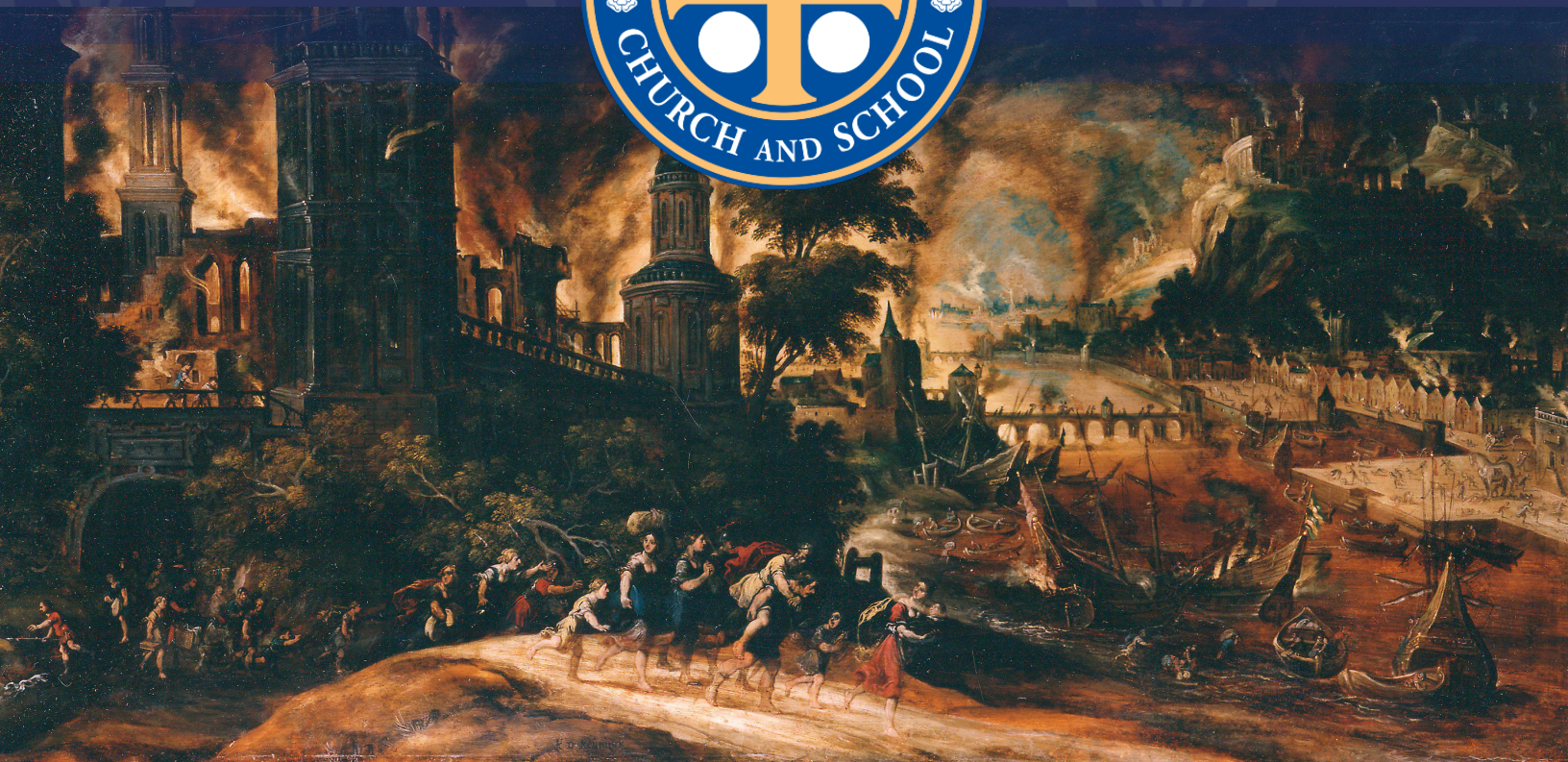
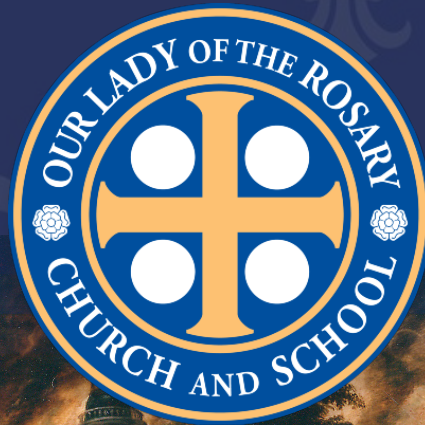


