

MORRIS SCHOOL DISTRICT

COURSE TITLE: Latin III

CURRICULUM AREA: World Language -- Latin

1. COURSE DESCRIPTION

Narrative summary of content, activities, and expectations

Latin III is designed to transition students from reading primer material to comprehending longer passages of authentic Latin. The course covers various forms of narrative (i.e.: fiction, history, letters, poetry, orations, plays) in order to give students a broad understanding of the ways in which the Romans communicated through writing. Students will study each form in depth and analyze that particular author's writing style in terms of narrative style, vocabulary choice, and syntax construction. The readings have been carefully selected to give students an insight into Roman culture and history from a primary source. Throughout the year students will also gain a deeper understanding of the grammar covered in Latin I and II, and will also learn detailed uses of the subjunctive throughout their readings. The syllabus shall include a selection of authors: Apollodorus of Rhodes (Jason and the Argonauts), Caesar, Pliny the Younger, Catullus, Cicero, and Plautus.

2. COURSE PHILOSOPHY

Provide a statement of the rationale that guides curriculum content, instructional methodology, student activities, use of instructional resources, and the assessment of student progress and performance.

The Latin program within the Morris School District has five primary objectives that align with both the New Jersey Core Curriculum Standards and also the National Standards for Classical Language Learning, which have been approved by the American Classical League (ACL) and the American Philological Association: to communicate in a classical language, to gain knowledge and understanding of Greco-Roman culture, to connect with other disciplines and expand one's knowledge, to develop insight into our own language and culture, and to participate in wider communities of language and culture. To achieve these goals the language teacher will employ those pedagogical methods that most-readily facilitate language acquisition, and cultural as well as cross-cultural awareness.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number:</i>
Jason and the Argonauts	<p>Students will:</p> <ul style="list-style-type: none"> -- Identify those characters who are central to the epic and identify their unique characteristics and special abilities (7.2.A.1) -- Explain the importance of the Jason and the Argonaut story within the Epic cycle history (7.2.B.2)) -- Translate lines literally from the story into English (7.1.A) -- Analyze the character of Medea within the text (7.1A.6, 7.1.B.4-5, 7.1.C.3) -- Write a love letter/goodbye letter to Medea from Jason or vice versa in Latin (7.1.A.3, 7.1.B.4, 7.1.C.1,) -- Research nautical matters in the ancient world (7.2.A.2, 7.2.A.4) -- View a video to compare and contrast a modern interpretation of the Jason and Medea love story. (7.2.A.3)

INSTRUCTIONAL BENCHMARK

Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section

By the end of this unit, students will:

Write an essay in English (but using Latin quotes) that demonstrates an understanding of epic's ending when Medea is rescued from certain death through the intervention of the gods. Students will address this event in relation to other such events within the narrative, such as the escape of Phrixus by the golden ram. In addition, students will be asked to elucidate this charity of the gods and extend their argument to the ancient world outside the text. What exactly does this event tell us about the religion and culture in the ancient world? Students will be graded according to the writing rubric (included). A separate component may be added to evaluate a student's use of Latin quotes within the text.

4. REQUIRED INSTRUCTIONAL RESOURCES

Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.

Ullman, Henry and Henderson, Latin for Americans (Book II), Glencoe/McGraw Hill: New York, 1997
Jason and the Argonauts video (Hallmark edition)

SCOPE AND SEQUENCE

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<p>Caesar, <u>De Bello Gallico</u></p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Translate lines literally from the Latin into English (7.1.A) -- Construct a timeline that represents the most important moments in Caesar’s life and defend their choices (7.2.B.2, 7.2.C.3) -- Identify geographical locations of places referred to within Caesar’s commentary. (7.2.A.3) -- Develop military strategies and dissect those decisions that align with situations within the text (7.2.A.1, 7.2.A.3) -- Design an oral presentation based upon the following topics: Organization of the Roman Army, The Roman Soldier, Battle Strategies of the Romans (Offensive and Defensive) The Gauls, Seige Weapons, and Camps/Fortifications (7.2.C.1-2) -- To evaluate the threat the Germans actually posed to Caesar. (7.1.B) -- To appraise Caesar as a reliable narrator in his history. (7.1.B.4-5, 7.1.C.1, 3)

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By the end of this Unit, students will:

write an 3 page paper analyzing Caesar's narration and his role as a narrator within the history that he has an active part in. Students will be expected to complete outside research on Caesar's De Bello Gallico from the library and internet and to incorporate this research in their examination of Caesar's reliability as a narrator. Students will be graded according to the writing rubric (included)

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Ullman, Henry and Henderson, Latin for Americans (Book II), Glencoe/McGraw Hill: New York, 1997

SCOPE AND SEQUENCE

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<p>Pliny the Younger, Selected Letters</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Explain the significance of Pliny’s letters within the whole of Latin literature (7.2.C.1) -- Translate lines literally from the letters into English (7.1.A) -- Present a virtual tour for a particular section of Pompeii. (7.1.A.5, 7.1.C.1, 7.1.C.4, 7.2.A) -- Compare Pliny’s letters to Caesar’s history in order to judge differences in their narrative styles (7.1.A.3,6, 7.1.B.5, 7.1.C.3, 7.2.A.4) -- Predict outcomes to the ends of various letters (7.1.C.1) -- Interpret various conceptions of the afterlife in ancient sources (7.2) -- Dissect letters to uncover cultural elements within ancient Rome (7.2.A,B,C) -- Give examples of similies and metaphors in Pliny’s writing (7.1.A.5, 7.1.B.3,4, 7.1.C.1) -- Analyze metaphors within the context of the letter and evaluate them for their effectiveness (7.1.A.5, 7.1.B.5,

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By the end of this unit, students will:

write their own letter in Latin in response to one of Pliny's letters. Students will be required to adopt Pliny's tone and his writing style. Students will be graded on a 100 point scale according to their accuracy in translation (25 points), their ability to capture Pliny's tone (25 points), the use of a metaphor or simile in their letter (25 points), and the quality of their response to the actual situation posed (25 points).

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Ullman, Henry and Henderson, Latin for Americans (Book II and Book III), Glencoe/McGraw Hill: New York, 1997

SCOPE AND SEQUENCE

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<p>Catullus – selected poetry Poems 1, 2a, 2b, 3, 5, 7, 8, 11, 12, 13, 45, 51, 62, 70, 72, 83, 86, 87, 92, 109</p> <p>(cf.: Latin Meter)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Read Catullus’ poems in Latin meter (7.1.A.2, 7.1.B.2, 7.2.C.2) -- Defend Catullus’ influence on modern poetry (7.2.C.1) -- Apply grammatical forms and rules to the translation of Latin poetry (7.1.A) -- Define: Carpe Diem poetry, social circles (7.2.C.1) -- Participate in scholarly debates concerning the numbering and order of Catullus’ poetry as well as the placement of fragments within the book (7.2.B.2) -- Write poetry in Latin, copying Catullus’ tone and style. (7.1.C.1, 7.1.C.3) -- Research and read poetry by Sappho (7.2.A.1, 7.2.C.1) -- Evaluate the two poets for differences, similarities, and for their relative stylistic and artistic merits. (7.1.A.3, 7.1.A.6, 7.1.B.4, 7.2.C.2) -- Research ancient marriage ceremonies (7.1.C.4, 7.2.A.1,4 7.2.C.1) -- Recreate an ancient marriage ceremony based upon research (7.2.B.1, 7.2.C.1-3) -- Analyze the narrator’s relationship with Lesbia over the extended dialogue of his poetry. (7.1.A.6)

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By the end of this unit, students will:

be given a series of poems by various Latin authors. They must translate each poem and then decide if the poem was written by Catullus. Students will need to defend their answers by analyzing the style, word choice, meter, and grammatical constructions used by each author. Students will be graded not only on the accuracy of their answer, but also on the depth of their support for that answer. This will be done on a 100 point scale.

