



**World Language Curriculum  
Level 41/AP  
Latin**

## Level 41/AP 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 41/AP will:

- translate Latin poetry and prose into English as literally as possible.
- demonstrate comprehension of Latin passages.
- demonstrate an understanding of English readings as a context for the required Latin readings.
- demonstrate comprehension of passages by reading at sight.
- demonstrate comprehension of Latin passages by reading aloud.
- scan dactylic hexameter in Latin poetry.
- use specific terminology in their study of the required Latin texts.
- demonstrate understanding of historical prose style and the idioms, grammatical terms and rhetorical figures
- relate passages read to Roman historical, cultural and literary contexts.
- interpret Latin passages in essays and other written responses.

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)

<b>Level 41/AP Latin : Overview</b>
<b>Course Essential Questions</b>
<p>What point of view does Caesar take when describing events? How does he represent himself and for what purposes?</p> <p>In what ways do authors portray the various peoples that appear in their works? What criteria do they use to evaluate these groups?</p> <p>How and why do human beings and gods communicate with one another?</p> <p>Why do wars happen? What questions are raised in literature about the consequences of war?</p> <p>What strengths and weaknesses of character are exemplified by individuals in literature?</p> <p>How do literary works reflect the conflicts of the era in which they were written, both explicitly and implicitly?</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 41/AP Latin : Overview</b>
<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 (AP Course Theme)	Language Function	Vocabulary
<b>Unit 1</b>	The Romanization of Britain (Literary Genre and Style)	At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening.  Structures to be reviewed: relative pronouns/clauses genitive case	<b>Tier 1</b> Book 5 <u>Caesar's Gallic Wars</u> High frequency vocabulary  <b>Tier 2</b> Book 5 <u>Caesar's Gallic Wars</u> Low frequency vocabulary
<b>Unit 2</b>	Lifestyles (Views of Non-Romans)	Structures to be reviewed: Uses of the ablative Result and purpose clauses	<b>Tier 1</b> Book 6 <u>Caesar's Gallic Wars</u> High frequency vocabulary  <b>Tier 2</b> Book 6 <u>Caesar's Gallic Wars</u> Low frequency vocabulary
<b>Unit 3</b>	Relationship between men and gods (Human Beings and the Gods)	Structures to be reviewed: Adjectives used as nouns Supines Indirect discourse	<b>Tier 1</b> Book 1 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 1 <u>Vergil's Aeneid</u> Low frequency vocabulary
<b>Unit 4</b>	The Trojan War (War and Empire)	Structures to be reviewed: Reflexive Deponent verbs, passive periphrastic Dative	<b>Tier 1</b> Book 2 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 2 <u>Vergil's Aeneid</u> Low frequency vocabulary

<b>Unit 5</b>	Aeneas and Dido (Roman Values)	Structures to be reviewed Syncopation Accusative moods	<b>Tier 1</b> Book 4 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 4 <u>Vergil's Aeneid</u> Low frequency vocabulary
<b>Unit 6</b>	Descent to the Underworld (History and Memory)	Structures to be reviewed Gerunds Gerundives	<b>Tier 1</b> Book 6 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 6 <u>Vergil's Aeneid</u> Low frequency vocabulary



Unit 1	
AP Theme	Literary Genre and Style
Topic	The Romanization of Britain
Essential Question	What point of view does Caesar take when describing events? How does he represent himself and for what purposes?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• draw a map of Britain as described by Caesar.</li> <li>• identify the events leading up to the second invasion of Britain.</li> <li>• critique Caesar's decisions and actions.</li> <li>• explore how the enemy responded to the actions of Caesar's forces.</li> <li>• analyze Caesar's point of view when describing events.</li> <li>• evaluate why Caesar represents himself the way he does.</li> <li>• investigate how other leaders represent themselves and compare to Caesar.</li> <li>• compare Caesar's description of the invasion of Britain with other historical descriptions.</li> <li>• discuss how point of view impacted Caesar's presentation and compare with other literary works.</li> </ul>

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> 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> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example: Learners will role-play a conversation between two heroes of Rome, Pullo and Vorenus.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to a passage of Caesar’s description of Britain and demonstrate comprehension.	<b>Reading</b> Example: Learners will read a passage about how Caesar sent Cicero a message and demonstrate comprehension.
	<b>3) Presentational Communication</b> <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> Example: Learners will explain Caesar’s point of view and provide examples from the text.	
<b>Cultures</b> Interact with cultural competence and understanding	<b>1) Relating Cultural Practices to Perspectives</b> <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> <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> Learners will identify the form of money used, explore its use, and demonstrate an understanding of its origin.	

<b>Connections</b> 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> <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> <u>English:</u> Point of view
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will evaluate Caesar's point of view.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <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 compare the use of relative pronouns.
	<b>2) Cultural Comparisons</b> <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 effectiveness of point of view.
<b>Communities</b> 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> <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 point of view and share with others.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will explore the internet to find sites of personal interest where they can use the language they are learning to maintain and increase their skills.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature.	<b>Structures to be reviewed</b> relative pronouns/clauses genitive case	<b>Tier 1</b> Book 5 <u>Caesar's Gallic Wars</u> High frequency vocabulary  <b>Tier 2</b> Book 5 <u>Caesar's Gallic Wars</u> Low frequency vocabulary

Unit 2	
AP Theme	Views of Non-Romans
Topic	Lifestyles
Essential Question	In what ways do authors portray the various peoples that appear in their works? What criteria do they use to evaluate these groups?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• explore the role of hostages in modern culture.</li> <li>• discuss the role of hostages in ancient times.</li> <li>• analyze and compare hostage situations.</li> <li>• categorize tribes mentioned in the reading by those gaining status and those losing status.</li> <li>• explain how Caesar portrays non Romans in his work.</li> <li>• explore religious practices described in the text.</li> <li>• investigate how the Romans responded to the religious practices of these non-Roman groups.</li> <li>• compare how other invading countries have reacted to religious practices of the native populations.</li> <li>• research the Druids.</li> <li>• compare Caesar's portrayal of the Druids with other accounts of these people.</li> <li>• explore how other authors portray various peoples in their works.</li> <li>• compare and contrast the criteria that authors use to evaluate various peoples.</li> </ul>

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> 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> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example: Learners will role-play a conversation between hostages.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Listen to a passage describing religious practices and demonstrate comprehension.	<b>Reading</b> Example: Learners will read a passage describing educational practices of the Druids and demonstrate comprehension.
	<b>3) Presentational Communication</b> <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> Example: Learners will explain various aspects of the culture of the Druids.	
<b>Cultures</b> Interact with cultural competence and understanding	<b>1) Relating Cultural Practices to Perspectives</b> <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> <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> Learners will identify items used by the Druids during sacred traditions, explore their use, and demonstrate an understanding of their importance.	

<b>Connections</b> 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> <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> <u>History:</u> The treatment of hostages
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will examine the concept the lifestyle of the Druids.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <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 ablative structures.
	<b>Cultural Comparisons</b> <b>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>
	Example: Learners will compare religious practices.
<b>Communities</b> 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> <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 present information on how authors portray different cultures in their works.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will demonstrate greater understanding of how the past influences the present.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature.	<b>Structures to be reviewed</b> Uses of the ablative Result and purpose clauses	<b>Tier 1</b> Book 6 <u>Caesar's Gallic Wars</u> High frequency vocabulary  <b>Tier 2</b> Book 6 <u>Caesar's Gallic Wars</u> Low frequency vocabulary



Unit 3	
<b>AP Theme</b>	Human Beings and the Gods
<b>Topic</b>	Relationship between men and gods
<b>Essential Question</b>	How and why do human beings and gods communicate with one another?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• scan dactylic hexameter.</li> <li>• identify rhetorical devices evident in the passages.</li> <li>• explore the epic as a literary genre.</li> <li>• discuss important background information about Vergil.</li> <li>• investigate the political, cultural and historical context during the age of Augustus.</li> <li>• identify key locations on a map.</li> <li>• list the gods who play an important role in the <u>Aeneid</u>.</li> <li>• identify the themes that Vergil will explore in this epic.</li> <li>• explore the interactions between Aeneas and the gods.</li> <li>• examine the relationship between the gods and mortals.</li> <li>• explore the role of fate and free will.</li> <li>• compare the relationship between men and gods in the <u>Aeneid</u> with other literary examples.</li> </ul>

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> 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> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example: Learners will role-play a conversation between Venus and Aeneas.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to the opening passage of the <u>Aeneid</u> and demonstrate comprehension.	<b>Reading</b> Example: Learners will read a passage about the approaching storm and will demonstrate comprehension.
	<b>3) Presentational Communication</b> <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> Example: Learners will explain the relationship between Aeneas and various gods.	
<b>Cultures</b> Interact with cultural competence and understanding	<b>1) Relating Cultural Practices to Perspectives</b> <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> <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> Learners will identify the shield of invisibility, explore its use, and demonstrate an understanding of its importance.	

<b>Connections</b> 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> <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> <u>English</u> : Mythology
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will explore the interaction between gods and mortals.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <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 indirect discourse.
	<b>2) Cultural Comparisons</b> <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 notion of fate and free will.
<b>Communities</b> 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> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will share a presentation on rhetorical devices found in literature.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the value of reading literature in its original language

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature.	<b>Structures to be reviewed</b> Adjectives used as nouns Supines Indirect discourse	<b>Tier 1</b> Book 1 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 1 <u>Vergil's Aeneid</u> Low frequency vocabulary

Unit 4	
AP Theme	War and Empire
Topic	The Trojan War
Essential Question	Why do wars happen? What questions are raised in literature about the consequences of war?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• scan dactylic hexameter.</li> <li>• identify rhetorical devices evident in the passages.</li> <li>• identify the characters involved in the Trojan War.</li> <li>• retell the details of the Trojan war.</li> <li>• discuss the involvement and actions of the gods.</li> <li>• explore the role of fate as evidenced in the outcome of the Trojan War.</li> <li>• analyze Vergil's depiction of the Greeks.</li> <li>• analyze why the Trojan War occurred and compare to other wars.</li> <li>• explore the questions raised about the consequences of war in the <u>Aeneid</u> and compare to other literary examples.</li> </ul>

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> 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> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example: Learners will role-play a conversation between Aeneas and the spirit of Creusa.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to the passage of the escape of Sinon.	<b>Reading</b> Example: Learner will read the passage describing attack of the snakes and demonstrate comprehension.
	<b>3) Presentational Communication</b> <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> Example: Learners will prepare a presentation of an aspect of the Trojan war.	
<b>Cultures</b> React with cultural competence and understanding	<b>1) Relating Cultural Practices to Perspectives</b> <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> <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> Learners will identify the Trojan Horse, explore how it was used, and demonstrate an understanding of its importance.	

<b>Connections</b> 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> <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> <u>English:</u> Mythology
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will assess why wars happen.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <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 various uses of the dative.
	<b>2) Cultural Comparisons</b> <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 questions raised in literature about the consequences of war.
<b>Communities</b> 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> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will share a presentation on mythology.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will examine the beauty of the sound and rhythm of Vergil's <u>Aeneid</u> .

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature.	<b>Structures to be reviewed</b> Reflexive Deponent verbs, passive periphrastic Dative	<b>Tier 1</b> Book 2 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 2 <u>Vergil's Aeneid</u> Low frequency vocabulary



Unit 5	
<b>AP Theme</b>	Roman Values
<b>Topic</b>	Aeneas and Dido
<b>Essential Question</b>	What strengths and weaknesses of character are exemplified by individuals in literature?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• scan dactylic hexameter.</li> <li>• identify rhetorical devices evident in the passages.</li> <li>• discuss the details of the relationship between Aeneas and Dido.</li> <li>• explain the presence of the gods and the role they play in the relationship between Aeneas and Dido.</li> <li>• discuss the role of Dido as the tragic lover.</li> <li>• compare Vergil's representation of the tragic lover with other authors.</li> <li>• explore Vergil's treatment of love.</li> <li>• examine the role of women in literature.</li> <li>• analyze the strengths and weaknesses of Aeneas and Dido.</li> <li>• compare their strengths and weaknesses with other characters in literary works.</li> </ul>

