



**World Language Curriculum
Level 20
Latin**

Level 20 World Language: Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to create global citizens and lifelong learners who have developed 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) According to the World-Readiness Standards for Learning Languages, “The study of classical languages offers students the same benefits as the study of other languages, except that using the language for oral communication is not an equal goal” (National Standards in Foreign Language Education Project, p.20) The study of Latin allows students to develop an insight into language, an appreciation of ancient civilizations and an understanding of how the ancient civilizations have influenced modern languages, societies and cultures.

Students 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 and 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 20 will be able to

- comprehend written Latin text with more complex linguistic structures on a variety of topics.
- comprehend adapted and authentic Latin from original sources.
- demonstrate expanded knowledge of vocabulary and recognition of more complex syntactical structures essential to comprehension.
- read Latin aloud with attention to consistent pronunciation and voice inflection.
- comprehend oral statements, questions and commands.
- compose phrases and sentences in Latin with more complex linguistic structures.
- describe cultural practices of Roman life by examining products, practices and perspectives of the Ancient Romans.
- 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: Students 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: Students 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: Students 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: Students 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: Students 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 20 World Language: Overview

Course Essential Questions

What role did the gods play and how were they perceived in Ancient Rome?
To what extent do the gods of other peoples resemble those of the Romans?

Why was the Roman army successful in conquering nations?
What characteristics of the Roman army have been adopted by other nations?

What factors led to the spread of the Roman Empire?

What values and ideals are portrayed as characteristically Roman?

How did social structure affect leisure time?

Level 20 World Language: Overview

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

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).

Students' progress will be measured with both formative and summative assessments in which correct usage of language functions will be imbedded.

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 videos, online recordings, websites, translations and analytical interpretations.

Unit	Unit Topic (AP Course Theme)	Language Functions	Related Structures	Vocabulary
1	Roman Religion at Home and Abroad (Human Beings and the Gods)	Learners will comprehend grammatical structures in their reading.	<p>Ablative of agent Example: By the gods</p> <p>present and perfect participles Example: having been awakened</p> <p>Formation of adverbs Example: shortly</p> <p>Comparison of adverbs and adjectives Example: sweetly/more sweetly/very sweetly</p> <p>Present Participles Example: By the gods</p> <p>Genitive of the whole Example: enough money</p>	<p>Tier 1 Vocabulary related to rituals, superstitions High frequency vocabulary</p> <p>Tier 2 Vocabulary related to rituals, superstitions Low frequency vocabulary</p>
2	The Roman Army (War and Empire)	Learners will comprehend grammatical structures in their reading.	<p>Imperfect subjunctive Example: was sleeping</p> <p>Cum clause - Imperfect subjunctive Example: When he was sleeping</p> <p>Pluperfect subjunctive Example: had arrived</p> <p>Cum clause - Pluperfect subjunctive</p>	<p>Tier 1 Vocabulary related to the military, travel and communications High frequency vocabulary</p> <p>Tier 2 Vocabulary related to the military, travel and communication Low frequency vocabulary</p>

			<p>Example: When he had arrived at the bridge</p> <p>Indirect questions Example: He did not know who had heard the shout.</p> <p>Purpose clause Example: in order that they might hear the general</p> <p>Gerundives Example: He must come back.</p> <p>Indirect commands Example: The general ordered the soldiers to come back.</p> <p>Result clauses Example: The crowd was so great that it filled the whole palace.</p>	
3	Expanding the Empire (Roman Values)	Learners will comprehend grammatical structures in their reading.	<p>Ablative of time and means Example: on the tenth day, by the wound</p> <p>Ablative absolute Example: With the city having been captured</p> <p>Accusative of time (duration)</p>	<p>Tier 1 Vocabulary related to Roman cities and the Forum High frequency vocabulary</p> <p>Tier 2 Vocabulary related to Roman cities and the Forum Low frequency vocabulary</p>

