

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
INTERNATIONAL BACCALAUREATE PROGRAM

LATIN HL, YEAR 2

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 28, 2017

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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IB LATIN HL YEAR 2

COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“Classical languages comprise Latin and Classical Greek, and these subjects are offered in group 2 of the IB Diploma Programme. Whereas the other subjects offered in group 2 cover a broad spectrum of modern language courses, the two classical language subjects provide students with the opportunity to study two historically significant languages that are also embedded in many modern languages. Latin and Classical Greek are separate courses, but they share the same syllabus and assessment criteria. The Diploma Programme courses in classical languages provide an opportunity for students to explore the languages, literatures and cultures of ancient Greece and Rome. These ancient civilizations have played a vital part in shaping many modern societies and cultures. The languages themselves are versatile and finely structured, and have had a major influence on the development of most modern European languages. The rich and varied literatures of Greece and Rome have left their mark on almost every genre of modern writing. The study of classical languages gives important insights into the cultures that produced them, and therefore leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. In the classical languages it is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the courses, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Through this course, students will learn to translate Latin and Classical Greek works accurately and sensitively. Students will also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts.”*

COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: *“At the heart of the courses is the study of Latin or Classical Greek. It is considered that, through an understanding of the workings of a language, students can encounter issues and ideas from the past, in itself an idea that students need to examine critically. Learning the grammar, syntax and vocabulary of the language is not an end in itself but enables students to read a variety of literature combined in different options, and, through analysis and interpretation, to try to understand the ancient world from a contemporary viewpoint.”*

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze and extrapolate upon the Romans' perspectives of their world through Roman literature.

CG1: Students will analyze Roman literature and construct conclusions about Romans' perspectives of their world.

CG2: Students will create analyses of the Romans' beliefs on human existence, such as love, living, and morality, and compare and contrast them with modern cultural beliefs and ideas.

CG3: Students will communicate their understanding of vocabulary, grammar, syntax, style, culture, and translational skills in writing and oral interactions.

COURSE ENDURING UNDERSTANDINGS

COURSE ESSENTIAL QUESTIONS

CEU1: Cultural perspective is determined and reflected via language use and creation.

CEQ1: How does language reflect culture and vice versa?

CEU2: A society's creations are indicative of its national identity and culture.

CEQ2: How do we determine a national identity and culture of an ancient civilization?

CEU3: There is a relationship between a society's cultural artifacts and its norms and ideas.

CEQ3a: How does one critique the influence and importance of cultural artifacts?
CEQ3b: Do society's norms censor or limit creative expression?

CEU4: The human condition is universal and bridges both time and civilizations.

CEQ4a: What connects people through time and space?
CEQ4b: Where does good living cross over from means of survival to enjoyment of life and materialism?

CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.

CEQ5a: What is the difference between translating and interpreting?
CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?

CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.

CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas?
CEQ6b: When does style overrule literal translation?

CEU7: Translation of literature between two languages is more than just grammar and vocabulary.

