



Department of Teaching & Learning
Parent/Student Course Information

LATIN V
(FL 5350)

One credit, one year
GRADES 9-12

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.

PREREQUISITE

Latin IV

OPTIONS FOR NEXT COURSE

AP Latin

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 text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

LATIN V

GOAL 1 – COMMUNICATION

Communicate in a Classical Language *

Standards

- 1.1 Students read, understand, and interpret Latin.
- 1.2 Students use orally, listens 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.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

vbschools.com

your virtual link to Hampton Roads' largest school system



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

(Rev. 8/2021)