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> 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> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example: Learners will role-play the conversation between Mercury and Aeneas.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to Aeneas infamous farewell speech to Dido and demonstrate comprehension.	<b>Reading</b> Example: Learners will read the passage in which Dido instructs Anna to build a fire.
	<b>3) Presentational Communication</b> <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> Interact with cultural competence and understanding	<b>Rehearsed Writing and Speaking</b> Example: Learners will narrate the scene of the breakup between Dido and Aeneas.	
	<b>1) Relating Cultural Practices to Perspectives</b> <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> <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> Learners will identify the funeral pyre, explore it's use, and demonstrate an understanding of its importance.	

<b>Connections</b> 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> <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> <u>English:</u> The portrayal of characters in literature.
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will explore how women are presented in literature.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <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 various uses of the accusative.
	<b>2) Cultural Comparisons</b> <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 the role of women in literature.
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>3) School and Global Communities</b> <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 illustrate the love story between Dido and Aeneas.
	<b>Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will recognize that the nuances, allusions, and word play that are evident in an original work and are usually lost in translation.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature.	<b>Structures to be reviewed</b> Syncopation Accusative moods	<b>Tier 1</b> Book 4 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 4 <u>Vergil's Aeneid</u> Low frequency vocabulary

Unit 6	
AP Theme	History and Memory
Topic	Descent to the Underworld
Essential Question	How do literary works reflect the conflicts of the era in which they were written, both explicitly and implicitly?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• scan dactylic hexameter.</li> <li>• identify rhetorical devices evident in the passages.</li> <li>• explain why Aeneas must enter the underworld.</li> <li>• identify on a map Aeneas journey to reach the underworld.</li> <li>• investigate the importance of the GOLDEN BOUGH.</li> <li>• explore other literary figures who have had to perform an impossible task and compare with Aeneas' task.</li> <li>• research how Vergil's work reflects the conflicts of the era in which it was written, both explicitly and implicitly.</li> <li>• compare how Caesar's work reflects the conflicts of the era in which it was written, both explicitly and implicitly.</li> <li>• investigate other literary works and how they reflect the conflicts of the era in which they were written, both explicitly and implicitly.</li> </ul>

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> 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> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example Learners will role-play the conversation between Dido and Aeneas in the underworld.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to the passage of the two doves, which aid Aeneas.	<b>Reading</b> Example: Learners will read the passage in which Aeneas learns that he was the cause of Dido's suicide.
	<b>3) Presentational Communication</b> <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> Example: Learners will create a presentation comparing how Caesar's work and Vergil's work reflect the conflicts of the era in which it was written, both explicitly and implicitly.	
<b>Cultures</b> Interact with cultural competence and understanding	<b>1) Relating Cultural Practices to Perspectives</b> <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> <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> Learners will identify the Golden Bough as a product, explore its use, and demonstrate an understanding of its importance.	

<b>Connections</b> 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> <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> <u>English:</u> Literature as a reflection of the times.
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will examine descriptions of the underworld.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <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 gerunds and gerundives.
	<b>3) Cultural Comparisons</b> <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 different cultures perceive the underworld.
<b>Communities</b> 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> <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 reflecting how literature is a reflection of the era in which it was written.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will develop a greater understanding and appreciation of the Vergil and his great work of art.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
At the advanced level, emphasis is placed on students recognizing advanced structures and patterns in passages and recognizing the nuances as they are used in the literature.	<b>Structures to be reviewed</b> Gerunds Gerundives	<b>Tier 1</b> Book 6 <u>Vergil's Aeneid</u> High frequency vocabulary  <b>Tier 2</b> Book 6 <u>Vergil's Aeneid</u> Low frequency vocabulary