



**World Language Curriculum
Level 31
Latin**

Level 31 Latin : Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to prepare students to be lifelong learners in an ever changing global society by developing the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11).

Learners in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in level 31 will:

- interpret increasingly complex language structures and expand vocabulary.
- comprehend adapted and authentic Latin texts based a variety of topics.
- recognize and explain more complex figures of speech and stylistic features in Latin texts.
- comprehend passages read orally.
- read Latin aloud with consistent pronunciation, meaningful phrase grouping and voice inflection.
- compose phrases and sentences in Latin with more complex linguistic structures.
- examine cultural practices of Roman life by examining products, practices and perspectives of the Ancient Romans and analyze multicultural aspects of the Roman world.
- demonstrate an understanding of the cultural, historical and geographical similarities and differences between the Roman world and the U.S.
- develop a deeper understanding of English and other languages through the study of Latin.

National Standards in Foreign Language Education Project (NSFLEP). (2015). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author.
Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

ACTFL World-Readiness Standards For Learning Languages: Goal Areas and Standards
(from the American Council on the Teaching of Foreign Languages - ACTFL)

COMMUNICATION: **Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.**

- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions. (Interpersonal Communication)
- Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics. (Interpretative Communication)
- Learners present information, concepts and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers. (Presentation Communication)

CULTURES: **Learners interact with cultural competence and understanding.**

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (Relating Cultural Practices to Perspectives)
- Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. (Relating Cultural Products to Perspectives)

CONNECTIONS: **Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.**

- Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (Making Connections)
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (Acquiring Information and Diverse Perspectives)

COMPARISONS: **Learners develop insight into the nature of language and culture in order to interact with cultural competence.**

- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (Language Comparisons)
- Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own. (Cultural Comparisons)

COMMUNITIES: **Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (School and Global Communities)
- Learners set goals and reflect on their progress in using language for enjoyment, enrichment and advancement. (Lifelong Learning)

| Level 31 Latin : Overview |
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| Course Essential Questions |
| What can we learn about a culture by studying its use of humor and satire in different genre? |
| How do the advisors to top governing officials influence the decisions the officials make? |
| How do social, economic and political realities influence the customs related to rites of passage? |
| How do oratory skills play a role in law courts? |
| What different types of leaders and leadership styles do we see in literature? |
| What are the effects of war on women and noncombatants? |

Course Themes

All World Language Courses are theme-based, with selected themes based on the Advanced Placement Course Syllabus

- Literary Genre and Style
- Roman Values
- War and Empire
- Leadership
- Views of Non-Romans
- History and Memory
- Human Beings and the Gods

| Level 31 World Language: Overview |
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| Assessments |
| Assessments are based on the three communicative modes in both rehearsed and unrehearsed formats: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication). Learners' progress will be measured with both formative and summative assessments in which correct usage of language functions will be embedded. Common assessments will be used and analyzed by teachers of each course. |
| Teacher Resources |
| In addition to the approved text, teachers will use a variety of resources including authentic literature, videos, and recordings. |

| Unit Title | Unit Topic (AP Course Theme) | Language Functions | Related Structures | Vocabulary |
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| Unit 1 | The Art of Letter Writing (Literary Genre and Style) | Learners will comprehend more complex grammatical structures in their reading. | <p>Supine Example: I hurry to the Senate to listen to speeches.</p> <p>Indirect statement - present infinitives Example: I know that the merchant has a lot of money.</p> <p>Present and perfect subjunctive Example: may the force be with you.</p> | <p>Tier 1 Vocabulary related to living in a city and words used in writing letters High frequency vocabulary</p> <p>Tier 2 Vocabulary related to living in a city and words used in writing letters Low frequency vocabulary</p> |
| Unit 2 | Managing the Empire (Leadership) | Learners will comprehend more complex grammatical structures in their reading. | <p>Perfect and present tenses, active and passive infinitive. Example: I know that a messenger has been sent.</p> <p>Frequentatives Example: agitare – to chase</p> <p>Future active infinitive Example: The doctor says that the old man will die.</p> | <p>Tier 1 Vocabulary related to politics High frequency vocabulary</p> <p>Tier 2 Vocabulary related politics Low frequency vocabulary</p> |

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| Unit 3 | Coming of Age (Roman Values) | Learners will comprehend more complex grammatical structures in their reading. | <p>Future active infinitive Example: I believe that the enemy is going to fight soon.</p> <p>Perfect active and passive subjunctive Example: We want to find out why he has sent for us.</p> <p>Pluperfect passive subjunctive Example: I explained how he had been offended.</p> <p>Fear clauses Example: Jupiter feared that the gods might be consumed by the fire.</p> <p>Gerundives Example: He sent down rainclouds to destroy the human race.</p> | <p>Tier 1 Vocabulary related to social institutions and education High frequency vocabulary</p> <p>Tier 2 Vocabulary related social institutions and education</p> |
| Unit 4 | The Art of Speaking (Literary Genre and Style) | Learners will comprehend more complex grammatical structures in their reading. | <p>sequence of tenses – indirect statement Example: The boy says the guard is returning.</p> <p>Gerunds Example: He has no chance of fleeing.</p> | <p>Tier 1 Vocabulary related to courtroom practice High frequency vocabulary</p> <p>Tier 2 Vocabulary related to courtroom practice institutions and education</p> |

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| Unit 5 | Julies Caesar as Leader (Leadership) | At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening | Structures to be reviewed Ablative Absolute Indirect statement Causal clauses with QOUD and QUONIAM | Tier 1 Book 1 <u>Caesar´s Gallic Wars</u> High frequency vocabulary Tier 2 Book 1 <u>Caesar´s Gallic Wars</u> Low frequency vocabulary |
| Unit 6 | Neighboring Territories (War and Empire) | At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening. | Structures to be reviewed Volitive Clauses Ablative of Separation Dative of Purpose and Reference Purpose and Result Clauses | Tier 1 Book 4 <u>Caesar´s Gallic Wars</u> High frequency vocabulary Tier 2 Book 4 <u>Caesar´s Gallic Wars</u> Low frequency vocabulary |

Unit 1

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| AP Theme | Literary Genre and Style |
| Topic | The Art of Letter Writing |
| Essential Question | What can we learn about a culture by studying its use of humor and satire in different genre? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none">• list modes of communication popular in contemporary society.• explain why they are popular and who uses them.• identify modes of communication popular during the Roman Empire.• explain why they were popular and who used them.• compare and contrast the dangers involved with these modes of communication in Ancient Roman and their own culture.• explore the inclination for reading and writing among cultivated Romans.• explore the concept of public readings in Ancient Rome and compare to contemporary practices.• define satire and humor and identify examples of each in Latin passages and in English literature.• explain how satire and humor reflect culture. |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit | |
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| Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | 1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> |
| | Unrehearsed Speaking Example: Learners will role-play a conversation about living in the country or the city. |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> |
| | Listening Example: Learners will listen to an epigram and demonstrate comprehension. |
| | Reading Example: Learners will read an epistle and demonstrate comprehension. |
| | 3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i> |
| Rehearsed Writing and Speaking Example: Learners will persuade the audience to live in a city. | |
| Cultures Interact with cultural competence and understanding | 1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> |
| | 2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> |
| | Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Learners will identify an epigram, explore why they were written, and demonstrate an understanding of their importance as a literary genre. |

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| Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <p>1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p> <p>Examples of connections to other disciplines: <u>English:</u> Letters as a literary genre.</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will examine letter writing as a literary genre.</p> |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | <p>1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>Example: Learners will explain the concept of indirect statement.</p> <p>2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p>Example: Learners will compare examples of humor and satire in literature.</p> |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | <p>1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p>Example: Learners will create a presentation on satire.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will read prose and poetry in original Latin.</p> |

| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Learners will comprehend more complex grammatical structures in their reading. | <p>Supine Example: I hurry to the Senate to listen to speeches.</p> <p>Indirect statement - present infinitives Example: I know that the merchant has a lot of money.</p> <p>Present and perfect subjunctive Example: May the force be with you.</p> | <p>Tier 1 Vocabulary related to living in a city and words used in writing letters High frequency vocabulary</p> <p>Tier 2 Vocabulary related to living in a city and words used in writing letters Low frequency vocabulary</p> |

| Unit 2 | |
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| Theme | Leadership |
| Topic | Managing the Empire |
| Essential Question | How do the advisors to top governing officials influence the decisions officials make? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify the team of advisors in place to support of the President of the U.S. • explore the composition of the Emperor's Council in Ancient Rome. • compare and contrast the role of the advisors to the top governing officials in Ancient Rome and in the U.S. • investigate the concept of the <i>cursus honorum</i> in Ancient Rome. • discuss paradigms of leadership in the first century and compare it with the 21st century. |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit | | |
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| Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | 1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> | |
| | Unrehearsed Speaking Example: Learners will role-play a conversation between a governing official and an advisor. | |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> | |
| | Listening Example: Learners will listen to a CV of an historical figure and determine what governmental role he was best suited for. | Reading Example: Learners will read an epistle written by an Agricola. |
| | 3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i> | |
| | Rehearsed Writing and Speaking Example: Learners will inform the audience of the Cursus Honorum of an historical figure of the Imperial Period. | |
| Cultures Interact with cultural competence and understanding | 1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> | |
| | 2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> | |
| | Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Learners will identify the Emperor's Council, explore its role, and demonstrate an understanding of its importance to the Emperor. | |

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| Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <p>1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p> <p>Examples of connections to other disciplines: <u>Government</u>: Advisors to key officials.</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will evaluate the importance of the <i>cursus honorum</i>.</p> |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | <p>1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>Example: Learners will analyze the use of frequentatives.</p> <p>2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p>Example: Learners will reflect of the role of advisors to key governmental officials.</p> |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | <p>1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p>Example: Learners will investigate the qualities of a good and a bad leader.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will collect evidence showing that they have achieved the SMART goals they have set for the unit.</p> |

| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Learners will comprehend more complex grammatical structures in their reading. | Perfect and present tenses, active and passive infinitive. Example: I know that a messenger has been sent. | Tier 1 Vocabulary related to politics High frequency vocabulary |
| | Frequentatives Example: agitare – to chase | Tier 2 Vocabulary related politics Low frequency vocabulary |
| | Future active infinitive Example: The doctor says that the old man will die. | |
| | Indirect statements - perfect tense Example: He says that they have come. | |

Unit 3

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| AP Theme | Roman Values |
| Topic | Coming of Age |
| Essential Question | How do social, economic and political realities influence the customs related to rites of passage? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none">• identify rites of passage in American culture for young adults.• explain the purpose of marriage in Roman culture and compare it to their own culture.• investigate the customs related to marriage in Ancient Rome.• compare these customs with those of their own culture.• compare and contrast the rights of a wife and a husband in Rome.• investigate the roles of men and women in contemporary families.• discuss education as a rite of passage for boys in Rome.• discuss how education is also a rite of passage for young adults in their own culture.• describe how social, economic and political realities influence the customs related to rites of passage. |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit | |
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| Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | 1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> |
| | Unrehearsed Speaking Example: Learners will role-play a conversation between two fathers negotiating a marriage. |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> |
| | Listening Example: Learners will listen to a description of the relationship between a husband and wife. |
| | Reading Example: Learners will read a passage describing rituals of Roman weddings. |
| | 3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i> |
| Cultures Interact with cultural competence and understanding | Rehearsed Writing and Speaking Example: Learners will create a wedding announcement for a Roman couple. |
| | 1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> |
| | 2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> |
| Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Learners will identify the Bulla, a locket worn by a female, explore the practices related to it, and demonstrate an understanding of the importance of the tradition. | |

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| <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> | <p>1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p> <p>Examples of connections to other disciplines: <u>Sociology</u>: Coming of age</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will evaluate the practices related to the institution of marriage.</p> |
| <p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p> | <p>1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>Example: Learners will examine the use of the future active infinitive.</p> <p>2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p>Example: Learners will compare practices of ancient and modern weddings.</p> |
| <p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> | <p>1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p>Example: Learners will share information on rites of passage with the community.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will recognize the value of rites of passage.</p> |

| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Learners will comprehend more complex grammatical structures in their reading. | <p>Future active infinitive Example: I believe that the enemy is going to fight soon.</p> <p>Perfect active and passive subjunctive Example: We want to find out why he has sent for us.</p> <p>Pluperfect passive subjunctive Example: I explained how he had been offended.</p> <p>Fear clauses Example: Jupiter feared that the gods might be consumed by the fire.</p> <p>Gerundives Example: He sent down rainclouds to destroy the human race.</p> | <p>Tier 1 Vocabulary related to social institutions and education High frequency vocabulary</p> <p>Tier 2 Vocabulary related social institutions and education</p> |

| Unit 4 | |
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| Theme | Literary Genre and Style |
| Topic | The Art of Speaking |
| Essential Question | How do oratory skills play a role in law courts? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify different types of courts that exist in the U.S. and explain their purpose. • explore different law courts that existed in Ancient Rome. • explain the importance of the courtroom as a venue to gain fame and political power in Ancient Rome. • investigate courtroom behavior in Ancient Rome. • compare tactics used by lawyers in Ancient Rome to tactics used in famous cases in the U.S. • assess the fairness of the Roman legal system and compare to the American system. |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit | | |
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| Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | 1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> | |
| | Unrehearsed Speaking Example: Learners will role-play a courtroom scene. | |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> | |
| | <table border="1"> <tr> <td>Listening Example: Learners will listen to a lawyer's defense and demonstrate comprehension.</td><td>Reading Example: Learners will read an account of a legal case and demonstrate comprehension.</td></tr> </table> | Listening Example: Learners will listen to a lawyer's defense and demonstrate comprehension. |
| Listening Example: Learners will listen to a lawyer's defense and demonstrate comprehension. | Reading Example: Learners will read an account of a legal case and demonstrate comprehension. | |
| 3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i> | | |
| Rehearsed Writing and Speaking Example: Learners will create the headline, an illustration, and a caption for the front page of the local newspaper describing a court case. | | |
| Cultures Interact with cultural competence and understanding | 1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> | |
| | 2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> | |
| Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify the Twelve Tablets, explore when they were used, and demonstrate an understanding of how they eliminated arbitrary decisions in the courts. | | |

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| <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> | <p>1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p> <p>Examples of connections to other disciplines: <u>Civics:</u> Courtroom procedures</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will evaluate the fairness of Roman justice system.</p> |
| <p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p> | <p>1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>Example: Learners will investigate sequence of tenses.</p> <p>2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p>Example: Learners will compare accepted behavior of lawyers in Rome and in the U.S.</p> |
| <p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> | <p>1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p>Example: Learners will simulate a Roman Law Court.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will recognize the ability to be persuasive.</p> |

| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Learners will comprehend more complex grammatical structures in their reading. | <p>Sequence of tenses – indirect statement Example: The boy says the guard is returning.</p> <p>Gerunds Example: He has no chance of fleeing.</p> | <p>Tier 1 Vocabulary related to courtroom practice High frequency vocabulary</p> <p>Tier 2 Vocabulary related to courtroom practice institutions and education</p> |

Unit 5

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| Theme | Leadership |
| Topic | Julius Caesar as Leader |
| Essential Question | What different types of leaders and leadership styles do we see in literature? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • explore the history of the Gauls and Romans. • identify key areas on a map. • explain the political structures of the Monarchy and the Republic. • investigate the Roman views of foreigners. • identify Roman military structures. • explore how Caesar presented himself as a leader. • identify contemporary leaders and their leadership styles. • compare Caesar's leadership style to contemporary figures. • discuss Caesar's style of writing. |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit | |
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| Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | 1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> |
| | Unrehearsed Speaking Example: Students will discuss how others reacted to Caesar and his leadership. |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> |
| | Listening Example: Learners will listen to a passage about Orgetorix and demonstrate comprehension. |
| | Reading Example: Learners will read a passage about the Helviti and show comprehension. |
| | 3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i> |
| Cultures Interact with cultural competence and understanding | Rehearsed Writing and Speaking Example: Learners will explain Caesar's motives and rhetoric in initiating the Helvetian Campaign. |
| | 1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> |
| | 2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> |
| Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Learners will identify the means of transportation used, explore how the terrain affected mobility, and demonstrate an understanding of the challenges involved in moving the soldiers. | |

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| Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <ol style="list-style-type: none"> 1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i> Examples of connections to other disciplines: <u>Geography:</u> Identifying how geography affected mobility 2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i> Example: Learners will evaluate the leadership style of Caesar. |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | <ol style="list-style-type: none"> 1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i> Example: Learners will reflect on prose of Cicero. 2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i> Example: Learners will reflect on culture influencing the role of the military during the time of Caesar and compare it to contemporary times. |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | <ol style="list-style-type: none"> 1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i> Example: Learners will share with others examples of quality leaders. 2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i> Example: Learners will read original Latin texts for enjoyment and enrichment. |

| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature. | Structures to be reviewed Ablative Absolute Indirect statement Causal clauses with QOUD and QUONIAM | Tier 1 Book 1 <u>Caesar's Gallic Wars</u> High frequency vocabulary Tier 2 Book 1 <u>Caesar's Gallic Wars</u> Low frequency vocabulary |

| Unit 6 | |
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| AP Theme | War and Empire |
| Topic | Neighboring Territories |
| Essential Question | What are the effects of war on women and noncombatants? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify on a map the territories invaded by Caesar. • compare and contrast the military systems of the Romans and the Suebi. • analyze Caesar's military decisions. • research the architecture, engineering and water supplies of the Roman baths in Britain and contrast with modern bathing facilities. • analyze the impact Caesar had on the Romanization of Britain. • explore Caesar's perception of women by Caesar. • identify the tone expressed by Caesar. • compare and contrast the effects of war on women and noncombatants during Caesar's times with modern wars. |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit | |
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| Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | 1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> |
| | Unrehearsed Speaking Example: Learners will role-play an encounter between Caesar and an ambassador. |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> |
| | Listening Example: Learners will listen to a passage about the Germans response to Caesar and demonstrate comprehension. |
| | Reading Example: Learners will read a passage describing how Caesar's troops interacted with the enemy and demonstrate comprehension. |
| | 3) Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i> |
| Rehearsed Writing and Speaking Example: Learners will satirize a military decision made by Caesar. | |
| Cultures Interact with cultural competence and understanding | 1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> |
| | 2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> |
| | Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Learners will identify the food available, explore how the troops were nourished, and demonstrate an understanding of the challenges involved feeding the troops. |

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| <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> | <p>1) Making Connections <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p> <p>Examples of connections to other disciplines: <u>History:</u> The Role of Women during war</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will evaluate the treatment of women and noncombatants.</p> |
| <p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p> | <p>1) Language Comparisons <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>Example: Learners will investigate the style of Caesar's prose.</p> <p>2) Cultural Comparisons <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p>Example: Learners will compare how culture affects the treatment of women and noncombatants during war.</p> |
| <p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> | <p>1) School and Global Communities <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p>Example: Learners will share how the role of women has evolved over time.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will read original Latin texts for enjoyment and enrichment.</p> |

| Lesson Planning Components | | |
|--|---|---|
| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature. | Structures to be reviewed Volitive Clauses Ablative of Separation Dative of Purpose and Reference Purpose and Result Clauses | Tier 1 Book 4 <u>Caesar's Gallic Wars</u> High frequency vocabulary Tier 2 Book 4 <u>Caesar's Gallic Wars</u> Low frequency vocabulary |