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Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.

Any textbook that contains at least the above stated poems. Currently, we are using: Murphy, Thiem, Moore, Embers of the Ancient Flame, Bolchazy-Carducci: Illinois, 2001.

SCOPE AND SEQUENCE

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<p>Cicero, In Catilinam or Pro Archias Poeta</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Translate Cicero’s oration for Latin into English (7.1A) -- Reasearch and define the compositional units of an oration (7.1.B.3, 7.1.B.4, 7.1.C.4) -- Identify how Cicero incorporates compositional units of an oration into the body of his speeches (7.2.A.4) -- To define the following stylistic devices that Cicero uses in his orations: anaphora, praeteritio, irony, chiasmus, correlatives, groups of 2s and 3s, alliteration, metaphor, personification, antithesis, asyndeton, climax, rhythm, periodic sentences). (7.1.B.4) -- To debate the relative threat that Catiline posed to Rome (7.1.A.3-5, 7.1.B.4-5, 7.1.C.3) -- Determine those historical factors that emerge into the condemnation of Catiline (i.e.: Sulla and Marius, etc.) (7.1.B.4) -- Orally present a memorized selection of Cicero’s oration before the class (7.1.A.1,2, 7.1.B.2-3, 7.2.B.1-2) -- Research the structure of the law trials in ancient Rome (7.1.C.4, 7.2.A.1,4, 7.2.C.1)

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By the end of this unit, students will:

Participate in a mock trial, placing a historical Roman figure on trial (e.g.: Cataline), following the structure and form of the Roman law courts. Students will be graded according to their adherence to trial procedure in ancient Rome, and by the logic and strength of the arguments presented in class.

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Ullman, Henry and Henderson, Latin for Americans (Book III), Glencoe/McGraw Hill: New York, 1997
or any other text that contains the full editions (with notes and vocabulary) of *In Catilinam* or *Pro Archias Poeta*.

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<p>Plautus – Menaechmi, Aulularia, Miles Gloriosus, or Pseudolus</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Create presentations on Plautus and Roman/Greek theatre (7.1.B.4, 7.1.C.3, 7.2.A.1,4, 7.2.C.1) -- Translation the nuisances of Pre-Classical Latin into English (7.1.A) -- Find an unusual way of presenting portions of the play before an audience (7.1.B.2-3, 7.1.C.4, 7.1.B) -- Summarize large sections of the text from brief sight reading sessions (7.1.A-B) -- Examine stock characters as a literary construct of ancient plays and determine the function that each that these characters serve in the overall plan of the play (7.2.A.3, 7.2.C.1) -- Judge Plautus’ relative importance and influence in the history of drama (7.2.C.1) -- Classify words in Pre-classical Latin according to their classical counterpart (essential, but no appropriate standard) -- Dissect the plot of a Plautine comedy in order to grasp the intricacies of its development over the course of the story. (7.2.C.1) -- Define the three meters used by Plautus: Dialogue, Song, and Recitative (7.1.A.2, 7.1.B.2, 7.2.C.2)

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By the end of this unit, students will:

perform a 10-minute selection of Plautus's play between 2 or three characters. Students will be graded holistically on the Performance Rubric (included).

4. REQUIRED INSTRUCTIONAL RESOURCES

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Any text (containing notes and vocabulary for students) that has a complete translation of any of the above listed plays in Latin.
Lawall, Gilbert and Betty Nye Quinn (ed.), Plautus' Menaechmi, Bolchazy-Carducci: Illinois, 2002

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<p>Grammar and Vocabulary</p> <p>This unit will extend throughout the remainder of the year. It is taught through the text and is an essential component of the curriculum.</p>	<p>FOR STANDARD NUMBERS, SEE ABOVE</p> <p>Students will:</p> <ul style="list-style-type: none"> -- Define new grammatical forms as they appear in the readings. -- Summarize the grammatical rules in their notebooks -- Give an example how these grammatical rules might be used in Latin -- Differentiate this grammatical usage from other similar uses (e.g.: How does the dative of reference differ from the dative of indirect object?) -- Construct an original Latin sentence that demonstrates an understanding of the new grammatical principle. -- Judge other students’ sentences for appropriate use of the new grammatical forms. -- Increase their English vocabulary through the study of classical vocabulary. This includes the study of roots, prefixes, suffixes, etymology, derivatives, cognates, and loan words. -- Infer the meanings of words in English and/or other languages through their knowledge of classical vocabulary.

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Throughout the year, students will:

#1) At the completion of each new grammatical unit, students will satisfactorily complete a unit notebook quiz. In their notebooks, students will be asked to dedicate a half page to each new grammatical form that is covered in that unit and to find examples of that grammatical usage from the text. Students will rewrite the line in the notebook citing the appropriate book and line numbers, translate the grammatical phrase into English, and underline the essential elements of that grammatical form in the Latin. Students will receive credit for each form correctly identified, and they will be graded according to the number of times that the grammatical form is found within a specified number of lines. This quiz will be graded on a 100 point scale.

#2) At the completion of each new vocabulary unit, students will satisfactorily complete a vocabulary quiz. Students will identify in English the meanings of Latin words that are provided to them from that particular unit. Student may also need to memorize the full form of the dictionary entry for certain important Latin words. This quiz will be graded on a 100 point scale.

SCOPE AND SEQUENCE

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<p>Latin Meter</p> <p>This unit will begin with Catullus and extend into any units that deal with metrical patterns throughout the year. It is taught through the text and is an essential part of the curriculum.</p>	<p>FOR STANDARD NUMBERS, SEE ABOVE.</p> <p>Students will:</p> <ul style="list-style-type: none"> -- Define and be able to label the following metrical terms: scanning, long and short syllable, foot, caesura (masculine and feminine), dactyl, spondee, iamb, trochee, elision, prodelision, hexameter. -- Dissect sample lines of Latin into metrical feet with the appropriate syllable lengths. -- Recite Latin lines using the appropriate meter -- Apply the rules for elision and prodelision to a line of poetry -- Examine how scansion reflects the literal meaning of a line in well-crafted poetry -- Compose simple dactylic hexameter couplets in Latin -- Defend a line analysis in short answer format

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At various points in the year, students will perform satisfactorily on scansion quizzes. Students will need to scan lines in Latin into their appropriate feet and syllable lengths. They will also be asked to comment on any important prosodic features in the line as well as to relate the significance that the scansion holds for the literal meaning of the lines. Quizzes will be based on a 100 point scale.

5. EVALUATION AND GRADING

Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.

Students will be evaluated through:

written tests covering a specified section of the material (see benchmarks)

weekly announced and unannounced quizzes (e.g.: see benchmarks)

daily homework

oral quizzes -- students are graded upon the accuracy of their wording, pronunciation, and meter.

oral presentations on Roman and Greek history and mythology (grades will be assigned according to accuracy of the material presented, quality and depth of the material presented, flow of the presentation, and professionalism of the presenter)

class participation

in-class compositions targeting selected “interesting” passages (see benchmarks)

formal essays addressing larger themes within the text (see scope and sequence)

notebook checks to make sure students are up to date with the material

notebook quizzes based on grammar (see benchmarks)

portfolio assessing the student’s overall progress within the course

and cooperative learning activities (e.g.: team translations with assigned roles)

6. NEW JERSEY CORE CONTENT STANDARDS

To be inserted for reference

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

To be inserted for reference

SUBMITTED BY: _____ Mark C. Gutkowski _____ DATE: _____ 16 July 2003 _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____