Summit Public Schools
Summit, New Jersey
Grade Level 9-12 Content Area: Latin Lit.
Length of Course: Full year

Curriculum

Course Description: Students read selections of prose and poetry from a variety of classical authors including Ovid, Caesar, Cicero & Catullus. The objective of the course is to examine mythology, philosophy, love, and cultural identity in the ancient world through the literature of classical authors. Students will focus on the historical background of these writers' era and the influence of history on the literature. Students will develop an advanced understanding of literary devices and Latin writing style. Basic Latin prose composition is used to improve students' knowledge of Latin grammar.

Unit 1: Ovid

<table>
<tr><td colspan="2">Standard 7.1World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</td></tr>
<tr><td colspan="2">Big Ideas: Course Objectives / Content Statement(s) In this unit, students will learn about the life of Ovid and his exile from Rome while reviewing the previous year's grammar by creating a narratio from one of the myths from the metamorphoses.</td></tr>
<tr>
<td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>Enduring Understandings
What will students understand about the big ideas?</td>
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<td>1. Who was Ovid?
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1. What are the basic uses of the Latin case system?
2. What are the uses of the subjunctive in Latin?</td>
<td>Students will understand that…
1. Ovid was a Roman writer who enjoyed great fame before being exiled from Rome.
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1. Each nouns' function in a sentence can be identified by its case.
2a. Subjunctive is used to express doubt, fear, possibility, result, purpose and wishes.
2b. The subjunctive has two voices; active and passive.</td>
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: (*Enter NJCCCS or Common Core CPI's here*) 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.	<u>Instructional Focus:</u> In the target language, students will explore the following themes and language: objectives: -The life & exile of Ovid -Narration of a simple story -The basic uses of the cases used in Latin 1-4 **Interpretive mode:** -Students will read the myths Daedalus and Icarus, Orpheus and Eurdice, and Apollo and Daphne -Students will listen to a short lecture and brief focus activities about Ovid and the Metamorphosis -Students will listen to and summarize simple versions of the following in Latin: -Python /Apollo -Pan -Parnassus -Triumphal parade -Delphi **Presentational mode:** -Students will paraphrase a myth from the Metamorphoses in the target language <u>Sample Assessments:</u> *Formative:* -Retelling a myth in a short narrative -Review of summer work -Oral report on classmates *Summative:* -biweekly reading quiz -Unit exam -individual critical translation -Final draft of narration <u>Instructional Strategies:</u>

	Interpersonal: -Students will use a basic Latin questionnaire to learn info about their new classmates. -Students will use basic classroom phrases from a visual aid *Interpretive:* -Students will read a biography of Ovid -Students listen to a short lecture on the life of Ovid *Presentational:* -Students will use recently reviewed grammatical concepts to paraphrase and present a myth from Ovid's works Interdisciplinary Connections -Students will compare Ovid to other writers who were banned. Technology Integration Students will use google slides to collaborate on their narration. Global Perspectives Students will look at the punishment of ostracism and exile in other cultures. Culturally Responsive Teaching Students will self-assess their strengths and weaknesses as well as find a goal coming into the new academic year.

Texts and Resources: (LIST)
Latin Biography of Ovid
https://drive.google.com/file/d/1V1aO-WNIjQrI9XwaApLi7YE9JyZmJpGa/view?usp=sharing

Unit 2: Metamorphoses

Standard 7.1World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: *Course Objectives / Content Statement(s)* In this unit of study students will learn about the origins of mankind and the classical world through reading selections of Ovid's Metamorphoses as well as the types of myths the book contains. They will also use this first experience of Latin poetry to learn about the dactylic hexameter in Latin epic poetry.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
1. What is the Metamorphoses?? 2. How were the world and mankind created? 3. What is a myth and what are their purpose? -- 1. What is the meter of Latin poetry and how do we scan it? 2. How does Latin use quin to express doubt?	Students will understand that… 1. The metamorphoses was a major work of Roman literature and a storehouse of mythology. 2. Will learn the cosmogony and creation of humankind according to the Metamorphoses 3. There are many different kinds of myths including (aetiological, creation, eschatological....) --- 1. Students will understand that the ability to scan and read the dactylic hexmater of Latin poetry resides in being able to: dactyl, spondee, elision, long by position, long by nature, and diphthongs. 2. "Quin" is used in clauses of doubt.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
(*Enter NJCCCS or Common Core CPI's here*) 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target	In the target language, students will explore the following themes: -The creation of the world -The ages of mankind -Students will be able to scan dactylic hexameter by understanding: elision, long by position, long by nature, and diphthongs. **Interpretive mode:**

