

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**CLASSICAL AND WORLD LANGUAGES DEPARTMENT**

# **HONORS LATIN 4**

Grade Level: 11-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2009**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Course Philosophy**

In order to pursue a career in many modern fields, students must utilize critical thinking skills, work cooperatively as a vital part of a team and solve problems using acquired skills. The study of Classical Language is an enriching and valuable experience and can bridge many academic disciplines to practical applications in the modern world. It is necessary in understanding Western philosophy, art, history and civilization. Knowledge of the Latin language refines English grammar and builds logical and analytical skills. In addition, it provides a sounding board for other language study. Students learn to read with an emphasis on authentic materials from the ancient world, for example its literature, graffiti, artifacts, coins, epitaphs and inscriptions, etc. In addition they will be able to make connections from their readings and vocabulary word bank to other subjects they are studying in school and to the communities that surround them. Hands-on activities will foster student acceptance of Roman customs and challenge them to make comparisons to our mores. Technology will serve as a link to the ancient world. The study of Latin will empower the student culturally, analytically and verbally.

## **Course Description**

Latin III/IV Poetry will reinforce the initial elements of the classical Latin language and will expand the knowledge of more advanced vocabulary, grammar and literature. Skills in grammar and syntax will lead to an ability to read continuous Latin poetry as well as illuminate the workings of English vocabulary and grammar. The readings of more complex and authentic poetry will introduce historical and cultural components and foster an appreciation for ancient Greco-Roman culture in the students. Students will also recognize the influence and contributions of the Romans on Western Civilization and the successful integration of cultural beliefs and attitudes in modern civilization. Latin III/IV Poetry fulfills the language requirement for those students who have previously studied Latin II. This course is open to all students who have taken Latin II or its equivalent.

**Freehold Regional High School District  
Curriculum Map**

**Latin III/IV Poetry**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p><b>7.1A (1, 3, 5, 7)</b> <b>7.1B (1-5)</b> <b>7.1C (1-4)</b></p>	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of the Latin language. Learning and communicating in Latin creates connections for students to successfully deduce the meaning of English and other Romance languages. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p>	<p>In what ways does utilization of good grammar develop clear, rational, and deductive thought? How do various Roman authors utilize poetic devices to refine and elevate their work? How can one get one's point across logically in a well planned and thoughtful manner? How can one figure out what an English word means by knowing Latin vocabulary, prefixes and suffixes? What is the impact of Latin on English and other Romance languages? How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?</p>	<p>Pretest Student Survey Oral Questions/ Discussion Anticipatory Set Questions Aural /Oral tests Essays Objective tests Reading comprehension Essay writing Higher Order Questions</p>	<p>Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Research Assignments Interviews Performances Class participation Homework Surveys Interpretive activities Interpersonal activities Anticipatory Sets Homework Oral presentation</p>	<p>Projects Mid Terms Final Exam Unit tests Performances Quizzes Projects Oral assessment Portfolios Role-plays Interpretive activities Interpersonal activities Presentations Vocabulary quiz Derivative quiz Reading passages Translation Reading passages Comprehension exercises.</p>
<p><b>7.2A (3,4)</b> <b>7.2B (1-5)</b></p>	<p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. Cultural perspectives are gained by both understanding the language and by experiencing its history, its practices and its culture.</p>	<p>How are the customs/traditions previously studied reflected in the poetry of various Roman authors? How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry? Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?</p>			

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**Latin III/IV Poetry**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit 1: Phaedrus	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will explore the fables of Phaedrus drawing comparisons to modern dilemmas.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	4 Weeks
Unit 2: Vergil- <i>Aeneid</i>	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will explore selections from the Aeneid, specifically its story, its poetic devices and its historical impact.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	5 Weeks
Unit 3: Ovid- <i>Metamorphoses</i>	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will explore selections from the Metamorphoses, specifically its stories, its poetic devices and its historical impact.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	5 Weeks
Unit 4: Horace	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will analyze selections from the poetry of Horace and explore its connections to imperial Rome.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	4 Weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit 5: Martial	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.</p> <p>The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will explore selected epigrams and appreciate Martial’s contribution to Roman poetry.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	4 Weeks
Unit 6: Catullus	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.</p> <p>The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will gain an appreciation of Catullus for his versatility in both subject matter and metrics.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	4 Weeks
Unit 7: Vergil- <i>Eclogues</i> /Biography	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.</p> <p>The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will analyze and evaluate the works of Vergil and his influence on ancient and modern cultures.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	4 Weeks
Unit 8: Ovid- <i>Amores</i> /Biography	<p>Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.</p> <p>The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.</p> <p>The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.</p> <ol style="list-style-type: none"> <li>1. The students will analyze and evaluate the works of Ovid and his influence on ancient and modern cultures.</li> <li>2. The students will expand their knowledge of Latin vocabulary and English derivatives.</li> <li>3. The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.</li> </ol>	4 Weeks

**Freehold Regional High School District  
Latin III/IV Poetry**

**Unit #1: Phaedrus**

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.

The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.

The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?

How do various Roman authors utilize poetic devices to refine and elevate their work?

How the customs/traditions are previously studied reflected in the poetry of various Roman authors?

How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?

Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?

How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will explore the fables of Phaedrus drawing comparisons to modern dilemmas.

The students will expand their knowledge of Latin vocabulary and English derivatives.

The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry..

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3, 4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>How does Phaedrus’ poetry differ from authors previously studied?</p> <p>How does Phaedrus utilize the different grammatical and syntactical forms previously learned?</p> <p>How does Latin vocabulary influence English vocabulary?</p> <p>What conclusions about the morals and customs of the Romans can be drawn from the reading of the fables of Phaedrus?</p> <p>Which poetic devices are utilized by Phaedrus and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in the fables of Phaedrus.</p> <p>Analyze the grammar, syntax and vocabulary in the fables of Phaedrus.</p> <p>Identify new Latin vocabulary and make a connection to English derivatives.</p> <p>Evaluate Roman customs and morals through the study of the fables of Phaedrus.</p> <p>Which poetic devices are utilized by Phaedrus and used to enhance the effect of the poetry?</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Online Latin newspapers</p> <p>Videos</p> <p>Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion</p> <p>Socratic questioning</p> <p>Complete the chapter study guides/workbook exercises</p> <p>Compare and discuss student responses to different topics relating to culture / readings</p> <p>Student presentations</p> <p>PowerPoint presentations</p> <p>Create posters / projects / videos /maps etc.</p> <p>Utilization of online textbook resources</p> <p>Utilize outside resources e.g. media center, moodle website, “Quia” etc.</p> <p>Students create projects or alternative assessments utilizing technological resources e.g. webquests, google earth, “quia”, Cambridgescp.com, etc.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Oral/Aural assessments</p> <p>Presentations</p> <p>Comprehension assessments</p> <p>Utilize on line assessments and/or rubrics for projects and additional assignments.</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.
- Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.

**Freehold Regional High School District  
Latin III/IV Poetry**

**Unit # 2: Vergil-*Aeneid***

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.  
The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.  
The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?  
How do various Roman authors utilize poetic devices to refine and elevate their work?  
How are the customs/traditions previously studied reflected in the poetry of various Roman authors?  
How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?  
Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?  
How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will explore selections from the *Aeneid*, specifically its story, its poetic devices and its historical impact.  
The students will expand their knowledge of Latin vocabulary and English derivatives.  
The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.

**Duration of Unit:** 5 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3, 4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does Vergil’s poetry differ from authors previously studied? How does Vergil utilize the different grammatical and syntactical forms previously learned? How does Latin vocabulary influence English vocabulary? What knowledge can be gained about Roman history and culture through analysis of the <i>Aeneid</i>? Which poetic devices are utilized by Vergil and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in Vergil’s <i>Aeneid</i>. Analyze the grammar, syntax and vocabulary in Vergil’s <i>Aeneid</i>. Identify new Latin vocabulary and make a connection to English derivatives. Examine Roman culture and history during the Imperial Age as presented in the <i>Aeneid</i>. Identify and analyze the poetic devices utilized by Vergil in the <i>Aeneid</i>.</p>	<p>Current textbook and resource binders Student workbooks Internet Online Latin newspapers Videos Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion Socratic questioning Complete the chapter study guides/workbook exercises Compare and discuss student responses to different topics relating to culture / readings Student presentations PowerPoint presentations Create posters / projects / videos /maps etc. Utilization of online textbook resources Utilize outside resources e.g. media center, moodle website, “Quia” etc. Students create projects or alternative assessments utilizing technological resources e.g. webquests, Google earth, “quia”, Cambridgescp.com, etc.</p>	<p>Written tests and quizzes Worksheets Project assessments Notebook assessments Responses to discussion questions Oral/Aural assessments Presentations Comprehension assessments Utilize on line assessments and/or rubrics for projects and additional assignments.  <a href="#">See suggested projects</a></p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.
- Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.



**Freehold Regional High School District**  
**Latin III/IV Poetry**

**Unit 3: Ovid- *Metamorphoses***

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language. The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?  
How do various Roman authors utilize poetic devices to refine and elevate their work?  
How are the customs/traditions previously studied reflected in the poetry of various Roman authors?  
How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?  
Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?  
How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will explore selections from the *Metamorphoses*, specifically its stories, its poetic devices and its historical impact.  
The students will expand their knowledge of Latin vocabulary and English derivatives.  
The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.

**Duration of Unit:** 5 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3, 4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does Ovid's <i>Metamorphoses</i> differ from authors previously studied? How does Ovid utilize the different grammatical and syntactical forms previously learned? How does Latin vocabulary influence English vocabulary? What knowledge can be learned about the mythological and religious beliefs of the Romans through the study of Ovid's <i>Metamorphoses</i>? Which poetic devices are utilized by Ovid and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in Ovid's <i>Metamorphoses</i>. Analyze the grammar, syntax and vocabulary in Ovid's <i>Metamorphoses</i>. Identify new Latin vocabulary and make a connection to English derivatives. Evaluate the Roman mythological and religious beliefs as represented in Ovid's <i>Metamorphoses</i>. Identify and analyze the poetic devices utilized by Ovid in his <i>Metamorphoses</i>.</p>	<p>Current textbook and resource binders Student workbooks Internet Online Latin newspapers Videos Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion Socratic questioning Complete the chapter study guides/workbook exercises Compare and discuss student responses to different topics relating to culture / readings Student presentations PowerPoint presentations Create posters / projects / videos /maps etc. Utilization of online textbook resources Utilize outside resources e.g. media center, moodle website, "Quia" etc. Students create projects or alternative assessments utilizing technological resources e.g. webquests, google earth, "quia", Cambridgescp.com, etc.</p>	<p>Written tests and quizzes Worksheets Project assessments Notebook assessments Responses to discussion questions Oral/Aural assessments Presentations Comprehension assessments Utilize on line assessments and/or rubrics for projects and additional assignments. <a href="#">See suggested projects</a></p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</li> <li>• Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, "Quia" (teacher created activities)</li> <li>• Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, "Quia" (teacher created activities)</li> <li>• Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.</li> <li>• Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.</li> </ul>				

**Freehold Regional High School District  
Latin III/IV Poetry**

**Unit 4: Horace**

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.

The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.

The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?

How do various Roman authors utilize poetic devices to refine and elevate their work?

How the customs/traditions are previously studied reflected in the poetry of various Roman authors?

How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?

Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?

How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will analyze selections from the poetry of Horace and explore its connections to Imperial Rome.

The students will expand their knowledge of Latin vocabulary and English derivatives.

The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3,4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does Horace’s poetry differ from authors previously studied?</p> <p>How does Horace utilize the different grammatical and syntactical forms previously learned?</p> <p>How does Latin vocabulary influence English vocabulary?</p> <p>What knowledge can be gained about Roman history and culture through analysis of the various poems of Horace?</p> <p>Which poetic devices are utilized by Horace and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in Horace’s poems.</p> <p>Analyze the grammar, syntax and vocabulary in Horace’s various poems.</p> <p>Identify new Latin vocabulary and make a connection to English derivatives.</p> <p>Examine Roman culture and history during the Imperial Age as presented in the various poems of Horace.</p> <p>Identify and analyze the poetic devices utilized by Horace.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Online Latin newspapers</p> <p>Videos</p> <p>Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion</p> <p>Socratic questioning</p> <p>Complete the chapter study guides/workbook exercises</p> <p>Compare and discuss student responses to different topics relating to culture / readings</p> <p>Student presentations</p> <p>PowerPoint presentations</p> <p>Create posters / projects / videos /maps etc.</p> <p>Utilization of online textbook resources</p> <p>Utilize outside resources e.g. media center, moodle website, “Quia” etc.</p> <p>Students create projects or alternative assessments utilizing technological resources e.g. webquests, google earth, “quia”, Cambridgescp.com, etc.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Oral/Aural assessments</p> <p>Presentations</p> <p>Comprehension assessments</p> <p>Utilize on line assessments and/or rubrics for projects and additional assignments.</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</li> <li>• Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)</li> <li>• Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, “Quia” (teacher created activities)</li> <li>• Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.</li> <li>• Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.</li> </ul>				

**Freehold Regional High School District  
Latin III/IV Poetry**

**Unit 5: Martial**

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.

The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.

The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?

How do various Roman authors utilize poetic devices to refine and elevate their work?

How the customs/traditions are previously studied reflected in the poetry of various Roman authors?

How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?

Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?

How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will explore selected epigrams and appreciate Martial’s contribution to Roman poetry.

The students will expand their knowledge of Latin vocabulary and English derivatives.

The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3, 4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do Martial’s epigrams differ from authors previously studied? How does Martial utilize the different grammatical and syntactical forms previously learned? How does Latin vocabulary influence English vocabulary? How can Martial’s epigrams broaden the understanding of Roman satire? Which poetic devices are utilized by Martial and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in Martial’s epigrams. Analyze the grammar, syntax and vocabulary in Martial’s epigrams. Identify new Latin vocabulary and make a connection to English derivatives. Examine the use of Roman satire through the study of Martial’s epigrams. Identify and analyze the poetic devices utilized by Martial in his epigrams.</p>	<p>Current textbook and resource binders Student workbooks Internet Online Latin newspapers Videos Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion Socratic questioning Complete the chapter study guides/workbook exercises Compare and discuss student responses to different topics relating to culture / readings Student presentations PowerPoint presentations Create posters / projects / videos /maps etc. Utilization of online textbook resources Utilize outside resources e.g. media center, moodle website, “Quia” etc. Students create projects or alternative assessments utilizing technological resources e.g. webquests, Google earth, “quia”, Cambridgescp.com, etc.</p>	<p>Written tests and quizzes Worksheets Project assessments Notebook assessments Responses to discussion questions Oral/Aural assessments Presentations Comprehension assessments Utilize on line assessments and/or rubrics for projects and additional assignments.  <a href="#">See suggested projects</a></p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.
- Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.

**Freehold Regional High School District  
Latin III/IV Poetry**

**Unit 6: Catullus**

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language. The culture, customs and traditions of Western Civilization are directly related to that of the Romans'. The reading of authentic authors will foster an understanding of Rome's literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?  
How do various Roman authors utilize poetic devices to refine and elevate their work?  
How the customs/traditions are previously studied reflected in the poetry of various Roman authors?  
How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?  
Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?  
How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will gain an appreciation of Catullus for his versatility in both subject matter and metrics.  
The students will expand their knowledge of Latin vocabulary and English derivatives.  
The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry in English.

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3, 4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>How does the poetry of Catullus differ from authors previously studied? How does Catullus utilize the different grammatical and syntactical forms previously learned? How does Latin vocabulary influence English vocabulary? How do the views of Catullus on love, life and death reflect the culture of the Romans? Which poetic devices are utilized by Catullus and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry of Catullus. Analyze the grammar, syntax and vocabulary in the poetry of Catullus. Identify new Latin vocabulary and make a connection to English derivatives. Analyze the views of Catullus on love, life and death in the ancient world. Identify and analyze the poetic devices utilized by Catullus in the various poems studied.</p>	<p>Current textbook and resource binders Student workbooks Internet Online Latin newspapers Videos Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion Socratic questioning Complete the chapter study guides/workbook exercises Compare and discuss student responses to different topics relating to culture / readings Student presentations PowerPoint presentations Create posters / projects / videos /maps etc. Utilization of online textbook resources Utilize outside resources e.g. media center, moodle website, "Quia" etc. Students create projects or alternative assessments utilizing technological resources e.g. webquests, Google earth, "quia", Cambridgescp.com, etc.</p>	<p>Written tests and quizzes Worksheets Project assessments Notebook assessments Responses to discussion questions Oral/Aural assessments Presentations Comprehension assessments Utilize on line assessments and/or rubrics for projects and additional assignments.</p> <p style="text-align: right;"><a href="#">See suggested projects</a></p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, "Quia" (teacher created activities)
- Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, "Quia" (teacher created activities)
- Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.
- Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.

**Freehold Regional High School District  
Latin III/IV Poetry**

**Unit 7: Vergil-History/Biography**

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.

The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.

The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?

How do various Roman authors utilize poetic devices to refine and elevate their work?

How the customs/traditions are previously studied reflected in the poetry of various Roman authors?

How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?

Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?

How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will analyze and evaluate the works of Vergil and his influence on ancient and modern cultures.

The students will expand their knowledge of Latin vocabulary and English derivatives.

The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3,4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does Vergil’s poetry differ from authors previously studied? How does Vergil utilize the different grammatical and syntactical forms previously learned? How does Latin vocabulary influence English vocabulary? How does Vergil impact ancient and modern cultures through his works? Which poetic devices are utilized by Vergil and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in the <i>Ecloques</i> and other works of Vergil. Analyze the grammar, syntax and vocabulary in the <i>Ecloques</i> and other works of Vergil Identify new Latin vocabulary and make a connection to English derivatives. Examine the life of Vergil and the impact of his works on ancient and modern cultures. Identify and analyze the poetic devices utilized by Vergil.</p>	<p>Current textbook and resource binders Student workbooks Internet Online Latin newspapers Videos Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion Socratic questioning Complete the chapter study guides/workbook exercises Compare and discuss student responses to different topics relating to culture / readings Student presentations PowerPoint presentations Create posters / projects / videos /maps etc. Utilization of online textbook resources Utilize outside resources e.g. media center, moodle website, “Quia” etc. Students create projects or alternative assessments utilizing technological resources e.g. webquests, Google earth, “quia”, Cambridgescp.com, etc.</p>	<p>Written tests and quizzes Worksheets Project assessments Notebook assessments Responses to discussion questions Oral/Aural assessments Presentations Comprehension assessments Utilize on line assessments and/or rubrics for projects and additional assignments.</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</li> <li>• Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)</li> <li>• Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, “Quia” (teacher created activities)</li> <li>• Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.</li> <li>• Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.</li> </ul>				

**Freehold Regional High School District**  
**Latin III/IV Poetry**

**Unit 8: Ovid- Amores/Biography**

**Enduring Understandings:** Clarity of thought and ability to reason are drastically improved and developed through in depth exploration of language.

The culture, customs and traditions of Western Civilization are directly related to that of the Romans’.

The reading of authentic authors will foster an understanding of Rome’s literature and history and instill an appreciation for the beauty of the literature and depth of Roman culture.

**Essential Questions:** In what ways does utilization of good grammar develop clear, rational, and deductive thought?

How do various Roman authors utilize poetic devices to refine and elevate their work?

How the customs/traditions are previously studied reflected in the poetry of various Roman authors?

How can we gain a better understanding of our culture through understanding its roots in Roman society as reflected in their poetry?

Which cultures maintain Roman beliefs and traditions as per their poetry? How do they differ? How are they the same?

How does the reading of authentic Roman authors foster an understanding of the literature and history of a culture?

**Unit Goals:** The students will analyze and evaluate the works of Ovid and his influence on ancient and modern cultures.

The students will expand their knowledge of Latin vocabulary and English derivatives.

The students will continue their exploration of Latin grammar and syntax through the reading of authentic poetry.

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1A (1, 3, 5, 7) 7.1B (1-5) 7.1C (1-4) 7.2A (3, 4) 7.2B (1-5) 8.1 A (1, 5, 9) 8.1 B (6, 7, 9, 11, 12)

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does Ovid’s poetry differ from authors previously studied?</p> <p>How does Ovid utilize the different grammatical and syntactical forms previously learned?</p> <p>How does Latin vocabulary influence English vocabulary?</p> <p>How does Ovid impact ancient and modern cultures through his works?</p> <p>Which poetic devices are utilized by Ovid and how do they enhance the effect of the poetry?</p>	<p>Examine Latin poetry in Ovid’s <i>Amores</i>.</p> <p>Analyze the grammar, syntax and vocabulary in Ovid’s <i>Amores</i>.</p> <p>Identify new Latin vocabulary and make a connection to English derivatives.</p> <p>Examine the life of Ovid and the impact of his works on ancient and modern cultures.</p> <p>Identify and analyze the poetic devices utilized by Ovid in the <i>Amores</i>.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Online Latin newspapers</p> <p>Videos</p> <p>Community resources, e.g. museums, planetariums, universities</p>	<p>Lecture and class discussion</p> <p>Socratic questioning</p> <p>Complete the chapter study guides/workbook exercises</p> <p>Compare and discuss student responses to different topics relating to culture / readings</p> <p>Student presentations</p> <p>PowerPoint presentations</p> <p>Create posters / projects / videos /maps etc.</p> <p>Utilization of online textbook resources</p> <p>Utilize outside resources e.g. media center, moodle website, “Quia” etc.</p> <p>Students create projects or alternative assessments utilizing technological resources e.g. webquests, Google earth, “quia”, Cambridgescp.com, etc.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Oral/Aural assessments</p> <p>Presentations</p> <p>Comprehension assessments</p> <p>Utilize on line assessments and/or rubrics for projects and additional assignments.</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Teacher/Students can utilize resources for vocabulary and derivative, e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for grammar, e.g., online textbook based grammar activities, “Quia” (teacher created activities)
- Teacher/Students can utilize resources for cultural assignments, e.g. media center, educational excursions, online resources and activities.
- Strategies for differentiating this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.

Unit II  
Vergil's Aeneid

Objective:

Students will create a shield depicting scenes from Roman history similar to the shield received by Aeneas in Book 8.

Directions:

- Students will read the appropriate passages in Book 8 of the Aeneid and learn about the shield of Aeneas and its contents
- Students will create their own shield that depicts important scenes of Roman history.
- Students must depict at least ten (10) scenes from Roman history. The following are examples but in no way limit the student:
  - Aeneas coming to Italy
  - Cincinnatus becoming dictator
  - L. Junius Brutus ousting the last King
  - Romulus and Remus founding Rome
  - Augustus defeating Anthony & Cleopatra at Actium
- Students will then present their shield, explain its illustrations and give an account of the historical events depicted.

Materials:

Students should utilize plastic, paper mache, construction paper, markers, paint, etc. to create their shield.

Grading:

Project is worth 100 points with each section of the rubric worth 25 points each. For every day the project is late, 10 points will be deducted.

	1	2	3	4
Visual Presentation	Scenes are poorly drawn/constructed and are not aesthetically pleasing	Scenes are somewhat aesthetically pleasing	Scenes are aesthetically pleasing and well constructed	Scenes are aesthetically pleasing and very well constructed
Accuracy of factual information	Facts are inaccurate and inappropriate	Some facts are accurate and appropriate	Most facts are accurate and appropriate	All facts are accurate and appropriate
Appropriate Materials in Creation of the Shield	Shield is constructed poorly with minimal effort	Shield is well constructed but shows little creative effort	Shield is well constructed and shows some creative effort	Shield is well constructed and shows outstanding creative effort
Presentation of Shield	The student was unprepared & failed to present appropriate information	The student was somewhat prepared & presented information	The student was prepared & presented appropriate information	The student was well prepared & thoroughly presented information

Suggested Time Allotted for Project: 2 weeks

Unit III  
Ovid

Objective:

Students will choose one of the myths from Ovid's *Metamorphoses* and reenact its content.

