LATIN
Level IV / V

In Latin Level IV / V, students build upon what they have learned in Levels I through III, and focus on employing advanced language skills and knowledge to read, understand, and analyze Latin poetry as well as prose. Metrical patterns and poetic devices are important components of this course. Level IV / V is focused primarily on reading Latin literature to deepen students' knowledge and skills in all five goal areas. Successful completion of Level III Latin is a prerequisite for enrollment in Level IV. Upon completion of Level IV / V, a student's proficiency level may reach at least Novice High in the Interpersonal mode, Intermediate High in the Interpretive mode, and Intermediate Low in the Presentational mode.

Level IV and Level V are the same course, taught concurrently to the same group of students, and readings for the course rotate on a two-year cycle. Students taking the course for the first time will be enrolled in Level IV, and Level V their second time.

The Latin teachers in the district maintain documents outlining the specific content of each standard (referenced below as: "The specific topics covered are determined in consultation with the entire Latin collaborative team.").

Integration of the Five Goal Areas

The effective implementation of this curriculum framework always will incorporate the five goal areas in every unit of learning. For example, reading a poem of Catullus could be accomplished in the following way.

> **Communication**—Students will read critically and translate (Interpretive mode) Catullus' poem, as well as memorize and recite it (Presentational mode).

> **Cultures**—As students read a poem by Catullus, they will learn about its poetic genre, meter, and social context.

> **Connections**—In reading Catullus' poem, students will explore and compare its themes to those in contemporary pop music (e.g., comparing Catullus' criticisms of the poet Suffenus to the musical rivalry between Drake and Meek Mill).

> **Comparisons**—As students read Catullus, they compare his use of meter, sound, and other poetic devices to those used by English poets such as Shakespeare or Shel Silverstein.

> **Communities**—Students incorporate what they learn about Catullus and his ancient world into the way they think about poetry and music, and how they design things like t-shirts and the homecoming float for the Junior Classical League.

By means of this integration, in each of the five goal areas *students can . . .*

Communication

Interpersonal Mode

1. Communicate and exchange information using Latin phrases and simple sentences.

    a. Answer questions consistently using properly formulated Latin sentences.

    b. Formulate questions and responses relevant to a topic of conversation or academic interest using properly formulated Latin sentences.

    c. Engage with others in simple conversational situations.

Interpretive Mode

2. Read, translate, and understand Latin poetry and prose at an Intermediate High level. Appropriate grammar and syntax needed for this translation are determined in consultation with the entire Latin collaborative team.

    a. Analyze the style of Latin literature to comprehend content.

    b. Identify metrical patterns such as dactylic hexameter and elegiac couplets by scanning selected Latin poetry.

    c. Answer questions in Latin or English to demonstrate understanding of Latin literature by authors such as Ovid, Horace, and Catullus.

Presentational Mode

3. Produce Latin sentences and phrases at an Intermediate Low level.

    a. Write short messages and notes using a series of properly phrased Latin sentences.
        E.g., prepare a short Latin paragraph about the characters in a story read in class.

    b. Read or recite from memory authentic Latin poetry with proper inflection and attention to meter.
        E.g., Catullus' 5 ("*Vivamus, mea Lesbia, atque amemus"*), Horace's *Odes* 1.11 ("*Carpe Diem*")

Cultures

4. Relate Roman cultural products to perspectives.

    a. Explain the significance of Roman authors and their work.

    b. Investigate the ancient Roman world through reading Latin literature. The specific topics covered are determined in consultation with the entire Latin collaborative team.

5. Investigate, explain, and reflect on the relationship between Roman cultural practices and perspectives.

    a. Compare the actions and character traits of figures in Roman literature to actions and character traits of figures in other periods of history and literature; the specific topics covered are determined in consultation with the entire Latin collaborative team.

    b. Analyze Roman values and perspectives in literature; the specific topics covered are determined in consultation with the entire Latin collaborative team.

Connections

6. Analyze and critique Roman literature to determine its influence on art and literature throughout history.
   E.g., Ovid's influence on Gianlorenzo Bernini's sculptural rendition of *Daphne and Apollo*, William Shakespeare's *Romeo and Juliet*, and Leonard Bernstein's *West Side Story*.

7. Describe the influence of themes in Roman literature on Western art and literature.
   E.g., the theme of artistic discipline and loss in Ovid's tale of Orpheus and Eurydice as interpreted in film and opera.

Comparisons

8. Compare phrases used in English to their origins in Latin literature.
   E.g., "vanish into thin air," "hair stands on end," and "voice sticks in your throat" originating in Vergil's *Aeneid.*

9. Connect universal themes found in Roman literature to artistic renditions of other time periods and cultures.

E.g., themes of love and hate in different versions of Catullus' 85 "*Odi et amo*" and works by English poets Abraham Cowley (1667), Ezra Pound (1972), and Garry Wills (contemporary).

Communities

10. Investigate connections between the study of Latin around the world and across time to the present.
    E.g., the study of Latin in European schools, and Milton's Latin works.

11. Apply Latin vocabulary commonly used in literature to understand English derivatives.
    E.g., urbane, amorous, incantation, and Occident.

12. Connect with personal interests using knowledge of Latin and the Greco-Roman world.
    E.g., participation in activities such as the Junior Classical League homecoming float design using classical themes.