Latin IV Curriculum

Grade 11



Course Overview

Course Description

Latin IV completes the sequence of Henle Latin and culminates in the reading of authentic Latin literature drawn from Caesar, Ovid, and Vergil. Emphasis is placed on fluent translation, literary analysis, and the refinement of grammatical understanding. Students will revisit and master all core forms from prior years while engaging deeply with the structure, rhetoric, and beauty of Latin as a literary language. Caesar's military commentaries, Ovid's mythological narrative, and Vergil's *Aeneid* form the backbone of this final course.

Why We Teach It...

In their fourth year, students step fully into the world of Latin letters, reading poetry and prose as the Romans wrote them. They encounter the clarity of Caesar, the pathos of Ovid, and the grandeur of Vergil—not in translation, but in the words themselves. Latin IV is not only the capstone of grammar and vocabulary—it is an invitation into the imagination of a civilization, where history, poetry, and faith converge. Students leave with a fuller grasp of the Latin tradition and the tools to pursue it further.

Course Objectives

By the end of this course, students will be able to:



Read, scan, and translate Latin hexameter poetry.



Analyze Latin syntax with precision and insight.



Recognize and interpret literary devices, rhetorical figures, and metrical patterns.



Course Objectives | Continued...



Translate advanced Latin texts from Caesar, Ovid, and Vergil.



Demonstrate mastery of Latin grammar through recitation, composition, and oral analysis.



Cultivate a love for Latin as a language of order, imagination, and enduring beauty.

Source Material

Second Year Latin, Robert Henle, SJ | ISBN-13: 9780829410266

Latin Grammar, Robert Henle, SJ | ISBN-13: 9780829401127

Invasion of Britain, Julius Caesar

Pyramus and Thisbe, Ovid

The Aeneid, Virgil

The National Latin Exam

The National Latin Exam (NLE) offers students a meaningful opportunity to be recognized for their dedication and achievement in Latin. Though never counted toward a school grade, the exam serves as an academic distinction that can strengthen college applications and affirm a student's progress. Honors earned through the NLE celebrate not only linguistic skill but also perseverance and scholarly excellence. Class time will be set aside for guided preparation, and students may receive occasional homework to build confidence. The exam is administered in January and stands as a worthy milestone in the student's Latin journey.



Assessments

Summative: 45%

- Unit Exams
- Midterm & Final Exam
- Quizzes
- Recitations

Formative: 35%

- Recitations
- Quizzes

Conscientiousness 20%

- Homework
- Classwork
- Pop Quizzes
- Participation



Scope & Sequence

Unit 1 | Review & Caesar 5 Weeks

Week 1-2 Review Henle Lessons 1-10; *Helvetian Drive to the West*

Week 3-5 Review Henle Lessons 11-23; *Helvetian Drive to the West*-
Lines 1.4-7

Unit 2 | Caesar's Invasion of Britain 5 Weeks

Week 6-8 Henle Lessons 24-28; Lines 4.24-30

Week 9-10 Henle Lessons 29-32; Lines 4.31-36

Unit 3 | Ovid's Pyramus & Thisbe 5 Weeks

Week 11-13 Lines 1-80

Week 14-15 Lines 81-166



Unit 4	The Aeneid: Book I	7 Weeks
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Week 16-18 Lines 1-101

Week 19-22 Lines 102-207

Unit 5	The Aeneid: Book II	6 Weeks
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Week 23-25 Lines 1-56; 201-49; 352-401

Week 26-28 Lines 559-620

Unit 5	The Aeneid: Book IV	4 Weeks
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Week 29-30 Lines 1-55; 173-218

Week 31-32 Lines 450-503; 584-629



Course Catechism

This section is structured as a series of questions and answers—intended to cultivate wisdom, virtue, and a love of tradition in the soul of the reader. Drawing from classical education, Christian orthodoxy, and the accumulated insights of Western civilization, this catechism aims to form not only the mind but the moral imagination.



Each question is crafted to provoke contemplation, and each answer is more than mere information—it is a small liturgy of truth, designed to be memorized, internalized, and lived. In the tradition of ancient catechisms, this section assumes that learning is not just for passing tests, but for becoming someone.

Section I | Review & Drive to the West

Q: What are the six tenses of the Latin indicative active?

A: *Present, imperfect, future, perfect, pluperfect, and future perfect.*

Q: What is the difference between the imperfect and the perfect tense?

A: *The imperfect shows ongoing or repeated past action; the perfect shows completed past action.*

Q: What is a purpose clause and how is it formed?

A: *A purpose clause uses *ut* or *ne* + the subjunctive to express intention.*

Q: What is an indirect statement in Latin?

A: *It is formed with an accusative subject and an infinitive verb after a verb of saying, thinking, or perceiving.*

Q: What tribe did Caesar describe at the opening of De Bello Gallico?

A: *The Helvetii, whom he portrays as the most warlike of the Gauls.*



Section II | Caesar's Invasion of Britain

Q: What is the ablative of means and how is it translated?

A: *It expresses the instrument used and is translated without a preposition: "by" or "with" a thing.*

Q: What construction does Caesar frequently use to describe indirect commands?

A: *Ut + subjunctive after verbs of ordering or advising.*

Q: What is the passive periphrastic and how is it translated?

A: *A future passive participle + sum indicating necessity, translated "must be _____ed."*

Q: What is the dative of agent and when is it used?

A: *Used with the passive periphrastic to show the person responsible for the action.*

Q: What is significant about Caesar's second expedition to Britain?

A: *It demonstrates improved logistical planning and Roman naval adaptability.*

Section III | Ovid's Pyramus & Thisbe

Q: What meter does Ovid use in Metamorphoses?

A: *Dactylic hexameter.*

Q: What is a golden line in Latin poetry?

A: *A poetic line in the order adjective A – noun A – verb – noun B – adjective*

Q: What is the literary function of chiasmus?

A: *It creates symmetry or emphasis through ABBA word order.*

Q: How is the historical infinitive used in Latin poetry?

A: *It expresses vivid or rapid action, often in narrative.*

Q: What tragic misunderstanding drives the plot of Pyramus and Thisbe?

A: *Each believes the other has died, leading to their suicides.*



Section IV | The Aeneid, Book I

Q: What is the subject and verb of Aeneid 1.1?

A: *Arma virumque* is the object; the main verb is *cano*—"I sing."

Q: What figure of speech is seen in *Arma virumque cano*?

A: *Hendiadys*: two words joined by *-que* expressing one idea.

Q: What tense and mood is *iactatus est* in line 3?

A: *Perfect passive indicative, 3rd person singular.*

Q: What is *synchysis* and where does Vergil use it?

A: *ABAB* word order for interlocking effect, e.g., *saevae memorem Iunonis ob iram.*

Q: What theme is introduced in the storm at sea (lines 102–207)?

A: *Divine wrath and the testing of the hero through suffering.*

Section V | The Aeneid, Book II

Q: What is the rhetorical effect of *conticuere omnes*?

A: *A dramatic pause marking silence before Aeneas' speech—emphasizing solemnity.*

Q: What construction follows *credere* and *dicere* in indirect discourse?

A: *Accusative + infinitive.*

Q: How does Vergil use *anaphora* in Book II?

A: *Repetition of words or phrases, e.g., quis talia fando... quis... quis...*

Q: What is the tense, voice, and mood of *fuimus Troes*?

A: *Perfect active indicative.*

Q: What does the phrase *timeo Danaos et dona ferentis* mean?

A: *"I fear the Greeks even when bearing gifts," expressing distrust of deceptive appearances.*



Section VI | The Aeneid, Book IV

Q: What construction is used with verbs of fearing?

A: *Ne + subjunctive to express fear that something may happen.*

Q: What literary device is *dulces exuviae* an example of?

