



**World Language Curriculum
Level 10
Latin**

Level 10 Latin : 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).

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 10 will:

- comprehend simple written Latin about a variety of topics.
- comprehend authentic texts from the ancient world such as graffiti and maxims.
- ask and answer simple questions.
- comprehend simple spoken statements, commands and questions.
- compose simple Latin phrases and sentences.
- identify and discuss practices in Roman life by examining products, practices and perspectives of the Ancient Romans.
- compare cultural and historical elements of the Ancient Romans to their own world.
- connect basic Latin structures and vocabulary to these same linguistic elements of English and other World Languages.

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 10 Latin : Overview

Course Essential Questions

What influences family structure and the roles that family members play?

How do values and ideals differ based on gender and social status?

What can we learn about a culture from its architecture, its art and its artifacts?

How has geography affected human, social, political and economic development?

What role does diversity play in daily life?

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 10 Latin : Overview
Assessments
<p>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).</p> <p>Learners' progress will be measured with both formative and summative assessments in which correct usage of language functions will be embedded.</p> <p>Common assessments will be used and analyzed by teachers of each course.</p>
Teacher Resources
<p>In addition to the approved text, teachers will use a variety of resources including authentic literature, videos, and recordings.</p>

Unit Title	Unit Topic (AP Course Theme)	Language Functions	Related structures	Vocabulary
Unit 1	Family Roles (Leadership)	Learners will comprehend grammatical structures in their reading.	Predicate nominative Example: He is the father. Linking verb third person Example: is...are... Ablative Example: in + ablative (in the kitchen) Present tense third person singular Example: He works.	Tier 1 Vocabulary related to families and the home High frequency vocabulary Tier 2 Vocabulary related to families and the home Low frequency vocabulary
Unit 2	Private and Public Life (Roman Values)	Learners will comprehend grammatical structures in their reading.	Nominative and accusative Example: The slave sees the man. Present tense -first person singular Example: I work Present tense - third person plural Example: They sell.	Tier 1 Vocabulary related to daily life, the Forum, clients and patrons High frequency vocabulary Tier 2 Vocabulary related to daily life, the Forum, clients and patrons Low frequency vocabulary

Unit 3	Life in Pompeii (History and Memory)	Learners will comprehend grammatical structures in their reading.	<p>Question words Example: where</p> <p>Imperfect – to be Example: it was, they were</p> <p>Imperfect Example: they used to go</p> <p>Perfect – to be Example: it was</p> <p>Perfect Example: they ran</p>	<p>Tier 1 Vocabulary related to social institutions and the eruption of Mt. Vesuvius High frequency vocabulary</p> <p>Tier 2 Vocabulary related to social institutions and the eruption of Mt. Vesuvius Low frequency vocabulary</p>
Unit 4	Roman Britain (War and Empire)	Learners will comprehend grammatical structures in their reading.	<p>Irregular verbs Example: to be able, to want</p> <p>Infinitives Example: to sing</p> <p>Prepositional phrases with Accusative and Ablative Example: from the house, to the house</p> <p>Adjectives – 1st, 2nd, 3rd declension nominative, dative and accusative Example: the angry slave</p>	<p>Relative pronouns Example: who</p> <p>Relative clauses Example: The slave who was walking</p>

<p>Unit 5</p>	<p>Life In Alexandria (East) (Views of Non-Romans)</p>	<p>Learners will comprehend grammatical structures in their reading.</p>	<p>Genitive Example: the harbor of Alexandria</p> <p>Pluperfect active Example: The priest had advanced</p> <p>Neuter adjectives with est: Example: It is good</p> <p>Imperative Example: Look at this!</p> <p>Demonstrative adjectives Example: this woman, that woman</p> <p>Demonstrative pronouns Example: this one, that one</p> <p>Nouns – 4th and 5th declension Example: the harbor</p> <p>Nouns – Neuter 1st, 2nd, 3rd declensions Example: the temple</p>	<p>Tier 1 Vocabulary related to religion, medicine and science High frequency vocabulary</p> <p>Tier 2 Vocabulary related to religion, medicine and science Low frequency vocabulary</p>
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Unit 1	
AP Theme	Leadership
Topic	Family Roles
Essential Question	What influences family structure and the roles that family members play?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • locate key areas of the Roman Empire on a map. • discuss different family structures and roles of family members in modern American homes. • explore the typical family structure and roles of family members found in an ancient Roman household. • compare and contrast Roman family structure and family roles with modern American family structure. • label the rooms of a Roman house and describe their function. • explain how the structure of a Roman house supported the family structure. • describe the daily life of a typical Roman slave. • compare and contrast Roman slavery with early American slavery practices. • investigate how Roman society supported family structure and the notion of slavery.