CEQ7a: How does one translate a work without losing the deeper meaning of the author?
CEQ7b: How do we balance literal and figurative translation?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
Unit 1: Love Poetry - Catullus' Carmina	Students will render culturally appropriate translations by using their understanding of Catullus' stylistic approach, and by comparing and contrasting what constitutes love in today's world with that of Catullus.	<i>All Years</i> 5 weeks
Unit 2: Good Living - Horace's Carmina	Students will render culturally appropriate translations by using their understanding of Horace's stylistic approach, and by comparing and contrasting what constitutes a happy life by today's standards and that of Roman authors.	<i>All Years</i> 5 weeks
Unit 3: Good Living - Lucretius' De Rerum Natura	<i>(for graduating years 2017, 2018)</i> Students will render culturally appropriate translations by using their understanding of Lucretius' stylistic approach and by utilizing an understanding of Lucretius' explanation for the basis of reality, while comparing and contrasting that explanation with the modern scientific understanding.	2017-2018 7 weeks
Unit 4: Love Poetry - Propertius' Elegies	<i>(for graduating years 2017, 2018)</i> Students will render culturally appropriate translations by using their understanding of Propertius' stylistic approach and what constitutes love in today's world with that of Propertius.	2017-2018 4 weeks
Unit 5: Love Poetry - Tibullus' Elegies	<i>(for graduating years 2017, 2018)</i> Students will render culturally appropriate translations by using their understanding of Tibullus' stylistic approach, and by comparing and contrasting what constitutes love in today's world with that of Tibullus.	2017-2018 4 weeks
Unit 6: Ovid's Metamorphoses	Students will render culturally appropriate translations by using their understanding of Ovid's stylistic approach and comparing the modern view of the natural world with Ovid's view of the natural world.	<i>All Years</i> 9 weeks
Unit 7: Social Criticism - Martial's Epigrams	<i>(for graduating years 2019, 2020, 2021)</i> Students will render culturally appropriate translations by using their understanding of Martial's stylistic approach, and by comparing and contrasting his commentary of the Roman way of life with commentary concerning our modern way of life.	2019-2021 7 weeks
Unit 8: Social Criticism - Horace's Epodes/Satire/Carmina	<i>(for graduating years 2019, 2020, 2021)</i> Students will render culturally appropriate translations by using their understanding of Horace's stylistic approach and comparing and contrasting his commentary of the Roman way of life with commentary concerning our modern society.	2019-2021 4 weeks
Unit 9: Love Poetry - Ovid's Amores	<i>(for graduating years 2019, 2020, 2021)</i> Students will render culturally appropriate translations by using their understanding of Ovid's stylistic approach, and by comparing and contrasting what constitutes love in today's world with that of Ovid.	2019-2021 4 weeks

IB LATIN HL 2

DURATION:

UNIT 1: LOVE POETRY - CATULLUS' *CARMINA*

5 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will render culturally appropriate translations by using their understanding of Catullus' stylistic approach, and by comparing and contrasting what constitutes love in today's world with that of Catullus.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none">• differentiate between the different types of love expressed in Catullus' work;• explain the phenomenon of love through the Roman experience and the translation of Catullus' work;• construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Catullus;• revise literal translations to more accurately express Catullus' literary style;• use authentic texts as evidence in expressing their understanding of the topic of love poetry.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU5, 6, 7 CEQ5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 RST.11-12.4 WHST.11-12.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none"> In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to: <ul style="list-style-type: none"> explain the context and content of the extract; identify features characteristic of the type of literature; demonstrate understanding of literary and stylistic features; translate short passages from the extract; scan selected lines of poetry. In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example, cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
alliteration allusion anaphora anastrophe aposiopesis apostrophe asyndeton chiasmus dactyl dactylic hexameter elegiac couplet elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton prolepsis Roman culture simile spondee synchysis	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
(continued) synecdoche syntax tmesis translation	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
tricolon crescens various poetic meters zeugma	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will render culturally appropriate translations by using their understanding of Horace's stylistic approach, and by comparing and contrasting what constitutes a happy life by today's standards and that of Roman authors.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none"> ● draw conclusions from Roman experience to develop insight into Roman life; ● use authentic texts to analyze Roman life and create connections to modern day; ● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Horace; ● revise literal translations to more accurately express Horace's literary style; ● use authentic texts as evidence in expressing their understanding of the topic of good living.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU4: The human condition is universal and bridges both time and civilizations	CEQ4a: What connects people through time and space? CEQ4b: Where does good living cross over from means of survival to enjoyment of life and materialism?
CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU4, 5, 6, 7 CEQ5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 RST.11-12.4 WHST.11-12.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none"> In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to: <ul style="list-style-type: none"> explain the context and content of the extract; identify features characteristic of the type of literature; demonstrate understanding of literary and stylistic features; translate short passages from the extract; scan selected lines of poetry. In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
allusion dactyl dactylic hexameter elision indirect statement infinitives mythology Roman culture Roman society spondee style syncopation vocabulary: everyday life, society	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