			<p>Example: for many years,</p> <p>Impersonal verbs Example: It pleases me</p> <p>Active and Passive voice Example: He carries/it is carried</p>	
4	Roman Philosophy (Roman Values)	Learners will comprehend grammatical structures in their reading.	<p>Deponent verbs Example: loquor – to speak</p> <p>Future active participles Example: going to go</p> <p>Gerundives Example: I must tell a story.</p>	<p>Tier 1 Vocabulary related to religion and religious beliefs High frequency vocabulary</p> <p>Tier 2 Vocabulary related to religion and religious beliefs Low frequency vocabulary</p>
5	Life in the First Century (Roman Values)	Learners will comprehend grammatical structures in their reading.	<p>Future active Example: They will come back</p> <p>Future perfect active Example: If you build it</p> <p>Future passive Example: Dinner will be prepared</p> <p>Diminutives Example: little man</p>	<p>Tier 1 Vocabulary related to leisure time activities and social structure High frequency vocabulary</p> <p>Tier 2 Vocabulary related to leisure time activities and social structure</p>

Unit 1

AP Theme	Human beings and the gods
Topic	Roman religion at home and abroad
Essential Question	What role did the gods play and how were they perceived in Ancient Rome? To what extent do the gods of other peoples resemble those of the Romans?
Unit Focus	Learners will be able to: <ul style="list-style-type: none">• discuss the structure of Roman temples and its architecture.• identify Roman and Celtic deities.• explain the rationale for the fusion of Roman and Celtic deities.• identify Roman religious practice and beliefs.• explore the Roman view of worshipping the Emperor.• explore the connection between religion and Romanization.• investigate astrology as an alternative form of belief.• analyze the extent to which the gods of other peoples resembled those of the Romans.

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit			
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p style="text-align: center;">Interpersonal Communication</p> <p style="text-align: center;"><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p style="text-align: center;">Unrehearsed Speaking</p> <p>Example: Learners will demonstrate their knowledge of Roman superstitions in a role-play.</p>		
	<p style="text-align: center;">Interpretive Communication</p> <p style="text-align: center;"><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>Listening</p> <p>Example: Learners will listen to a curse being placed on someone and demonstrate comprehension.</p> </td> <td style="width: 50%; text-align: center;"> <p>Reading</p> <p>Example: Learner will read a passage that describes the underworld and will show comprehension.</p> </td> </tr> </table>	<p>Listening</p> <p>Example: Learners will listen to a curse being placed on someone and demonstrate comprehension.</p>	<p>Reading</p> <p>Example: Learner will read a passage that describes the underworld and will show comprehension.</p>
	<p>Listening</p> <p>Example: Learners will listen to a curse being placed on someone and demonstrate comprehension.</p>	<p>Reading</p> <p>Example: Learner will read a passage that describes the underworld and will show comprehension.</p>	
	<p style="text-align: center;">Presentational Communication</p> <p style="text-align: center;"><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></p>		
	<p style="text-align: center;">Rehearsed Writing and Speaking</p> <p>Example: Learners will create a presentation on curse tablets.</p>		

Cultures React with cultural competence and understanding	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>
	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 be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures. Learners will identify what a curse table was, explore how and when it was used, and demonstrate an understanding of why they were used.
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	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>English: Mythology</u>
	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 concept of “The Melting Pot”

Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	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 explain the use of deponent verbs in Latin and recognize that they do not exist in English.
	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 explore to what extent the gods of others resemble the Roman gods.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	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 explain how Roman religious practice has influenced other religions.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will read Roman myths in Latin for enjoyment.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Ablative of agent Example: By the gods</p> <p>present and perfect participles Example: having been awakened</p> <p>Formation of adverbs Example: shortly</p> <p>Comparison of adverbs and adjectives Example: sweetly/more sweetly/very sweetly</p> <p>Present Participles Example: By the gods</p> <p>Genitive of the whole Example: enough money</p>	<p>Tier 1 Vocabulary related to rituals, superstitions High frequency vocabulary</p> <p>Tier 2 Vocabulary related to rituals, superstitions Low frequency vocabulary</p>

Unit 2	
AP Theme	War and empire
Topic	The Roman army
Essential Question	Why was the Roman army successful in conquering nations? What characteristics of the Roman army have been adopted by other nations?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • explain how communication and travel were achieved in the Roman Empire. • explore the purpose of roads in the Roman Empire and how they were constructed. • define “Legionary Soldier.” • explore the recruitment process and compare with contemporary recruitment practices. • investigate the life and work of a soldier and compare with contemporary models. • identify the organization of the Legion. • identify the senior officers and explain their role. • describe the layout of the Legionary Fortress. • explain the rationale for creating the structure as it was created. • compare the Roman army with other armies. • Research how practices of the Roman army has influenced other armies.