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	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 situation between family members.	
	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 short passage describing the Roman house and show comprehension by identifying the main areas on a diagram.	Reading Example: Learners will read a short passage that deals with Roman households and identify details regarding household roles.
	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 prepare a presentation on family roles in both Roman and modern American culture.	
Cultures Interact with cultural competence and understanding	1) Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2) Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
	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 physical layout of a Roman house and the roles of family members within Roman society, explore how family members lived and interacted in the house and demonstrate an understanding of the relationship between the physical house structure and the roles played by family members.	

<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>English</u>: Derivatives <u>Social Studies</u>: The issue of slavery</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 access information about slavery in Roman culture.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>3) 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 understand the difference between an inflected and non-inflected language and identify examples of each type.</p>
	<p>1) 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 on what factors influence the roles within a family.</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 defend the importance of learning Latin.</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 use their knowledge of Latin word roots to improve vocabulary in English.</p>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Predicate nominative Example: He is the father.</p> <p>Linking verb third person Example: is...are...</p> <p>Ablative Example: in + ablative (in the kitchen)</p> <p>Present tense third person singular Example: He works.</p>	<p>Tier 1 Vocabulary related to families and the home High frequency vocabulary</p> <p>Tier 2 Vocabulary related to families and the home Low frequency vocabulary</p>

Unit 2	
AP Theme	Roman values
Topic	Private and Public Life
Essential Question	How do values and ideals differ based on gender and social status?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • discuss different daily life styles in American culture and reasons for these patterns. • describe daily life styles in Ancient Rome and how they were affected by Roman values and ideals. • explain how values and ideals affected life style in Ancient Rome and compare it with American life style. • investigate the relationship between patrons and clients in Ancient Rome and their values and ideals. • label the major structures of the Roman Forum and describe their function. • explore the role of the Forum in daily life. • discuss how gender and social status affect values and ideals.

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	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 <i>Example:</i> Learners will role-play a patron and client and carry on a conversation reflecting an understanding of their roles.	
	2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	Listening <i>Example:</i> Learners will listen to a passage and identify the social status of the speaker.	Reading <i>Example:</i> Learners will read a passage and will demonstrate comprehension by listing the activities done in the Forum.
	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 <i>Example:</i> Learners will create the plaque for a monument for a fictitious Pompeian.	
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. <i>Example:</i> Learners will identify the physical layout of the Roman Forum and explain what the Forum was. They will explore the role the Forum played in daily life and demonstrate an understanding of why the Forum was an essential aspect of Roman life.	

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	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>
	<i>Examples of connections to other disciplines:</i> History: Roman society English: Derivatives, Direct object/indirect object
	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>
	<i>Example: Learners will evaluate the role that gender plays in society.</i>
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	3) 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>
	<i>Example: Learners will study the role of subject and direct object and how they are formed in Latin.</i>
	4) 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>
	<i>Example: Learners will compare daily life in ancient Rome with that of American culture.</i>
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	5) 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>
	<i>Example: Learners will be able to explain to others why Latin is considered “mater linguae” (mother tongue).</i>
	6) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	<i>Example: Learners will read a myth in Latin for enrichment.</i>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Nominative and accusative Example: The slave sees the man.</p> <p>Present tense -first person singular Example: I work</p> <p>Present tense - third person plural Example: They sell.</p>	<p>Tier 1 Vocabulary related to daily life, the Forum, clients and patrons High frequency vocabulary</p> <p>Tier 2 Vocabulary related to daily life, the Forum, clients and patrons Low frequency vocabulary</p>

Unit 3	
AP Theme	History and Memory
Topic	Life in Pompeii
Essential Question	What can we learn about a culture from its architecture, its art and its artifacts?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • locate Pompeii on a map and explain the role that geography played in its development. • explore what life was like in Pompeii. • list modern social institutions and the role they play in society. • explore common Roman social institutions and the role they played. • describe the dramatic events of the eruption of Mount Vesuvius. • investigate how Pompeii was rediscovered and uncovered. • research how archaeologists have been able to uncover the architecture, arts and artifacts of Pompeii. • compare the archeological finds from Pompeii with other lost cities.

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	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 discuss Roman social institutions and the role they played.	
	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 short passage about the eruption of MT Vesuvius.	Reading Example: Learners will read a passage about life in Pompeii 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>	
	Rehearsed Writing and Speaking Example: Learners will create a “breaking news” alert on the discovery of Pompeii in the 1700s.	
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 what the Roman Bathes were, explore how they were used and demonstrate an understanding their importance in Ancient Roman society.	

