



## LATIN V GRADES 10-12

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

### **COURSE DESCRIPTION**

Students explore various literary styles and become acquainted with several Latin authors through a survey of Latin literature, a review of major grammatical forms, and continued study of English word derivatives.

### **REREQUISITE**

Latin IV

### **OPTIONS FOR NEXT COURSE**

AP Latin Vergil

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

### **REQUIRED STUDENT TEXTBOOK**

*Latin for Americans 3* (Glencoe/McGraw Hill, 2003)

*Fabulae Graecae: A Revised Edition of Ritchie's Fabulae Faciles* (Longman/Prentice Hall, 1991)

*Fabulae Romanae: Stories of Famous Romans* (Longman/Prentice Hall, 1991)

*Vergil's Aeneid: Selections from Books 1, 2, 3, 6, 10, 12* (Bolchazy-Carducci Publishers Inc, 2001)

### **SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

## **LATIN V**

### **GOAL 1 – COMMUNICATION**

Communicate in a Classical Language \*

#### **Standards**

1.1 Students read, understand, and interpret Latin.

1.2 Students use orally, listen to, and write Latin as part of the language learning process.

#### LV.1.S1: Communication

- Read and understand with greater facility authentic passages from various genres of Latin literature.
- Analyze the content and intent of the literature they read.
- Evaluate the effects of stylistic features, such as figures of speech and meter of the authors read.

#### LV.1.S2: Communication

- Read Latin prose and/or poetry aloud more fluently with attention to such features as consistent pronunciation, meaningful phrase grouping, metrical structure, and appropriate voice inflection.
- Respond to more complex spoken and written Latin presented through a variety of media.
- Interpret and analyze elements of Latin rhythm, meter, and rhetorical devices presented orally through a variety of media.

### **GOAL 2 – CULTURES**

Gain Knowledge and Understanding of Greco-Roman Culture \*

#### **Standards**

2.1 Students demonstrate an understanding of the perspectives of Greco-Roman culture as revealed in the products of the Greeks and Romans.

2.2 Students demonstrate an understanding of the perspectives of Greco-Roman culture as revealed in the practices of the Greeks and Romans.

#### LV.2.S1: Cultures

- Evaluate the influence of an expanded selection of literary, artistic, architectural, and political products on the progression of Greco-Roman history.

#### LV.2.S2: Cultures

- Analyze and synthesize perspectives of Greco-Roman culture revealed in selected literary, artistic, and architectural products.
- Analyze and synthesize perspectives and practices of Greco-Roman culture in the context of selected literature, including evidence of philosophy, religion, mythology, and personal conduct.

- Evaluate the influence of an expanded selection of historical events on the perspectives and practices of the Greco-Roman world.

## **GOAL 3 – CONNECTIONS**

Use Latin to Connect with Other Disciplines and Expand Knowledge \*

### **Standards**

- 3.1 Students reinforce and expand their knowledge of other disciplines through their study of Latin.
- 3.2 Students reinforce and expand their knowledge of Latin through their study of other disciplines.

#### LV.3.S1: Connections

- Apply an expanded knowledge of literary devices in Latin literature to their use in world literature.
- Apply an expanded knowledge of themes, style, and characterization of various genres of Latin literature to an understanding of world literature.

#### LV.3.S2: Connections

- Apply an expanded knowledge of literary devices in world literature to their use in Latin literature.
- Draw conclusions about contemporary culture based on an expanded knowledge of Greco-Roman history, private and public life, art and architecture, based on different genres of literature.

## **GOAL 4 – COMPARISONS**

Develop Insight through Latin into Own Language and Culture \*

### **Standards**

- 4.1 Students compare elements of the Latin language with those of the English language.
- 4.2 Students compare contemporary culture with that of the Greco-Roman world.

#### LV.4.S1: Comparisons

- Discriminate between nuances of meaning in the comparison of words in English and Latin.
- Apply the principles of word analysis.

#### LV.4.S2: Comparisons

- Draw conclusions about contemporary culture based on an expanded knowledge of Greco-Roman history, private and public life, art, and architecture, based on different genres of literature.

## **GOAL 5 – COMMUNITIES**

Use Knowledge of Latin to Participate in Wider Communities of Language and Culture \*

### **Standards**

5.1 Students use their knowledge of Latin in a multilingual world.

5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

#### LV.5.S1: Communities

- Analyze the applications of the Latin language in areas such as the media, entertainment, and occupations.
- Combine the tools of technology to locate and use resources of Greco-Roman cultural information.

#### LV.5.S2: Communities

- Analyze the applications of Greco-Roman culture in areas such as the media, entertainment, and occupations.
- Use the tools of technology to locate and use Greco-Roman cultural information.

\* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



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## **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

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