



**World Language Curriculum  
Level 20  
Latin**

## Level 20 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 20 will:

- 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: 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)

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| <b>Level 20 Latin : Overview</b>  |
| <b>Course Essential Questions</b>   |
| <p>What role did the gods play and how were they perceived in Ancient Rome?<br/>To what extent do the gods of other peoples resemble those of the Romans?</p> <p>Why was the Roman army successful in conquering nations?<br/>What characteristics of the Roman army have been adopted by other nations?</p> <p>What factors led to the spread of the Roman Empire?</p> <p>What values and ideals are portrayed as characteristically Roman?</p> <p>How did social structure affect leisure time?</p> |

### **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

| <b>Level 20 Latin : Overview</b>   |
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| <b>Assessments</b>   |
| <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> |
| <b>Teacher Resources</b>   |
| <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<br>(AP Course Theme)                                  | Language Functions  | Related Structures   | Vocabulary   |
|---------------|--|---|--|--|
| <b>Unit 1</b> | Roman Religion at Home and Abroad<br>(Human Beings and the Gods) | Learners will comprehend grammatical structures in their reading. | <b>Ablative of agent</b><br>Example: By the gods<br><br><b>present and perfect participles</b><br>Example: having been awakened<br><br><b>Formation of adverbs</b><br>Example: shortly<br><br><b>Comparison of adverbs and adjectives</b><br>Example: sweetly/more sweetly/very sweetly<br><br><b>Present Participles</b><br>Example: working<br><br><b>Genitive of the whole</b><br>Example: enough money | <b>Tier 1</b><br>Vocabulary related to rituals, superstitions<br>High frequency vocabulary<br><br><b>Tier 2</b><br>Vocabulary related to rituals, superstitions<br>Low frequency vocabulary      |
| <b>Unit 2</b> | The Roman Army<br>(War and Empire)                               | Learners will comprehend grammatical structures in their reading. | <b>Imperfect subjunctive</b><br>Example: was sleeping<br><br><b>Cum clause - Imperfect subjunctive</b><br>Example: When he was sleeping<br><br><b>Pluperfect subjunctive</b><br>Example: had arrived   | <b>Tier 1</b><br>Vocabulary related to the military, travel and communications<br>High frequency vocabulary<br><br><b>Tier 2</b><br>Vocabulary related to the military, travel and communication |

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



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

| Unit 1                    |   |
|---------------------------|---|
| <b>AP Theme</b>           | Human Beings and the Gods   |
| <b>Topic</b>              | Roman Religion at Home and Abroad   |
| <b>Essential Question</b> | What role did the gods play and how were they perceived in Ancient Rome?<br>To what extent do the gods of other peoples resemble those of the Romans?   |
| <b>Unit Focus</b>         | <p>Learners will:</p> <ul style="list-style-type: none"> <li>• discuss the structure of Roman temples and its architecture.</li> <li>• identify Roman and Celtic deities.</li> <li>• explain the rationale for the fusion of Roman and Celtic deities.</li> <li>• identify Roman religious practice and beliefs.</li> <li>• explore the Roman view of worshipping the Emperor.</li> <li>• explore the connection between religion and Romanization.</li> <li>• investigate astrology as an alternative form of belief.</li> <li>• analyze the extent to which the gods of other peoples resembled those of the Romans.</li> </ul> |

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit   |  |   |
|---|--|---|
| <b>Communication</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | <b>1) Interpersonal Communication</b><br><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>   |   |
|   | <b>Unrehearsed Speaking</b><br>Example: Learners will demonstrate their knowledge of Roman superstitions in a role-play.   |   |
|   | <b>2) Interpretive Communication</b><br><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>  |   |
|   | <b>Listening</b><br>Example: Learners will listen to a curse being placed on someone and demonstrate comprehension.  | <b>Reading</b><br>Example: Learner will read a passage that describes the underworld and will show comprehension. |
|   | <b>3) Presentational Communication</b><br><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>  |   |
|   | <b>Rehearsed Writing and Speaking</b><br>Example: Learners will create a presentation on curse tablets.  |   |
| <b>Cultures</b><br>Interact with cultural competence and understanding  | <b>1) Relating Cultural Practices to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>   |   |
|   | <b>2) Relating Cultural Products to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i><br><br><b>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.</b><br><i>Learners will identify what a curse table was, explore how and when it was used, and demonstrate an understanding of why they were used.</i> |   |
| <b>Connections</b><br>Connect with other  | <b>1) Making Connections</b><br><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>  |   |

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| disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations          | <b>Examples of connections to other disciplines:</b><br><u>English</u> : Mythology   |
|  | <b>2) Acquiring Information and Diverse Perspectives</b><br><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”   |
| <b>Comparisons</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence                              | <b>1) Language Comparisons</b><br><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.   |
|  | <b>2) Cultural Comparisons</b><br><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.  |
| <b>Communities</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | <b>1) School and Global Communities</b><br><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.  |
|  | <b>2) Lifelong Learning</b><br><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  |   |  |
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| Language Functions  | Related Structures/Patterns   | Vocabulary Expansion   |
| Learners will comprehend grammatical structures in their reading. | <p><b>Ablative of agent</b><br/>Example: By the gods</p> <p><b>present and perfect participles</b><br/>Example: having been awakened</p> <p><b>Formation of adverbs</b><br/>Example: shortly</p> <p><b>Comparison of adverbs and adjectives</b><br/>Example: sweetly/more sweetly/very sweetly</p> <p><b>Present Participles</b><br/>Example: working</p> <p><b>Genitive of the whole</b><br/>Example: enough money</p> | <p><b>Tier 1</b> Vocabulary related to rituals, superstitions<br/>High frequency vocabulary</p> <p><b>Tier 2</b> Vocabulary related to rituals, superstitions<br/>Low frequency vocabulary</p> |

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

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit   |  |  |
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| <b>Communication</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | <b>1) Interpersonal Communication</b><br><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>   |  |
|   | <b>Unrehearsed Speaking</b><br>Example: Learners will role-play a soldier recruitment to demonstrate an understanding of the process.  |  |
|   | <b>2) Interpretive Communication</b><br><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>  |  |
|   | <b>Listening</b><br>Example: Learners will listen to a passage reflecting the importance of military life.   | <b>Reading</b><br>Example: Learners will read a passage describing the life and work of a soldier. |
|   | <b>3) Presentational Communication</b><br><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>  |  |
|   | <b>Rehearsed Writing and Speaking</b><br>Example: Learners will create a Roman Army recruitment poster.  |  |
| <b>Cultures</b><br>Interact with cultural competence and understanding  | <b>1) Relating Cultural Practices to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>   |  |
|   | <b>2) Relating Cultural Products to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>   |  |
|   | <b>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.</b><br><i>Learners will identify types of swords, explore how and when they were used, and demonstrate an understanding of the way they were used.</i> |  |

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| <b>Connections</b><br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <b>1) Making Connections</b><br><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> |
|  | <b>Examples of connections to other disciplines:</b><br><u>History:</u> Roman military  |
|  | <b>2) Acquiring Information and Diverse Perspectives</b><br><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>            |
|  | Example: Learners will examine Roman army life.   |
| <b>Comparisons</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence  | <b>3) Language Comparisons</b><br><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 examine the use of the imperfect subjunctive.  |
|  | <b>4) Cultural Comparisons</b><br><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 compare the perception of begin a soldier in Rome with how it is perceived in their culture.   |
| <b>Communities</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world                                 | <b>1) School and Global Communities</b><br><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.   |
|  | <b>2) Lifelong Learning</b><br><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><b>Imperfect subjunctive</b><br/>Example: was sleeping</p> <p><b>Cum clause - Imperfect subjunctive</b><br/>Example: When he was sleeping</p> <p><b>Pluperfect subjunctive</b><br/>Example: had arrived</p> <p><b>Cum clause – Pluperfect subjunctive</b><br/>Example: When he had arrived at the bridge</p> <p><b>Indirect questions</b><br/>Example: He did not know who had heard the shout.</p> <p><b>Purpose clause</b><br/>Example: in order that they might hear the general</p> <p><b>Gerundives</b><br/>Example: He must come back.</p> <p><b>Indirect commands</b><br/>Example: The general ordered the soldiers to come back.</p> <p><b>Result clauses</b><br/>Example: The crowd was so great that it filled the whole palace.</p> | <p><b>Tier 1</b><br/>Vocabulary related to the military, travel and communications<br/>High frequency vocabulary</p> <p><b>Tier 2</b><br/>Vocabulary related to the military, travel and communication<br/>Low frequency vocabulary</p> |

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

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit   |   |  |
|---|---|--|
| <b>Communication</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | <b>1) Interpersonal Communication</b><br><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>  |  |
|   | <b>Unrehearsed Speaking</b><br>Example: Learners will defend the use of one method used to investigate the Romans.  |  |
|   | <b>2) Interpretive Communication</b><br><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>   |  |
|   | <b>Listening</b><br>Example: Learners will listen to a passage about Masada and demonstrate comprehension.  | <b>Reading</b><br>Example: The learner will read an inscription and demonstrate comprehension of the details listed on it. |
|   | <b>3) Presentational Communication</b><br><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>   |  |
|   | <b>Rehearsed Writing and Speaking</b><br>Example: Learners will create a presentation of a monument found in the Roman Forum.   |  |
| <b>Cultures</b><br>Interact with cultural competence and understanding  | <b>1) Relating Cultural Practices to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>  |  |
|   | <b>2) Relating Cultural Products to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>  |  |
|   | <b>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.</b><br>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. |  |

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| <b>Connections</b><br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <b>1) Making Connections</b><br><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> |
|  | <b>Examples of connections to other disciplines:</b><br><u>History:</u> The expansion of the Roman Empire<br><u>English:</u> Derivatives  |
|  | <b>2) Acquiring Information and Diverse Perspectives</b><br><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>            |
|  | Example: Learners will examine the Masada story.  |
| <b>Comparisons</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence  | <b>1) Language Comparisons</b><br><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.  |
|  | <b>2) Cultural Comparisons</b><br><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.                                   |
| <b>Communities</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world                                 | <b>1) School and Global Communities</b><br><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.  |
|  | <b>2) Lifelong Learning</b><br><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><b>Ablative of time and means</b><br/>Example: on the tenth day, by the wound</p> <p><b>Ablative absolute</b><br/>Example: With the city having been captured</p> <p><b>Accusative of time (duration)</b><br/>Example: for many years,</p> <p><b>Impersonal verbs</b><br/>Example: It pleases me</p> <p><b>Active and Passive voice</b><br/>Example: He carries/it is carried</p> | <p><b>Tier 1</b><br/>Vocabulary related to Roman cities and the Forum<br/>High frequency vocabulary</p> <p><b>Tier 2</b><br/>Vocabulary related to Roman cities and the Forum<br/>Low frequency vocabulary</p> |

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

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit   |   |   |
|---|---|---|
| <b>Communication</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | <b>1) Interpersonal Communication</b><br><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>  |   |
|   | <b>Unrehearsed Speaking</b><br>Example: Learners will role play a conversation between a believer of an Eastern religion and a traditional Roman.   |   |
|   | <b>2) Interpretive Communication</b><br><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>   |   |
|   | <b>Listening</b><br>Example: Learners will listen to an account by a practitioner of an Eastern Religion.   | <b>Reading</b><br>Example: Learners will read a passage about Stoicism in the Roman Empire and demonstrate comprehension. |
|   | <b>3) Presentational Communication</b><br><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>   |   |
|   | <b>Rehearsed Writing and Speaking</b><br>Example: Learners will create a presentation persuading the audience to participate in one of the religions present in the Empire.   |   |
| <b>Cultures</b><br>Interact with cultural competence and understanding  | <b>1) Relating Cultural Practices to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>  |   |
|   | <b>2) Relating Cultural Products to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>  |   |
|   | <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><br><br>Learners will identify temples found in the Roman Empire, explore their usage, and demonstrate an understanding of their importance in daily life. |   |

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| <b>Connections</b><br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <b>1) Making Connections</b><br><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> |
|  | <b>Examples of connections to other disciplines:</b><br><u>Philosophy</u> : Stoicism and Epicureanism<br><u>English</u> : Derivatives   |
|  | <b>2) Acquiring Information and Diverse Perspectives</b><br><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>            |
|  | Example: Learners will access information about Stoicism.   |
| <b>Comparisons</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence  | <b>1) Language Comparisons</b><br><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 explore the use of the ablative absolute.  |
|  | <b>2) Cultural Comparisons</b><br><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 investigate how religions coexist in different cultures.   |
| <b>Communities</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world                                 | <b>1) School and Global Communities</b><br><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.   |
|  | <b>2) Lifelong Learning</b><br><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><b>Deponent verbs</b><br/>Example: loquor – to speak</p> <p><b>Future active participles</b><br/>Example: going to go</p> <p><b>Gerundives</b><br/>Example: I must tell a story.</p> | <p><b>Tier 1</b><br/>Vocabulary related to religion and religious beliefs<br/>High frequency vocabulary</p> <p><b>Tier 2</b><br/>Vocabulary related to religion and religious beliefs<br/>Low frequency vocabulary</p> |

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

| ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit   |  |   |
|---|--|---|
| <b>Communication</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | <b>1) Interpersonal Communication</b><br><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>   |   |
|   | <b>Unrehearsed Speaking</b><br>Example: Learners will role-play a conversation between two freedmen.   |   |
|   | <b>2) Interpretive Communication</b><br><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>  |   |
|   | <b>Listening</b><br>Example: Learners will listen to the account of a freedman and demonstrate comprehension.  | <b>Reading</b><br>Example: Learners will read a passage about the customs of Roman patronage and demonstrate comprehension. |
|   | <b>3) Presentational Communication</b><br><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>  |   |
| <b>Cultures</b><br>Interact with cultural competence and understanding  | <b>Rehearsed Writing and Speaking</b><br>Example: Learners will create a presentation reflecting the relationship between patrons and freedmen.  |   |
|   | <b>1) Relating Cultural Practices to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>   |   |
|   | <b>2) Relating Cultural Products to Perspectives</b><br><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>   |   |
|   | <b>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.</b><br>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. |   |

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|--|---|
| <b>Connections</b><br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <b>1) Making Connections</b><br><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> |
|  | <b>Examples of connections to other disciplines:</b><br><u>History:</u><br>The role of freedmen<br><u>English:</u><br>Derivatives   |
|  | <b>2) Acquiring Information and Diverse Perspectives</b><br><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>            |
|  | Example: Learners will evaluate the prejudice that existed in Ancient Roman.  |
| <b>Comparisons</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence  | <b>1) Language Comparisons</b><br><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 explore the use of the future and the future perfect.  |
|  | <b>2) Cultural Comparisons</b><br><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 the custom of processions.  |
| <b>Communities</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world                                 | <b>1) School and Global Communities</b><br><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.  |
|  | <b>2) Lifelong Learning</b><br><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><b>Future active</b><br/>Example: They will come back</p> <p><b>Future perfect active</b><br/>Example: If you build it</p> <p><b>Future passive</b><br/>Example: Dinner will be prepared</p> <p><b>Diminutives</b><br/>Example: little man</p> | <p><b>Tier 1</b> Vocabulary related to leisure time activities and social structure<br/>High frequency vocabulary</p> <p><b>Tier 2</b> Vocabulary related to leisure time activities and social structure</p> |