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit			
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p align="center">Interpersonal Communication</p> <p align="center"><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p align="center">Unrehearsed Speaking</p> <p>Example: Learners will role-play soldier recruitment to demonstrate comprehension.</p>		
	<p align="center">Interpretive Communication</p> <p align="center"><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1"> <tr> <td> <p align="center">Listening</p> <p>Example: Learners will listen to a passage reflecting the importance of military life.</p> </td> <td> <p align="center">Reading</p> <p>Example: Learners will read a passage describing the life and work of a soldier.</p> </td> </tr> </table>	<p align="center">Listening</p> <p>Example: Learners will listen to a passage reflecting the importance of military life.</p>	<p align="center">Reading</p> <p>Example: Learners will read a passage describing the life and work of a soldier.</p>
	<p align="center">Listening</p> <p>Example: Learners will listen to a passage reflecting the importance of military life.</p>	<p align="center">Reading</p> <p>Example: Learners will read a passage describing the life and work of a soldier.</p>	
	<p align="center">Presentational Communication</p> <p align="center"><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></p>		
<p align="center">Rehearsed Writing and Speaking</p> <p>Example: Learners will create a Roman Army recruitment poster.</p>			
Cultures React with cultural competence and understanding	<p align="center">Relating Cultural Practices to Perspectives</p> <p align="center"><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p align="center">Relating Cultural Products to Perspectives</p> <p align="center"><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		

	<p>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>Learners will identify types of swords, explore how and when they were used, and demonstrate an understanding of the way they were used.</p>
<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>Making Connections</p> <p><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:</p> <p><u>History</u>: Roman military</p>
	<p>Acquiring Information and Diverse Perspectives</p> <p><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 Roman army life.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons</p> <p><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 imperfect subjunctive.</p>
	<p>Cultural Comparisons</p> <p><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>

	Example: Learners will compare the perception of being a soldier in Rome with how it is perceived in their culture.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	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 explain how Roman infrastructure has impacted modern infrastructure.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will collect evidence showing that they have achieved the SMART goals that they have set for the unit.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Imperfect subjunctive Example: was sleeping</p> <p>Cum clause - Imperfect subjunctive Example: When he was sleeping</p> <p>Pluperfect subjunctive Example: had arrived</p> <p>Cum clause – Pluperfect subjunctive Example: When he had arrived at the bridge</p> <p>Indirect questions Example: He did not know who had heard the shout.</p> <p>Purpose clause Example: in order that they might hear the general</p> <p>Gerundives Example: He must come back.</p> <p>Indirect commands Example: The general ordered the soldiers to come back.</p> <p>Result clauses Example: The crowd was so great that it filled the whole palace.</p>	<p>Tier 1 Vocabulary related to the military, travel and communications High frequency vocabulary</p> <p>Tier 2 Vocabulary related to the military, travel and communication Low frequency vocabulary</p>

Unit 3	
AP Theme	Roman values
Topic	Expanding the Empire
Essential Question	What factors led to the spread of the Roman Empire?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • lists ways in modern society that are used to investigate historical events. • identify the methods that are available to investigate the Roman occupation of Britain. • explain the drawbacks and advantages to literary evidence. • discuss the process used by archaeologists to uncover evidence. • identify the type of information that would be found from inscriptions. • analyze the various ways that historical events have been investigated and determine the advantages and disadvantages of each. • investigate the origins of Rome as the center of the empire. • explain the importance of the Roman Forum as being the heart of the city. • explore the history of Judea as part of the Roman empire. • compare and contrast the Roman expansion to other occupations in modern history.

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit			
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p align="center">Interpersonal Communication</p> <p align="center"><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p align="center">Unrehearsed Speaking</p> <p>Example: Learners will defend the use of one method used to investigate the Romans.</p>		
	<p align="center">Interpretive Communication</p> <p align="center"><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1"> <tr> <td> <p align="center">Listening</p> <p>Example: Learners will listen to a passage about Masada and demonstrate comprehension.</p> </td> <td> <p align="center">Reading</p> <p>Example: The learner will read an inscription and demonstrate comprehension of the details listed on it.</p> </td> </tr> </table>	<p align="center">Listening</p> <p>Example: Learners will listen to a passage about Masada and demonstrate comprehension.</p>	<p align="center">Reading</p> <p>Example: The learner will read an inscription and demonstrate comprehension of the details listed on it.</p>
	<p align="center">Listening</p> <p>Example: Learners will listen to a passage about Masada and demonstrate comprehension.</p>	<p align="center">Reading</p> <p>Example: The learner will read an inscription and demonstrate comprehension of the details listed on it.</p>	
	<p align="center">Presentational Communication</p> <p align="center"><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></p>		
	<p align="center">Rehearsed Writing and Speaking</p> <p>Example: Learners will create a presentation of a monument found in the Roman Forum.</p>		

<p>Cultures React with cultural competence and understanding</p>	<p style="text-align: center;">Relating Cultural Practices to Perspectives</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p> <p style="text-align: center;">Relating Cultural Products to Perspectives</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>
	<p>Learners will be able to</p> <p style="padding-left: 40px;">demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</p> <p style="padding-left: 40px;">Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>Learners will identify the use of monuments, explore what information was found on them, and demonstrate an understanding of the way the monuments were constructed.</p>
	<p style="text-align: center;">Making Connections</p> <p style="text-align: center;"><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:</p> <p><u>History</u>: The expansion of the Roman Empire</p> <p><u>English</u>: derivatives</p> <p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p style="text-align: center;"><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 the Masada story.</p>

Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	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 investigate the use of the active and passive voices.
	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 examine how Roman pride and dignitas influenced their decision to conquer Judea and compare how pride and dignitas have affected modern history.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	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 create a presentation explaining the importance of archaeological discoveries to explain aspects of ancient cultures.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will view archaeological discoveries for enjoyment and enrichment.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Ablative of time and means Example: on the tenth day, by the wound</p> <p>Ablative absolute Example: With the city having been captured</p> <p>Accusative of time (duration) Example: for many years,</p> <p>Impersonal verbs Example: It pleases me</p> <p>Active and Passive voice Example: He carries/it is carried</p>	<p>Tier 1 Vocabulary related to Roman cities and the Forum High frequency vocabulary</p> <p>Tier 2 Vocabulary related to Roman cities and the Forum Low frequency vocabulary</p>

Unit 4	
AP Theme	Roman values
Topic	Roman philosophy
Essential Question	What values and ideals are portrayed as characteristically Roman?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • identify the religions and cults that were present in the Roman Empire. • Identify religions and cults that are present in contemporary society. • explain how the Romans viewed religions from the East (Mithraism, Judaism, and Christianity). • explore how explain how religions and cults co exist in contemporary society. • explore the role that stoicism played in the Roman Empire. • Identify the beliefs of the Stoics. • investigate the presence of Epicureanism in the Roman Empire. • list the beliefs of the Epicureans. • compare and contrast Stoicism and Epicureanism. • provide evidence of Stoicism in modern society. • discuss the success or failure of different religions and philosophies co existing throughout history.

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit			
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p align="center">Interpersonal Communication</p> <p align="center"><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p align="center">Unrehearsed Speaking</p> <p>Example: Learners will role play a conversation between a believer of an Eastern religion and a traditional Roman.</p>		
	<p align="center">Interpretive Communication</p> <p align="center"><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1"> <tr> <td> <p align="center">Listening</p> <p>Example: Learners will listen to an account by a practitioner of an Eastern Religion.</p> </td> <td> <p align="center">Reading</p> <p>Example: Learners will read a passage about Stoicism in the Roman Empire and demonstrate comprehension.</p> </td> </tr> </table>	<p align="center">Listening</p> <p>Example: Learners will listen to an account by a practitioner of an Eastern Religion.</p>	<p align="center">Reading</p> <p>Example: Learners will read a passage about Stoicism in the Roman Empire and demonstrate comprehension.</p>
	<p align="center">Listening</p> <p>Example: Learners will listen to an account by a practitioner of an Eastern Religion.</p>	<p align="center">Reading</p> <p>Example: Learners will read a passage about Stoicism in the Roman Empire and demonstrate comprehension.</p>	
	<p align="center">Presentational Communication</p> <p align="center"><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></p>		
	<p align="center">Rehearsed Writing and Speaking</p> <p>Example: Learners will create a presentation persuading the audience to participate in one of the religions present in the Empire.</p>		
<p align="center">Relating Cultural Practices to Perspectives</p> <p align="center"><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p> <p align="center">Relating Cultural Products to Perspectives</p> <p align="center"><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>			
Cultures React with cultural competence and understanding			

	<p>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>Learners will identify temples found in the Roman Empire, explore their usage, and demonstrate an understanding of their importance in daily life.</p>
<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 style="text-align: center;">Making Connections</p> <p style="text-align: center;"><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:</p> <p><u>Philosophy</u>: Stoicism and Epicureanism <u>English</u>: Derivatives</p>
	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p style="text-align: center;"><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will access information about Stoicism.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p style="text-align: center;">Language Comparisons</p> <p style="text-align: center;"><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 explore the use of the ablative absolute.</p>
	<p style="text-align: center;">Cultural Comparisons</p> <p style="text-align: center;"><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 investigate how religions coexist in different cultures.</p>

Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	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 create a presentation about the many religions that have coexisted throughout history.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will identify different religions and their beliefs for enrichment.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Deponent verbs Example: loquor – to speak</p> <p>Future active participles Example: going to go</p> <p>Gerundives Example: I must tell a story.</p>	<p>Tier 1 Vocabulary related to religion and religious beliefs High frequency vocabulary</p> <p>Tier 2 Vocabulary related to religion and religious beliefs Low frequency vocabulary</p>

Unit 5	
Theme	Roman Values
Topic	Life in the first century
Essential Question	How did social structure affect leisure time?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • list popular means of entertainment in contemporary society. • identify different types of entertainment popular in the Roman Empire. • explain the customs related to the official games, “ludi” in the Roman Empire. • investigate gladiatorial shows and the concept of conspicuous consumption. • explore the concept of chariot races. • compare and contrast the use of processions during the Roman Empire and contemporary culture. • list the rights and privileges of freedmen. • discuss the relationship between patrons and freedmen and the responsibilities of the patrons. • define customs of Roman patronage as an economic system. • describe the prejudice that often existed in Roman society. • investigate how social status affected leisure time activities in Ancient Rome.

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit			
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p style="text-align: center;">Interpersonal Communication</p> <p style="text-align: center;"><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p style="text-align: center;">Unrehearsed Speaking</p> <p>Example: Learners will role-play a conversation between two freedmen.</p>		
	<p style="text-align: center;">Interpretive Communication</p> <p style="text-align: center;"><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>Listening</p> <p>Example: Learners will listen to the account of a freedman and demonstrate comprehension.</p> </td> <td style="width: 50%; text-align: center;"> <p>Reading</p> <p>Example: Learners will read a passage about the customs of Roman patronage and demonstrate comprehension.</p> </td> </tr> </table>	<p>Listening</p> <p>Example: Learners will listen to the account of a freedman and demonstrate comprehension.</p>	<p>Reading</p> <p>Example: Learners will read a passage about the customs of Roman patronage and demonstrate comprehension.</p>
	<p>Listening</p> <p>Example: Learners will listen to the account of a freedman and demonstrate comprehension.</p>	<p>Reading</p> <p>Example: Learners will read a passage about the customs of Roman patronage and demonstrate comprehension.</p>	
	<p style="text-align: center;">Presentational Communication</p> <p style="text-align: center;"><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></p>		
	<p style="text-align: center;">Rehearsed Writing and Speaking</p> <p>Example: Learners will create a presentation reflecting the relationship between patrons and freedmen.</p>		
<p style="text-align: center;">Relating Cultural Practices to Perspectives</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p> <p style="text-align: center;">Relating Cultural Products to Perspectives</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>			
<p>Learners will be able to</p>			

	<p>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>Learners will identify the concept of games (ludi) found in the Roman Empire, explore the practices related to the games, and demonstrate an understanding of their importance in Roman life.</p>
<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 style="text-align: center;">Making Connections</p> <p style="text-align: center;"><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:</p> <p>History: The role of freedmen <u>English</u>: derivatives</p>
	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p style="text-align: center;"><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 prejudice that existed in Ancient Roman.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p style="text-align: center;">Language Comparisons</p> <p style="text-align: center;"><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 explore the use of the future and the future perfect.</p>
	<p style="text-align: center;">Cultural Comparisons</p> <p style="text-align: center;"><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 on the custom of processions.</p>

Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	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 create a presentation on leisure time activities in Ancient Rome.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the importance of leisure time activities.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Future active Example: They will come back</p> <p>Future perfect active Example: If you build it</p> <p>Future passive Example: Dinner will be prepared</p> <p>Diminutives Example: little man</p>	<p>Tier 1 Vocabulary related to leisure time activities and social structure High frequency vocabulary</p> <p>Tier 2 Vocabulary related to leisure time activities and social structure</p>