Directions:

- Students will organize into small groups and choose one of the myth's from Ovid's *Metamorphoses*.
  - Students must gain teacher's approval for their myth so there will be no overlapping scenes.
- Students will then create an original dialogue that explains the content of the myth.
- Students must assemble appropriate props and costumes to accurately depict their scene.
- Students commit to memory their part and act it out appropriately in front of the class.

Materials:

- Costumes materials
- Props, appropriate to the myth

Grading:

Project is worth 100 points with each section of the rubric worth 25 points each. For every day the project is late, 10 points will be deducted.

	1	2	3	4
Appropriate Props and Costumes	No costumes/props were present and/or were inappropriate	Some costumes/props were appropriate/present	Costumes/props were appropriate	Costumes/props were appropriate & show outstanding creative effort
Accuracy of Myth and Portrayal	Aspects are inaccurate and inappropriate	Some aspects are accurate and appropriate	Most aspects are accurate and appropriate	All aspects are accurate and appropriate
Memorization and Performance of myth	No dialogue was memorized and well-performed	Some dialogue was memorized and well-performed	Most dialogue was memorized and well-performed	All dialogue was memorized and well-performed
Overall Presentation to Class	The student was unprepared & failed to present appropriate information	The student was somewhat prepared & presented information	The student was prepared & presented appropriate information	The student was well prepared & thoroughly presented information

Suggested Time Allotted for Project: 2 weeks



Unit V  
Martial

Objective:

Students will examine one of the short satirical epigrams of Martial and create a PowerPoint presentation comparing it to its modern counterparts.

Directions:

- Students must choose one of Martial's epigrams.
- Students may work in pairs to study and analyze the epigram and create a PowerPoint presentation of their analysis.
- Students must choose a modern comedian whose style is similar and draw appropriate comparisons between the two.
- Students must have a minimum of 7 slides for the presentation.

Grading:

Project is worth 100 points with each section of the rubric worth 25 points each. For every day the project is late, 10 points will be deducted.

	1	2	3	4
Thoroughness of Research	Research is incomplete and inaccurate.	Some of the research is complete and accurate.	Most of the research is complete and accurate.	Research is complete and accurate.
Accuracy of comparison	No aspects of the presentation are accurate	Some aspects of the presentation are accurate	Most aspects of the presentation are accurate	All aspects of the presentation are accurate
Effective Use of PowerPoint	Inappropriate number of slides, visually poor, not well organized	Appropriate number of slides, visually poor but organized	Appropriate number of slides, aesthetically pleasing, organized	Appropriate number of slides, aesthetically pleasing, well-organized
Presentation of findings	The students were unprepared & failed to present appropriate information	The students were somewhat prepared & presented information	The students were prepared & presented appropriate information	The students were well prepared & thoroughly presented information

Suggested Time Allotted for Project: 2 weeks

Unit VI  
Catullus

Objective:

Students will perform a poem of Catullus utilizing appropriate pronunciation, intonation and rhythm.

Directions:

- Students chose one of the Catullus poems not studied in class and locate an audio recording of it.
- Using this recording, practice appropriate pronunciation, intonation and rhythm.
- Be prepared to perform this poem in front of class.

Materials:

Computer lab with internet access to Catullus [website](#).

Grading:

Project is worth 100 points with each section of the rubric worth 25 points each. For every day the project is late, 10 points will be deducted.

	1	2	3	4
Pronunciation	Pronunciation was unsatisfactory	Pronunciation was satisfactory	Pronunciation was very good	Pronunciation was outstanding
Intonation	Intonation was unsatisfactory	Intonation was satisfactory	Intonation was very good	Intonation was outstanding
Rhythm	Rhythm was unsatisfactory	Rhythm was satisfactory	Rhythm was very good	Rhythm was outstanding
Overall Presentation	The student was unprepared	The student was prepared	The student was well prepared & presentation was very good	The student was well prepared & presentation was outstanding

Suggested Time Allotted for Project: 2 weeks

Website: <http://rudy.negenborn.net/catullus/text2/11.htm>