

LATIN IV OVERVIEW

<p>Course Description</p>	<p>This class will prepare students to take the AP Latin exam during their senior year. Students will be exposed to a variety of Roman authors and literary genres. Besides establishing a rich foundation in reading unadapted Latin, the basics of metrics and poetic devices will be explored as well as the cultural context of literature. Writing about the literature will be a major emphasis of class work and special importance will be placed on the language and analytical skills necessary for success in AP Latin. Students also receive an introduction to important subfields of Classical studies including Epigraphy, Numismatics, Textual Criticism, and Paleography. Eutropius, Livy, Catullus, Ovid and Caesar are the major authors covered.</p>
<p>Instructional Strategies</p>	<p>Identifying similarities and differences Compare and contrast Reading for Meaning Evidence collecting Engaging in goal setting and self-reflection to support personal and academic growth Supporting claims with text based evidence Using technology as a tool for learning and measuring growth Summarizing and taking notes Guided practice Nonlinguistic representations Graphic organizers Formal and informal feedback Cues, questions, and advanced organizers Formative and summative assessments</p>
<p>Philosophy</p>	<p>World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.</p> <p>We, as the Indian Hill Latin department, believe that learning Latin is a benefit to all students.</p> <p>Multicultural Perspectives: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.</p> <p>Higher Achievement: The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.</p> <p>Lifelong skills: Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.</p>

<p>History Culture Myth</p>	<p>Livy and epitome Late Roman Empire History vs. Historiography Kings of Rome Geography of Ancient Italy Lucretia and the end of the Roman monarchy Early Republican Heroes Conflict of the Orders Coriolanus Major players of the Late Republic (Cicero, Clodius, Caelius, Caesar) Life of Catullus and his role in the late Republic Cultural topics that appear in the poetry of Catullus Augustan/Golden Age Literature Life of Ovid and his role in the Age of Augustus Cultural topics that appear in the poetry of Ovid</p>
<p>Language topics</p>	<p>Uses of the Subjunctive</p> <ul style="list-style-type: none"> • Hortatory and jussive • Purpose and result clauses • Indirect command • Indirect question • Fear clauses <p>Differentiation of indirect ideas, including indirect statement Cum clauses Ablative Absolutes Gerunds and Gerundives Showing purpose in Latin</p> <ul style="list-style-type: none"> • Subjunctive clauses • Ad, causa, gratia + gerund/gerundive • Relative clauses of Purpose <p>Supine Impersonal verbs Alternative/syncopated forms Rhetorical and poetic devices Verbs that take other cases than accusative Grammatical topics that appear in the poetry of Catullus Scansion and meter Grammatical topics that appear in the poetry of Ovid</p>
<p>Literature and Vocabulary focus</p>	<p>Review Readings:</p> <ul style="list-style-type: none"> • Lygia Fortis • Cephalus and Procris <p>Eutropius - <i>Breviarium historiae Romanae</i>: Book I, chapters 1-20 Catullus - selected poems Specific vocabulary of Catullus (venustus, basia, candidus, etc) Ovid - selections from <i>Metamorphosis</i> and <i>Amores</i></p>

