape from Troy is a seminal tale of Western literature.</li> <li>• The hero's journey that Aeneas takes from his love affair with Queen Dido to found the Roman race exemplifies both personal development as well as a narrative of the heartbeat of Rome personified in the persona of Augustus.</li> </ul>		
<b>Duration: Credit:</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Semester  <input checked="" type="checkbox"/> Full-Year         </td> <td style="width: 50%; vertical-align: top;"> <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         </td> </tr> </table>	<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
<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		
<b>Course Materials/Resources:</b>	Pliny the Younger, <i>Letters</i> and Vergil, <i>Aeneid</i> (selections from each section of text)		
<b>FPS Course Academic Expectation(s):</b>	<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)		
<b>Year at a Glance</b>	<b>Unit 1</b> - Pliny's <i>Letters</i> : Eruption of Mt. Vesuvius (~ 9 weeks)		

<b>(Units):</b>	<p><b>Unit 2</b> - Pliny's <i>Letters</i>: Ghosts and Apparitions, Letters to Trajan and Calpurnia (~ 9 weeks)</p> <p><b>Unit 3</b> - Vergil's <i>Aeneid</i>, Excerpts from Books 1 and 2: Love and War (~ 9 weeks)</p> <p><b>Unit 4</b> - Vergil's <i>Aeneid</i>, Excerpts from Books 4, 6, 7, 11, and 12: Aeneas and the Story of the Trojan War (~ 9 weeks)</p> <p><b>Unit 5</b> - Course Project (~ 4 weeks)</p>
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<b>Unit Number and Title:</b>	<b>Unit 1 - Pliny's Letters: The Eruption of Mt. Vesuvius</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Pliny VI.16 and 20
<b>Unit Overview:</b>	In this unit, students will read Pliny's <i>Letters</i> to Tacitus recounting the death of Pliny's uncle (Pliny the Elder) and details of the eruption of Mount Vesuvius.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What characteristics of heroism, virtues, and vices are portrayed by the prose author, Pliny the Younger?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Pliny the Younger wrote our only firsthand description of the eruption of Mount Vesuvius (79 BCE) in a letter to the writer, Tacitus.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● details of the geography and the events surrounding the eruption of Mount Vesuvius in 79 BCE.</li> <li>● information about the author, his life, and his relationship with Pliny the Elder.</li> <li>● narrative content of letters read in Latin.</li> <li>● verb forms, indicative and subjunctive, for recognition and meaning.</li> <li>● noun forms in all cases, for recognition and meaning.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● place this epistolary text within the context of first-century CE history and culture.</li> <li>● identify meaning in this Latin text and discuss interpretation.</li> <li>● translate selected parts of the text.</li> <li>● identify meaning and function of individual Latin words and phrases in context.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - Pliny's Letters: Ghosts and Apparitions, Letters to Trajan and Calpurnia</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Pliny, <i>Letters</i> VI.4, 7; VII.27 and X.5, 6, 7, 37, 90
<b>Unit Overview:</b>	In this unit, students will explore different aspects of Roman daily life as presented by these letters, which explore experiences with the supernatural, marriage, and relationships between professionals.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does Pliny represent himself as a character in these letters, as a professional?</li> <li>● What do Pliny and Calpurnia consider to be love (from Pliny's point of view), and how do they</li> </ul>

	express their affection?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Pliny’s Letters can be read for their value as a record of relationships, a legacy of history and evidence of our western values.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary commonly used by Pliny in his era in letters to friends and colleagues.</li> <li>● patterns common to epistolary text.</li> <li>● narrative content of letters read in Latin.</li> <li>● details of Pliny the Younger’s life and times.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● summarize information contained in a Latin text in English.</li> <li>● identify and discuss historical/cultural information embedded in a Latin text.</li> <li>● understand use of stylistic devices in Latin text (alliteration, anaphora, metaphor, etc.).</li> <li>● accurately translate selected Latin text to English.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Vergil's Aeneid, Books 1 and 2: Aeneas and the Epic Story of the Trojan War</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Vergil, <i>Aeneid</i> I,1-33, 88-107, 496-508 and II.44-56, 201-249
<b>Unit Overview:</b>	In this unit, students will examine selections from the first two books of Vergil's <i>Aeneid</i> and consider what makes the <i>Aeneid</i> an epic.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What makes the <i>Aeneid</i> an epic and Aeneas a hero?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>The story of the Trojan horse and Aeneas' subsequent escape from Troy is a seminal tale of Western literature.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>differences between prose and poetry.</li> <li>selected vocabulary commonly used by Vergil in the <i>Aeneid</i> Books I and 2.</li> <li>narrative content of the text read in Latin.</li> <li>selected structures common to first-century poetry (supine, poetic verb forms, eclipsed words, etc.).</li> <li>selected allusions to additional cultural/mythological/historical facts presented in the text.</li> <li>selected poetic devices presented in text (simile, metaphor, chiasmus, tmesis, metonymy, synecdoche, etc.).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>scan Latin poetry using the meter of dactylic hexameter.</li> <li>read text presented in stories and comment on the meaning as well as some implications of deeper meaning in the text.</li> <li>read Latin text in <i>Aeneid</i> 1 and 2 and describe events.</li> <li>comment on how selected examples of scansion, poetic diction, word order, and poetic devices enhance meaning.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Vergil's <i>Aeneid</i>, Books 4-12: Love and War</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Vergil's <i>Aeneid</i> , Book 4.47-89, 165-197, 305-362, 6.450-476, 788-800, 847-856; Book 7. 45-58, 783-792, 803-817; Book 11.532-594; and Book 12.791-796, 803-812, 818-828, 919-952.
<b>Unit Overview:</b>	In this unit, students will explore how Aeneas, from his encounter with Queen Dido of Carthage, continues to hell and back on the Hero's journey, to found the Roman race.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How does the love affair of Dido and Aeneas move our hero toward his goal?</li> <li>• How does Aeneas, the hero's descent to the underworld speak to the epic as a way to promote Rome and Augustus?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The hero's journey that Aeneas takes from his love affair with Queen Dido to found the Roman race exemplifies both a personal development as well as a narrative of the heartbeat of Rome, personified in the persona of Augustus in the first century CE.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• selected vocabulary commonly used by Vergil in the <i>Aeneid</i>, Books 4-12.</li> <li>• narrative content of the text read in Latin.</li> <li>• allusions to cultural/mythological/historical facts presented in the text.</li> <li>• poetic devices presented in text (simile, metaphor, chiasmus, tmesis, metonymy, synecdoche, etc.).</li> <li>• elements of the hero's journey and how Aeneas' story reflects this path.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• read text presented in stories and comment on the meaning.</li> <li>• connect themes inherent in the text with individual scenes from the narrative.</li> <li>• paraphrase the meaning in the Latin text in <i>Aeneid</i> Books 4-12.</li> <li>• comment on how selected poetic devices enhance deeper meaning.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 5 - Course Project</b>
<b>Duration:</b>	~ 4 weeks
<b>Resource(s):</b>	Text selections from the corpus of extant Latin literature which fit student interest, approximately 100 words in length.
<b>Unit Overview:</b>	In this unit, students will read, translate and analyze text using their experience with reading and cultural/textual interpretation in Latin.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>• Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>• Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>• Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>• Making Connections (Standard 3.1)</li> <li>• Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>• Language Comparisons (Standard 4.1)</li> <li>• Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Given a text in Latin which comes from our extant corpus of written text, what can be interpreted about its meaning, its effect or purpose, and its point of view of</li> </ul>

	author/speaker/character?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>The corpus of extant text written in Latin contains messages that are ready for posterity to read, analyze and interpret within the context of their writing, which can provoke thought relevant to the modern experience.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>vocabulary associated with selected text.</li> <li>grammatical forms and usage associated with the text.</li> <li>events/Narrative/Concrete meaning of this text.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>read and interpret text presented and comment on meaning as well as implications of deeper cultural/literary meaning in text, as appropriate.</li> <li>interpret meaning from Latin text with accuracy.</li> <li>describe how this text gives meaning for the modern reader.</li> </ul>