<p>Connections</p> <p>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</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: <u>Art</u>: Artifacts from Pompeii <u>English</u>: Derivatives, Verb tense</p>
	<p>2) 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 identify the importance of the Bathes in Ancient Roman culture.</p>
<p>Comparisons</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>1) 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 study verb tenses and their usage.</p>
	<p>2) 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>
	<p>Example: Learners will reflect on social institutions typical in Roman culture and compare them to modern institutions.</p>
<p>Communities</p> <p>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</p> <p><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 explain why Pompeii is a highly visited tourist attraction.</p>
	<p>2) Lifelong Learning</p> <p><i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p>Example: Learners will develop an understanding and awareness of the role art plays in understanding a culture.</p>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Question words Example: where</p> <p>Imperfect – to be Example: it was, they were</p> <p>Imperfect Example: they used to go</p> <p>Perfect – to be Example: it was</p> <p>Perfect Example: they ran</p>	<p>Tier 1 Vocabulary related to social institutions and the eruption of Mt. Vesuvius High frequency vocabulary</p> <p>Tier 2 Vocabulary related to social institutions and the eruption of Mt. Vesuvius Low frequency vocabulary</p>

Unit 4	
AP Theme	War and Empire
Topic	Roman Britain
Essential Question	How has geography affected human, social, political and economic development?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • list situations in history where one nation invaded another and locate these regions on a map. • discuss the role that geography played in these invasions. • locate Britain on a map from the first century A.D. • discuss the role that geography played during the Roman Empire. • identify who inhabited Britannia and what life was like before the arrival of the Romans. • explore why the Romans conquered Britannia. • describe how the Romans proceeded with the conquest. • explain how the Romanization occurred. • investigate how the conquest impacted the human, social, political and economic development of the inhabitants. • compare and contrast the Roman invasion of Britannia with a another invasion in 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	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 discuss the impact that geography plays in one lifestyle.	
	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 account of the conquest of Britannia and demonstrate comprehension.	Reading Example: Learners will read a text describing life in Britannia after the conquest of the Romans 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 a presentation reflecting the role that geography played in the conquest of Britannia.	
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 Roman infrastructure (roads), explore how they were constructed and demonstrate an understanding their importance in Ancient Roman society.	

<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: Geography: How geography influences human, social, political and economic development</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 apply understanding of the Romanization of Britannia to other conquests throughout history.</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 identify the use of adjectives.</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 mores, institutions and customs of the Celts with their own.</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 explain how geography influences human, social, political and economic development.</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 comment on the statement, “When in Rome, do as the Romans do.” and explain how it can impact the learners choices.</p>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Irregular verbs Example: to be able, to want</p> <p>Infinitives Example: to sing</p> <p>Prepositional phrases with Accusative and Ablative Example: from the house, to the house</p> <p>Adjectives – 1st, 2nd, 3rd declension nominative, dative and accusative Example: the angry slave</p> <p>Relative pronouns Example: who</p> <p>Relative clauses Example: The slave who was walking</p>	<p>Tier 1 Vocabulary related to geography, politics, and economics High frequency vocabulary</p> <p>Tier 2 Vocabulary related to geography, politics, and economics Low frequency vocabulary</p>

Unit 5	
AP Theme	Views of non-Romans
Topic	Life in Alexandria (east)
Essential Question	What role does diversity play in daily life?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • locate ancient Alexandria on a map. • discuss the role of geography in the development of Ancient Alexandria. • describe the city of ancient Alexandria. • identify the ethnic groups present in Ancient Alexandria and how they interacted and affected the lifestyle. • explain the influence of Egyptian religious practices on the Romans. • compare the Roman perspective on religious tolerance to examples in modern history. • investigate the development of medicine in ancient Alexandria. • explore the importance given to science in ancient Alexandria. • analyze how contemporary science and medicine have been impacted by practices in Alexandria.

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	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 discuss how contemporary medicine has been influenced by the diverse populations in Ancient Alexandria.	
	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 daily life in Ancient Alexandria.	Reading Example: Learners will read a text about the different ethnic groups in Ancient Alexandria.
	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 a presentation illustrating aspects of ancient medical practices.	
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. <i>Learners will identify glass artifacts from Alexandria, explore how their design reflected the culture and demonstrate an understanding their importance.</i>	

<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>Science</u>: scientific practices</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 access information on how diversity shapes a culture.</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 compare the use of the relative pronoun.</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 investigate medical practices.</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 be able to explain how medical practices have been influenced by Greco-Roman culture.</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 be able to recognize the value of cultural diversity in society.</p>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Learners will comprehend grammatical structures in their reading.	<p>Genitive Example: the harbor of Alexandria</p> <p>Pluperfect active Example: The priest had advanced</p> <p>Neuter adjectives with est: Example: It is good</p> <p>Imperative Example: Look at this!</p> <p>Demonstrative adjectives Example: this woman, that woman</p> <p>Demonstrative pronouns Example: this one, that one</p> <p>Nouns – 4th and 5th declension Example: the harbor</p> <p>Nouns – Neuter 1st, 2nd, 3rd declensions Example: the temple</p>	<p>Tier 1 Vocabulary related to religion, medicine and science High frequency vocabulary</p> <p>Tier 2 Vocabulary related to religion, medicine and science Low frequency vocabulary</p>