IB LATIN HL 2

DURATION:

UNIT 3: GOOD LIVING - LUCRETIUS' DE RERUM NATURA
(for graduating years 2017, 2018)

7 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will render culturally appropriate translations by using their understanding of Lucretius' stylistic approach and by utilizing an understanding of Lucretius' explanation for the basis of reality, while comparing and contrasting that explanation with the modern scientific understanding.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none">● draw conclusions from Roman philosophy to develop insight into Roman life;● use authentic texts to analyze Roman life and create connections to modern day;● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Lucretius;● revise literal translations to more accurately express Lucretius' literary style;● use authentic texts as evidence in expressing their understanding of the topic of good living;● identify key tenets of Epicurean philosophy and how it relates to the topic of good living.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: There is a relationship between a society's cultural artifacts and its norms and ideas.	CEQ3a: How does one critique the influence and importance of cultural artifacts? CEQ3b: Do society's norms censor or limit creative expression?
CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU3, 5, 6, 7 CEQ5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 RST.11-12.4 WHST.11-12.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none"> ● In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to: <ul style="list-style-type: none"> ○ explain the context and content of the extract; ○ identify features characteristic of the type of literature; ○ demonstrate understanding of literary and stylistic features; ○ translate short passages from the extract; ○ scan selected lines of poetry. ● In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
allusion dactyl dactylic hexameter elision indirect statement infinitives mythology Roman culture Roman society spondee style syncopation vocabulary: philosophical terms, religion, scientific terms	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

IB LATIN HL 2

DURATION:

UNIT 4: LOVE POETRY - PROPERTIUS' ELEGIES

4 WEEKS

(for graduating years 2017, 2018)

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will render culturally appropriate translations by using their understanding of Propertius' stylistic approach and comparing and contrasting what constitutes love in today's world with that of Propertius.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none">● differentiate between the different types of love expressed in Propertius' work;● explain the phenomenon of love through the Roman experience and the translation of Propertius' work;● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Propertius;● revise literal translations to more accurately express Propertius' literary style;● use authentic texts as evidence in expressing their understanding of the topic of love poetry.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU5: A synthesis of a student’s historical knowledge and personal interpretation of literature with an author’s content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language’s syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU5, 6, 7 CEQ5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 RST.11-12.4 WHST.11-12.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none"> ● In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to: <ul style="list-style-type: none"> ○ explain the context and content of the extract; ○ identify features characteristic of the type of literature; ○ demonstrate understanding of literary and stylistic features; ○ translate short passages from the extract; ○ scan selected lines of poetry. ● In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
alliteration allusion anaphora anastrophe aposiopesis apostrophe asyndeton chiasmus dactyl dactylic hexameter elegiac couplet elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton prolepsis Roman culture simile spondee synchysis synecdoche syntax tmesis	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(continued) translation tricolon crescens various poetic meters zeugma	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will render culturally appropriate translations by using their understanding of Tibullus' stylistic approach, and by comparing and contrasting what constitutes love in today's world with that of Tibullus.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● differentiate between the different types of love expressed in Tibullus' work; ● explain the phenomenon of love through the Roman experience and the translation of Tibullus' work; ● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Tibullus; ● revise literal translations to more accurately express Tibullus' literary style; ● use authentic texts as evidence in expressing their understanding of the topic of love poetry; ● draw conclusions about Roman society, customs, and mores using Tibullus' "Delia" as a paradigm.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU5: A synthesis of a student’s historical knowledge and personal interpretation of literature with an author’s content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language’s syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU5, 6, 7 CEQ5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 11-12.RST.4 11-12.WHST.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none"> In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to: <ul style="list-style-type: none"> explain the context and content of the extract; identify features characteristic of the type of literature; demonstrate understanding of literary and stylistic features; translate short passages from the extract; scan selected lines of poetry. In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
alliteration allusion anaphora anastrophe aposiopesis apostrophe asyndeton chiasmus dactyl dactylic hexameter elegiac couplet elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton prolepsis Roman culture simile spondee synchysis synecdoche syntax tmesis	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(continued) translation tricolon crescens various poetic meters zeugma	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will render culturally appropriate translations by using their understanding of Ovid's stylistic approach, comparing and contrasting the modern view of the natural world with Ovid's view of the natural world.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none"> • explain how the implementation of certain vocabulary aims to explain phenomena, both natural and divine; • apply their knowledge of the Roman culture and people to their translation in order to aid with their analysis of Ovid's work; • develop a rationale for interpreting Ovid's work based off their knowledge of Roman mythology; • construct accurate translations of his work, taking into account author-specific vocabulary and stylistic devices; • revise literal translation to ones which reflect Ovid's style in order to convey meaning of Ovid's work more accurately;.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU2: A national identity and culture is indicative of its citizens' creations.	CEQ2: What creates a national identity and culture?
CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU2, 5, 6, 7 CEQ2, 5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 RST.11-12.4 WHST.11-12.5, 9 DOK 4	<p>External Assessment: This paper consists of two extract choices for translation from which students choose one.</p> <ul style="list-style-type: none"> Students will translate one extract from a prescribed author in Part 1 of the syllabus into English. The total number of words to be translated is 105-125 at HL. Students will produce a translation with the use of a Latin dictionary, and proper dictionary skills should be developed in class to assist with all areas of the syllabus. It is also best practice for teachers to encourage students to familiarize themselves with the recommended vocabulary list, which the instructor will provide. External assessment criteria will be applied to paper-specific, predetermined divisions of an extract into 30 sense units.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
alliteration allusion anaphora anastrophe aposiopesis apostrophe asyndeton chiasmus dactyl dactylic hexameter elegiac couplet elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton prolepsis Roman culture simile spondee synchysis synecdoche syntax tmesis	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(continued) translation tricolon crescens various poetic meters zeugma	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

IB LATIN HL 2

DURATION:

UNIT 7: SOCIAL CRITICISM - MARTIAL'S EPIGRAMS
(for graduating years 2019, 2020, 2021)

7 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will render culturally appropriate translations by using their understanding of Martial's stylistic approach, and by comparing and contrasting his commentary of the Roman way of life with commentary concerning our modern way of life.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none">● draw conclusions from Roman experience to develop insight into Roman life;● use authentic texts to analyze Roman life and create connections to modern day;● draw conclusions about how social criticism can be a catalyst for change;● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Martial;● revise literal translations to more accurately express Martial's literary style;● use authentic texts as evidence in expressing their understanding of the topic of social criticism.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: There is a relationship between a society's cultural artifacts and its norms and ideas.	CEQ3a: How does one critique the influence and importance of cultural artifacts? CEQ3b: Do society's norms censor or limit creative expression?
CEU4: The human condition is universal and bridges both time and civilizations.	CEQ4a: What connects people through time and space? CEQ4b: Where does good living cross over from means of survival to enjoyment of life and materialism?
CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU3, 4, 5, 6, 7 CEQ3a-b, 4a-b, 5a-b, 6a-b, 7a 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 11-12.RST.4 11-12.WHST.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none">● In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to:<ul style="list-style-type: none">○ explain the context and content of the extract;○ identify features characteristic of the type of literature;○ demonstrate understanding of literary and stylistic features;○ translate short passages from the extract;○ scan selected lines of poetry.● In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
allusion dactyl dactylic hexameter elision indirect statement infinitives mythology Roman culture Roman society spondee style syncopation vocabulary: everyday life, government, society	Synthesize background information, the Latin language’s vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture’s ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

IB LATIN HL 2

DURATION:

UNIT 8: SOCIAL CRITICISM - HORACE'S *EPODES/SATIRE*
(for graduating years 2019, 2020, 2021)

4 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will render culturally appropriate translations by using their understanding of Horace's stylistic approach and comparing and contrasting his commentary of the Roman way of life with commentary concerning our modern society.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none">● draw conclusions from Roman experience to develop insight into Roman life;● use authentic texts to analyze Roman life and create connections to modern day;● draw conclusions about how social criticism can be a catalyst for change;● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Horace;● revise literal translations to more accurately express Horace's literary style;● use authentic texts as evidence in expressing their understanding of the topic of social criticism.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: There is a relationship between a society's cultural artifacts and its norms and ideas.	CEQ3a: How does one critique the influence and importance of cultural artifacts? CEQ3b: Do society's norms censor or limit creative expression?
CEU4: The human condition is universal and bridges both time and civilizations.	CEQ4a: What connects people through time and space? CEQ4b: Where does good living cross over from means of survival to enjoyment of life and materialism?
CEU5: A synthesis of a student's historical knowledge and personal interpretation of literature with an author's content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language's syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU3, 4, 5, 6, 7 CEQ3a-b, 4a-b, 5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 11-12.RST.4 11-12.WHST.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none">● In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to:<ul style="list-style-type: none">○ explain the context and content of the extract;○ identify features characteristic of the type of literature;○ demonstrate understanding of literary and stylistic features;○ translate short passages from the extract;○ scan selected lines of poetry.● In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
allusion dactyl dactylic hexameter elision indirect statement infinitives mythology Roman culture Roman society spondee style syncopation vocabulary: everyday life, government, society	Synthesize background information, the Latin language’s vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture’s ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

IB LATIN HL 2

DURATION:

UNIT 9: LOVE POETRY - OVID'S AMORES
(for graduating years 2019, 2020, 2021)

4 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will render culturally appropriate translations by using their understanding of Ovid's stylistic approach, and by comparing and contrasting what constitutes love in today's world with that of Ovid.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none">● differentiate between the different types of love expressed in Ovid's work;● explain the phenomenon of love through the Roman experience and the translation of Ovid's work;● construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Ovid;● revise literal translations to more accurately express Ovid's literary style;● use authentic texts as evidence in expressing their understanding of the topic of love poetry.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU5: A synthesis of a student’s historical knowledge and personal interpretation of literature with an author’s content and style are essential for literary analysis.	CEQ5a: What is the difference between translating and interpreting? CEQ5b: When translating works of literature, do we impose our point of view upon our interpretation?
CEU6: Interpretation of literature written in the target language is dependent upon understanding the language’s syntax.	CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas? CEQ6b: When does style overrule literal translation?
CEU7: Translation of literature between two languages is more than just grammar and vocabulary.	CEQ7a: How does one translate a work without losing the deeper meaning of the author? CEQ7b: How do we balance literal and figurative translation?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU5, 6, 7 CEQ5a-b, 6a-b, 7a-b 7.1.AL.A.2, 3, 5, 7, 8 7.1.AL.C.5 11-12.RST.4 11-12.WHST.5, 9 DOK 4	<p>External Assessment: This paper examines understanding, literary appreciation, and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.</p> <ul style="list-style-type: none"> ● In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on four extracts chosen from the two options. The questions may require students to: <ul style="list-style-type: none"> ○ explain the context and content of the extract; ○ identify features characteristic of the type of literature; ○ demonstrate understanding of literary and stylistic features; ○ translate short passages from the extract; ○ scan selected lines of poetry. ● In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example cultural or literary) related to the option. <p>Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
alliteration allusion anaphora anastrophe aposiopesis apostrophe asyndeton chiasmus dactyl dactylic hexameter elegiac couplet elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton prolepsis Roman culture simile spondee synchysis synecdoche syntax tmesis	Synthesize background information, the Latin language's vocabulary, grammar, and syntax, in order to produce an accurate translation (DOK 4)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Compare and contrast writings on certain topics with modern counterparts to gain perspective into the Roman culture's ideas and beliefs (DOK 3)	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Analyze how love is treated by the Romans and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(continued) translation tricolon crescens various poetic meters zeugma	Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.