language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.	-Students will read the myths Daedalus and Icarus, Orpheus and Eurdice, and Apollo and Daphne -Students will listen to a short lecture and brief focus activities about Ovid and scansion -Students will listen to and summarize simple versions of the following in Latin: -Knossos -Daedalus -constellations -augury -Sabines **Presentational mode:** -Students will paraphrase a myth from the Metamorphoses in the target language Sample Assessments: *Formative:* -Matching selections from works of art to relevant Latin passages -Kinesthetic scanning game *Summative:* -biweekly reading quiz -Unit exam -individual critical translation -individual demonstration of scansion Instructional Strategies: *Interpersonal:* -Students will use doubt clauses to play a truth game *Interpretive:* -Students read selections from Ovid's Metamorphoses -Students listen to a short lecture on the Metamorphoses as well as focus activities on individual myths *Presentational:*

	-Students will write a 2 sentence horror story Interdisciplinary Connections -Students will look at how the Romans explained nature with myth Technology Integration Students will examine a simulation of the big bang Global Perspectives Students will look at other types of stories in comparison to myths including a legend, urban myth, tall tale etc. Culturally Responsive Teaching Students will examine stories and myths that they have been told outside of school.

Texts and Resources: (LIST)
Big Bang simulation: https://www.youtube.com/watch?v=4jXVDeUHMSA
Timeline: https://www.space.com/13320-big-bang-universe-10-steps-explainer.html
Texts
Aetates Hominum
https://docs.google.com/document/d/1XsBiHLLflFWfOCSR6fgdXuMvZlL9yL1OuR-rROExoEc/edit?usp=sharing
Apollo and Daphne
https://docs.google.com/document/d/1MOcfbooDzI4cn5cxjLxJiTs9Vk0ClsZ2iL_JG1G1Dn4/edit?usp=sharing
Daedalus
https://docs.google.com/document/d/1gCHwn6sQp9gMV89kU5hVa6atnSD5FQ4436lZbPgIcLg/edit?usp=sharing

Unit 3: Eutropius: Punic War

Standard 7.1World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)* In this unit of study students will learn about the life of Hannibal, the conflict between Rome and Carthage, and the role of Scipio Africanus in the Punic Wars, by reading selections from Eutropius' Breviarium.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. Who was Hannibal? 2. Who was Scipio Africanus? 3. What were the Punic Wars? -- 1. How are the ablative and genitive used to describe appearance / qualities? 2. What are all the uses of the dative?	Students will understand that… 1. Hannibal was a Carthaginian general who ravaged Italy for over a decade.. 2. Scipio Africanus was a Roman statesman who eventually defeated Hannibal. 3. The Punic Wars were a major conflict between Rome and Carthage in which the city of Rome itself was threatened. -- 1. Students will learn the ablative and genitive can be used to express appearance and quality. 2. Students will learn the dative can be used to express purpose.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:
(*Enter NJCCCS or Common Core CPI's here*) 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine	In the target language, students will explore the following themes: -Punic War -The conflict between Carthage and Rome **Interpretive mode:** -Students will read the myths Daedalus and Icarus, Orpheus and Eurdice, and Apollo and Daphne -Students will listen to a short lecture and brief focus activities about Ovid and scansion -Students will listen to and summarize simple versions of the following in Latin: -War elephants -Carthage -Publius Scipio Africanus -Syracusa -Cannae **Presentational mode:**

to form paragraphs and asking a variety of questions, often across time frames..	-Students will paraphrase a myth from the Metamorphoses in the target language
7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	
	<u>Sample Assessments:</u> *Formative:* Timeline of the Punic Wars -short writing projects using target grammar
7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	*Summative:* -biweekly reading quiz -Unit exam -individual critical translation -vocabulary quiz
• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.	<u>Instructional Strategies:</u> ***Interpersonal:*** -Student will describe a friend using the ablative and genitive of description
	Interpretive: -Students read selections from Cicero's De Amicitia -Students listen to a short lecture on the ancient philosophy as well as focus activities on individual philosophers
	Presentational: -Students will use the dative of purpose to describe a mystery object -Students will make an advertisement for a particular classical philosophy
	<u>Interdisciplinary Connections</u> -Students will Hannibal's route across the Alps
	<u>Technology Integration</u> -Students will use peardeck to create an advertisement for the Roman military
	<u>Global Perspectives</u> -Students will look at the remains of Punic culture in Spain.