LATIN IV – PERFORMANCE INDICATORS

Communication	Interpretive Communication	Presentational Communication
<p><i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • understand accounts of familiar events or experiences. • usually follow short, written descriptions or instructions supported by visuals. • understand the main idea of and supporting facts in paragraph length Latin texts about famous people, well-known myths, and historic events. • sometimes deduce meaning of unfamiliar Latin words from context. • often use their knowledge of Latin prefixes and roots to expand their understanding of the text. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • write about people, activities, events, and experiences. • write messages and announcements. • write a short paragraph about something they have learned or researched. • present information about familiar items in their immediate environment as well as general topics of Roman culture and history using words, phrases, and memorized expressions. • talk about their daily activities and/or the daily activities of the Romans using phrases and simple sentences.
Cultures	Relating Cultural Practices to Perspectives	Relating Cultural Products to Perspectives
<p><i>Interact with cultural competence and understanding</i></p>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • identify and analyze Roman cultural practices from authentic materials. • explore, analyze, and present to others how and why common cultural practices and procedures are carried out. • suggest cultural triangles with reasons connecting practices to associated products and perspectives. • interpret authentic materials to identify and analyze practices. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • use authentic resources in order to identify and analyze products and their use in Roman culture. • identify, investigate, and analyze the function of everyday objects produced in Roman culture. • identify, compare, and analyze perspectives reflected in creative works of Roman culture. • suggest cultural triangles with reasons connecting products to associated practices and perspectives.
Connections	Making Connections	Acquiring Information and Diverse Perspectives
<p><i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</i></p>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • use a text, article, or broadcast on a topic from the Greek or Roman world and chart how it compares to the same topic reported in the United States. • relate lines and themes in music of the last fifty years to similar expressions of love, grief, and excitement expressed by authors from the Greek and Roman world. • draw on knowledge they have obtained in another academic subject to discuss topics in the Latin classroom. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • identify Greek and Roman elements of a work of art, even when modified or modernized. • identify the roots of words that are Latin in origin and explain the connections and/or biases implied by those roots. • identify and correct corruptions of ancient mythology and theorize reasons modern artists may have made decisions to diverge from the received tradition.

LATIN IV – PERFORMANCE INDICATORS

	<ul style="list-style-type: none"> • read Latin literature and analyze the universality of the message. • describe gendered and social hierarchies and circulation patterns within the lived spaces of the ancient world. • read Latin poetry in meter with attention to accentuation and possibly the incorporation of a beat rhythm thus observing both the musical and mathematical aspects of meter. 	
Comparisons	Language Comparisons	Cultural Comparisons
<i>Develop insight into the nature of language and culture in order to interact with cultural competence</i>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • compare complex syntax functions to express meaning in Latin and their native languages. • observe stylistic elements in the Latin and compare them with their own. • identify and use derivatives and cognates in Latin and their native languages, and hypothesize about their origins. • Analyze elements of Latin such as tense, aspect, and mood and comparable linguistic elements in their native languages and conjecture about how languages use forms to express time and tense relationships. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • identify, investigate, and compare the function of everyday objects produced in the culture and their own. • hypothesize about the relationship between cultural perspectives and expressive products by analyzing selected products from the cultures studied and their own. • compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures. • compare the construction of gendered identities in the cultures studied and their own.
Communities	School and Global Communities	Lifelong Learning
<i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i>	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • discuss steps to becoming a professional in a field in which Latin or knowledge of the Classical world is beneficial. • present information gained from research using both primary and secondary sources into a Greek or Roman cultural event, language, or literature. • participate in language club activities that benefit the school, community, or other organizations. • travel to museums and to sites in the Greek or Roman world to add to their understanding of aspects of the cultures they have studied. 	<p>At the end of Latin IV, learners can:</p> <ul style="list-style-type: none"> • consult various sources in Latin to obtain information on topics of personal interest. • exchange information about topics of personal interest. • attend or or use media to view cultural events and social activities. • establish and or/maintain interpersonal relations with other learners of Latin.



STANDARDS FOR CLASSICAL LANGUAGE LEARNING

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using Latin or Greek to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through Classical languages and cultures.</p>	
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use Classical languages to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons:</p> <p>Learners use Classical languages to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use Classical languages both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using Classical languages for enjoyment, enrichment, and advancement.</p>	



STANDARDS FOR CLASSICAL LANGUAGE LEARNING

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The Standards for Classical Language Learning have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to learners at all levels, from pre-kindergarten through post-secondary levels, regardless of educational setting.

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

These Standards reflect that reading ancient texts and interacting with the physical remains of the Greek and Roman world are the main ways that modern students encounter the ancient world.

Other modes of communication besides Interpretive Reading are included within these standards for teachers and students who use these modes.

The Standards are intended to guide teachers as they develop their curriculum, in conjunction with state standards and district documents outlining scope and sequence.