A: *Apostrophe—direct address to inanimate objects.*

Q: What is the tense and voice of **moritura in line 650?**

A: *Future active participle, feminine singular, nom.—“about to die.”*

Q: How does Vergil structure Aeneas’s justification to Dido?

A: *With appeals to divine command and fate, not personal desire.*

Q: What does **infelix Dido express, and how is she remembered?**

A: *“Unhappy Dido” expresses pathos; she is remembered with both pity and dread.*

Section VII | Recitations

Aeneid Book I, Lines 1-11 in Latin



Week 1

Weekly Logos | Verbs

Latin reveals meaning through form—tense and voice unfold time and agency in every verb. To understand Latin, one must know **when** something happens, who is acting, and how it is done.

This week, students return to the foundations of Latin grammar by reviewing the full conjugation of regular and irregular verbs across all six tenses, both active and passive. They will drill the principal parts, re-memorize key paradigms, and prepare to encounter Caesar with grammatical clarity.

What Are We Assessing? | The Facts

- All six tenses of the indicative (active and passive): present, imperfect, future, perfect, pluperfect, future perfect
- Principal parts of core verbs
- Full forms of **sum** in all tenses
- Endings for each tense in all conjugations (1st–4th and -io)
- Passive personal endings
- Syntax: subject-verb agreement, tense identification, voice distinction

What Are We Assessing? | The Skills

- Accurately conjugate and translate verbs in all tenses and voices
- Identify tense, voice, person, number, and mood from a given form
- Parse and produce verbs from across all conjugations
- Translate short review sentences using complex verb forms
- Recite and drill **sum** and indicative paradigms aloud
- Match principal parts to correct verb forms
- Compose Latin sentences using expletive constructions (**est/sunt**)



What Are We Assessing? | The Truths

“In lingua Latina, forma significatum revelat—et significatum a forma pendet.”

This truth unifies every element of the lesson:

- Forms are the gateway to meaning: even one letter alters the whole sense
- The verb **sum** expresses not just action but existence itself
- Tense is not only grammatical—it is philosophical: it locates reality in time
- Passive voice shifts focus from actor to receiver, revealing perspective
- Review is not repetition for its own sake, but the path to mastery

Assessments | Suggested Types

- Verb Conjugation Quiz: Active & Passive, all six tenses
- Principal Parts Drill
- Parsing Challenge: identify tense, voice, mood, person, number
- Vocabulary Review (Henle 1–10)
- In-class oral recitation: **sum**, **laudo**, **moneo**, **rego**, **audio**
- Translation exercise using indicative verbs



Pacing | By Week

<i>Day</i>	<i>Focus</i>	<i>Homework</i>
Monday	Review full active indicative paradigms across all conjugations	Conjugate Laudo & Rego in all 6 tenses
Tuesday	Review passive voice endings & constructions	Conjugate Moneor & Audior; write sample translations
Wednesday	Drill sum in all tenses;	Henle Drills
Thursday	Parse& Translate mixed tense review sentences	Henle Drills
Friday	Quiz & review of principal parts & tenses.	Read De Bello Gallico 1.1



Teacher Tips

Start with the Principal Parts.

Begin each day by orally drilling principal parts of key verbs. Emphasize that mastery of these forms unlocks all tenses and voices.

Color-Code Tense and Voice.

Use visual aids: highlight active endings in one color, passive in another. Help students see the patterns that govern time and agency.

Compare Latin to English.

Ask students how Latin handles time differently than English. For example: “How does Latin show the difference between “he led” and “he was leading”?”

Tie Voice to Philosophy.

When teaching the passive voice, ask: “What does it mean to receive action rather than do it?” Connect grammar to worldview.

Repeat to Remember, Vary to Understand.

Conjugate the same verb across different pronouns and tenses, then swap to a new verb. This variation within repetition deepens mastery.

Model Parsing Aloud.

Parse a verb aloud on the board: “This form is laudaverunt: perfect, active, indicative, third person plural, from laudo.” Then have students do the same daily.

Encourage the Habit of Translation.

Require a short Latin-to-English and English-to-Latin sentence each day. This trains precision and rhythm.

Review Old Vocabulary in New Contexts.

Recycle familiar words into new grammatical constructions to build fluency and confidence.

