

Blackhawk School District

CURRICULUM

Course Title:	Latin 3/4 : Roman Republic
Course Number:	0633
Grade Level(s):	10 th – 12 th
Periods Per Week:	5
Length of Course:	Year
Credits:	1 credit
Faculty Author(s):	Lauren Flurie
Date:	December 2009; Revised Mar '10

MISSION:

A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.

COURSE DESCRIPTION:

Students review grammar and continue the study of Roman Prose and Literature. Emphasis is on Cicero's In Catalinam Orations and Julius Caesar's Commentarii de Bello Gallico. A study of the political climate during the Roman Republic and the beginning of the Roman Empire is included.

TEXTS:

- Caesar's De Bello Gallico
- Sallust's Bellum Catilinae
- Cicero's In Catalinam

<p style="text-align: center;">COURSE OUTLINE PROPOSED TIME RESOURCES</p>	<p style="text-align: center;">OBJECTIVES (PA standard)</p>	<p style="text-align: center;">LESSON REFLECTION (for future revisions)</p>
<p>Roman Republic Course Outline (Latin III/IV)</p> <p><i>While reading passages there will be daily discussions of grammar and vocabulary.</i></p> <p>Grammar/Vocabulary/Form Review (10 days)</p> <p><i>Review of declensions, conjugations</i></p> <p><i>Important grammatical features: purpose clauses, indirect statement, ablative, absolute</i></p>	<p>12.2.A (Stage 1) Know the basic sound system and spelling pattern of the target language.</p> <p>12.2.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.2.A (Stage 3) Know details of the sound system and spelling patterns of the target language.</p> <p>12.2.A (Stage 4) Know the basics of classical poetic meters and phrase patterns for reading aloud with appropriate voice inflections.</p> <p>12.2.B (Stage 1) Recognize common vocabulary terms through reading and listening.</p> <p>12.2.B (Stage 2) Recognize expanded vocabulary terms through and listening.</p> <p>12.2.B (Stage 3) Recognize advanced vocabulary through reading selections from classical authors and listening.</p> <p>12.2.B (Stage 4) Recognize enhanced vocabulary used in complex reading selections from classical authors and listening.</p> <p>12.2.C (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>12.2.C (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>12.2.D (Stage 1) Know simple sentence and question structures in order to read and translate classical Latin.</p> <p>12.2.D (Stage 2) Know simple sentence and question structures in order to read and translate classical descriptions of memorable events in classical Latin.</p> <p>12.2.D (Stage 3) Know simple, compound and complex sentence structures in order to comprehend reading passages from classical authors.</p> <p>12.2.D (Stage 4) Know and analyze simple, compound and complex sentence structures in order to comprehend advanced passages from classical authors.</p>	

<p>Caesar's <i>De Bello Gallico</i> (70 days)</p> <p><i>Discussion of Caesar, his purpose, overall campaign</i></p> <p>Book 1 (25 days) <i>Geography of Gauls</i> <i>Conspiracy of Orgetorix</i> <i>Migration of the Helvetii</i> <i>Battle of Caesar & the Helvetii</i></p> <p>Book 6 (25 days) <i>The Culture of the Gauls</i> - <i>knights</i> - <i>druids</i> <i>Religion/Rituals of the Gauls</i> <i>Culture of the Germans</i> <i>The Hercynian Forest & its inhabitants</i></p> <p>Book 7 (20 days) <i>Vercingetorix and the siege of Alesia</i></p>	<p>12.2.E (Stage 1) Identify words from the target language that are commonly used in English.</p> <p>12.2.E (Stage 2) Identify words in English that have origins in the target language.</p> <p>12.2.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.2.E (Stage 4) Describe the influence of historical events in the target culture that have an impact on the English language and culture.</p> <p>12.2.F (Stage 1) Know how the classical languages have influences other school curriculum areas.</p> <p>12.2.F (Stage 2) Explain how the classical languages have influenced other areas of the school curriculum.</p> <p>12.2.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.2.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation.</p> <p>12.2.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and understanding.</p> <p>12.2.1.A (Stage 4) Read prose and poetry aloud with attention to such features as metrical structure, meaningful phrase groupings, and appropriate voice inflections.</p> <p>12.2.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.2.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation.</p> <p>12.2.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and understanding.</p> <p>12.2.1.A (Stage 4) Read prose and poetry aloud with attention to such features as metrical structure, meaningful phrase groupings, and appropriate voice inflections.</p> <p>12.2.1.B (Stage 1) Comprehend written sentences and spoken conversations using simple vocabulary and verbs of being, saying, seeing. (Description of dress and color, talk between friends or</p>	
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<p>The Conspiracy of Catiline (80 days)</p> <p>Sallust's <i>Bellum Catilinae</i> (30 days)</p> <p><i>Chapter IV, V – Personality & Origins of Catiline</i></p> <p><i>Chapter XV, XVI, XVII – Catiline's influences</i></p> <p><i>Chapter XXIII – Quintus Curius' involvement</i></p> <p><i>Chapter XXV – Sempronius</i></p> <p><i>Chapter XXVI – Cicero observes the conspiracy</i></p> <p><i>Chapter XXI – Cicero calls out Catiline during a senate meeting</i></p> <p><i>Chapter LXI – end of the battle</i></p> <p>Cicero's <i>In Catilinam I</i> (50 days)</p> <p><i>There will also be discussions of Cicero's rhetorical devices while reading through these passages.</i></p> <p><i>Sections 1, 2 – introduction to speech, opening to Catiline</i></p> <p><i>Sections 5, 6, 7 – overview of charges against Catiline</i></p> <p><i>Sections 9, 10, 11, 12, 13 – accusations against Catiline</i></p> <p><i>Section 17 – ramifications for conspiracy in Rome</i></p> <p><i>Section: 20, 21, 23, 25, 26, 29 – debating a punishment for Catiline</i></p>	<p>family members, talk between persons of different social classes)</p> <p>12.2.1.B (Stage 2) Comprehend simple written and spoken sentences using expanded vocabulary and verbs of sending, remaining, and moving in dialogs and short paragraphs (nationalities, occupations, emotions, and daily life).</p> <p>12.2.1.B (Stage 3) Comprehend written sentences and paragraphs using vocabulary terms and verbs of wanting, thinking, believing, and liking from simple classical texts (traditions and customs, military events)</p> <p>12.2.1.B (Stage 4) Comprehend complex written sentences and paragraphs using enhanced vocabulary terms and verbs of using, enjoying, understanding from selected classical authors. (philosophies, historical events)</p> <p>12.2.1.C (Stage 1) Write and speak common vocabulary phrases and structures during activities with teacher and classmates. (Greetings, farewells, and courtesy information, classroom commands, basic question words)</p> <p>12.2.1.C (Stage 2) Write and speak expanded vocabulary phrases and structures in basic dialogs and short sentences. (age groups school, anatomy)</p> <p>12.2.1.C (Stage 3) Write and speak vocabulary used to construct phrases and sentences in Latin. (travel, Buildings, Geography, Government)</p> <p>12.2.1.D (Stage 1) Use simple sentence and question structures to comprehend simple written sentences and conversations. (Parts of speech, conjunction of simple verbs in present tense, basic patterns of noun, adjective, and article changes, noun-adjective agreement, basic interrogative words, basic case uses)</p> <p>12.2.1.D (Stage 2) Use simple sentence and question structures in order to comprehend dialogs and short paragraphs. (Conjunction of verbs in present, past, and future tenses, main patterns of noun, adjectives and article changes, main pronouns and demonstratives, principle case uses)</p> <p>12.2.1.D (Stage 3) Use simple, compound and complex sentence structures to comprehend reading passages from classical authors (participles, passive voice, reflexives, pronouns and demonstratives, common irregular verbs, conjugation of verbs in all tenses)</p>	
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12.2.1.D (Stage 4) Use simple, compound and complex sentence structures to comprehend advanced passages from ancient authors (conjugation of verbs in all tenses and moods, main uses of moods other than the indicative mood, advanced irregular verbs, advanced case uses)

12.2.1.E (Stage 1) Find words used in magazines, commercials and advertisement influenced by classical Latin. (company names with Latin roots, Mottoes)

12.2.1.E (Stage 2) Use an English dictionary to find the meanings and origins of classical Latin words (common suffixes and prefixes, legal terms, common phrases)

12.2.1.E (Stage 3) Discuss families of words that are derived from Latin (political terms, medical terms)

12.2.1.E (Stage 4) Discuss a Roman event or cultural phenomenon that has influenced English

12.2.1.F (Stage 1) Discuss with classmates and the teacher how classical Latin has influenced other areas of the school curriculum.

12.2.1.F (Stage 2) Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through classical Latin.

12.4.A (Stage 1) Identify fundamental products and customs of the target culture.

12.4.A (Stage 2) Describe the products and customs of the target culture.

12.4.A (Stage 3) Explain a variety of historical events, products, and customs of the target culture.

12.3.A (Stage 4) Analyze unfamiliar products, customs, and institutions and historical events of the target culture.

12.4.B (Stage 1) Know basic information in school subject areas influence by Greco-Roman culture.

12.4.B (Stage 2) Explain information with details in other subject areas influenced by Greco-Roman culture.

12.4.B (Stage 3) Apply cultural information with details in other areas influenced by Greco-Roman culture.

12.4.B (Stage 4) Synthesize information about Greco-Roman culture for use in other subject areas.

12.4.C (Stage 1) Describe similarities and differences of life and

social structures between modern and Greco-Roman culture.

12.4.C (Stage 2) Explain similarities and differences between modern and Greco-Roman cultures.

12.4.C (Stage 3) Compare and contrast the similarities and differences between modern and Greco-Roman cultures.

12.4.C (Stage 4) Analyze perspectives, beliefs and assumptions evident in Greco-Roman culture and literature.

12.4.1.A (Stage 1) Discuss the fundamental products and customs of Greco-Roman culture (basic classical mythology, famous people and cities, Roman marketplace)

12.4.1.A (Stage 2) Discuss the main products and customs of Greco-Roman culture. (Classical authors, city-state, and mythology)

12.4.1.A (Stage 3) Speak and write about a variety of historical events, products, and customs of Greco-Roman culture. (Classical political systems, historical periods and events, and classical literature)

12.4.1.A (Stage 4) Speak, write, and read about unfamiliar products, customs, and institutions and historical events in the Greco-Roman cultures (classical geography and history, techniques of classical literature and rhetoric) environmental concerns)

12.4.1.B (Stage 1) List and relate content subject words used in English that have origins in classical Latin (Science, Literature, PE, Civics and Government)

12.4.1.B (Stage 2) Read and comprehend simple sentences in classical Latin related to other school content areas. (Geography, Art, and Civics and Government)

12.4.1.B (Stage 3) Research and select culturally competent information from multiple sources relevant to other subjects. (English and Art)

12.4.1.B (Stage 4) Synthesize topics and events from Greco-Roman culture relevant to other subject areas (history, humanities, and English)

12.4.1.C (Stage 1) Model social interactions in the target language culture and in one's own culture (I.e. family, interaction among classes of people, clothing)

12.4.1.C (Stage 2) Write about and dramatize cultural similarities and differences in daily activities in the target language (I.e. eating

customs, schooling, sports and public entertainment, occupations).

12.4.1.C (Stage 3) Read, interpret, discuss and write about cultural similarities and differences in Greco-Roman culture and another culture (Gender roles and social status)

12.4.1.C (Stage 4) Read, discuss, write and make a presentation about Greco-Roman culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions. (I.e. classical philosophy and religion traditions, architecture, love and marriage)

12.6.A (Stage 1) Know where in the local and regional community knowledge of classical language and culture is useful

12.6.A (Stage 2) Identify local resources for gathering information about Greco-Roman culture for practical purposes and for personal enjoyment.

12.6.B (Stage 1) Know why classical learning is useful in the national and global community.

12.6.B (Stage 2) Identify national or global resources for gathering information about Greco-Roman culture for practical purposes and personal enjoyment.

12.6.B (Stage 3) Know national employment opportunities where knowledge of classical language and culture may be useful and why such knowledge is necessary.

12.6.B (Stage 4) Assess available opportunities at the national or global level to continue involvement with classical language and culture for lifelong learning and personal enjoyment.

12.6.1.A (Stage 1) Present and exchange information about classical language experience to other in the school and the community (Classical festivals and competition, organizations, video productions about Roman customs)

12.6.1.A (Stage 2) Use knowledge of classical language and culture to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community. (Classical art collections in museums, Roman banquet, Skits, Music in Latin, Latin forensic competitions)

12.6.1.B (Stage 1) Discuss the reasons for studying Latin in a national and global perspective. (Knowledge of bias of Western culture, Latin as the basis for Romance Languages, Latin as the basis of two-thirds of English vocabulary, Latin as basis for modern

	<p>technical vocabularies)</p> <p>12.6.1.B (Stage 2) Use resources available nationally and globally for studying classical culture. (Internet sites devoted to Latin and classical culture, news about discoveries in classical archaeology, classical themes in contemporary films and books)</p> <p>12.6.1.B (Stage 3) Explain national or global employment areas in which knowledge of classical language and culture may be used (Law, Medicine, pharmacology, Museum curator historian, educator, writer)</p>	
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