	Culturally Responsive Teaching -Students will make a poll to see what the most important qualities of a friend are

Texts and Resources: (LIST)
Text of Eutropius
https://geoffreysteadman.files.wordpress.com/2019/08/eutropius_hann_.beta14aug19.pdf

Unit 4: Catullus

Standard 7.1World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)* In this unit of study students will learn about the life of Rome's neoteric poet Catullus and delve a little into the private lives of upper-class Rome and Augustus' morality legislation by reading his poetry.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Who was Catullus? 2. Who was Lesbia and how would Roman society react to their relationship? -- 1. What are the literary devices Roman poets use and what is their purpose? 2. What is a good translation?	Students will understand that… 1. Catullus was not only a contributor to Roman literature but also an influence for many other authors. 2. The muse of Catullus' poems was a married woman during a time when Rome's upper class was increasingly subject to laws concerning marriage and infidelity. -- 1.Students will identify the literary devices from the AP Latin syllabus 2. The skill of translation is more than knowing the literal meaning of each word but rather the context of the work and position of the author.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:
(*Enter NJCCCS or Common Core CPI's here*) 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of	In the target language, students will explore the following themes and language objectives:

literary or informational texts on a range of topics. 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.	-Roman amoratory poetry - Students will be able to identify major literary devices in both English and Latin - Students will learn the difference between a critical translation and an artful one Sample Assessments: *Formative:* -Creation of a colloquial translation of one of Catullus' poems -short writing projects using target grammar *Summative:* -biweekly reading quiz -Unit exam -individual critical translation Instructional Strategies: **Interpersonal:** -Students will tweet from various stages of Catullus' writings **Interpretive:** -Students read selections from Catullus' poems and Ovid's Amores -Students listen to a short lecture on the the Catullus as well as focus activities on individual aspects of Roman society **Presentational:** -Students will present an artful translation of one of Catullus' poems in a modern format -Students will present a lesson on a literary device Interdisciplinary Connections -Students will compare use of literary devices between Roman and modern authors Technology Integration -Students will use hexameter.co to practice scansion. Global Perspectives

	-Students will compare valentines from ancient Rome and other cultures. Culturally Responsive Teaching -Students will find modern songs which are similar to Catullus' poems.

Texts and Resources: (LIST)
Poems:
https://docs.google.com/document/d/1mYdQhb1exeIdSSt4nkiye_XXfvkmnwikpeCsA94fp70/edit?usp=sharing
Amores
https://docs.google.com/document/d/16k_eam4YBjkNhtU70Dr6Dl2tBlfAAXuNmddLgx1hH_I/edit?usp=sharing
Website
https://hexameter.co/

Unit 5 Caesar

Standard 7.1World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: *Course Objectives / Content Statement(s)* In this unit of study students will learn about Caesar and the Gauls as well as their culture by reading selections from book 6 of De Bello Gallico.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Who was Caesar? 2. Who were the Gauls? --- 1. What are the advanced uses of the genitive? 2. What is the difference between Latin and English word order?	Students will understand that… 1. Caesar was a Roman statesman whose desire for power led to his downfall. 2. The Gauls were the inhabitants of modern day France with whom the Roman had had a troubled past. --- 1. Latin uses the genitive case with verbs of memory, expressions of the whole, materials, penalties, specific verbs, and possession. 2.Latin, like English, has patterns in its word order ranging from simple (SOV) to complex relative clauses. Proficiency in reading can be

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
	gained when we expect these patterns or chunks.
Students will:	Instructional Focus:
(Enter NJCCCS or Common Core CPI's here)	In the target language, students will explore the following themes and language objectives:
7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.	-Life of Julius Caesar -Geography and culture of ancient Gaul - Students will learn the advanced uses of the genitive case. - Students will learn to chunk a section of text to better process it.
7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	
7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.	Sample Assessments: *Formative:* -Chunking of an advanced Latin text -short writing projects using target grammar
7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).	*Summative:* -biweekly reading quiz -Unit exam -individual critical translation -Short writing activities to demonstrate grammar
7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames..	Instructional Strategies: *Interpersonal:* -Students will use the genitive of material to describe a mystery object
7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	*Interpretive:* -Students read selections from Caesar's De Bello Gallico -Students listen to a short lecture on Gaul as well as focus activities on individual aspects of Gallic culture.
7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	*Presentational:* -Students will describe their life as a Roman transfer student in Gaul
• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.	Interdisciplinary Connections

	-Students will plan and build a wickerman from book 6 Technology Integration -Students use google docs to collaboratively chunk a text. Global Perspectives -Students will look at other rituals from modern cultures that may be similar to the wickerman. Culturally Responsive Teaching -Students will compare their own life to that of a Gallic student entering druid school.

Texts and Resources: (LIST)
Book 6 of De Bello Gallico
https://docs.google.com/document/d/1CMF-VlgkadM7bCkyiBgXi8eBO18TeEvsQ0boNuvVH3g/edit?usp=sharing

NOTE re: Examples, Outcomes and Assessments
The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy