

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

LANGUAGE B: LATIN SL, YEAR 1

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[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 LANGUAGE B: LATIN SL, YEAR 1

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.

CG2: Students will create analyses of the Romans' beliefs on human existence, such as love, living, and morality, and compare and contrast 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

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

CEU2: Citizens' creations are indicative of a national identity and culture.

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

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

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.

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

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

COURSE ESSENTIAL QUESTIONS

CEQ1: How does language reflect culture and vice versa?

CEQ2: What creates a national identity and culture?

CEQ3a: How does one critique the influence and importance of cultural artifacts?

CEQ3b: Do society's norms censor or limit creative expression?

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?

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?

CEQ6a: How does vocabulary use, misuse, or omission emphasize certain ideas?

CEQ6b: When does style overrule literal translation?

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 & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
1: 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.	18 weeks
2: Good Living (Prose): Seneca and Lucretius	Students will render culturally appropriate translations by using their understanding of Seneca's and Lucretius's stylistic approaches and what constitutes a happy life by today's standards and that of Roman authors.	7 weeks
3: Love Poetry: Propertius	Students will render culturally appropriate translations by using their understanding of Propertius's stylistic approach and what constitutes love in today's world with that of Propertius.	5 weeks
4: Vergil's Aeneid	Students will render culturally appropriate translations by using their understanding of Vergil's stylistic approach and comparing the modern view of national identity with Vergil's.	4 weeks

IB LANGUAGE B: LATIN SL, YEAR 1**UNIT 1: Ovid's Metamorphoses****SUGGESTED DURATION: 18 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

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.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level.
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 people and culture to their translation in order to aid with their analysis of Ovid's work; • develop a rationale for interpreting Ovid's work based off of their knowledge of mythology; • construct accurate translations of his work, taking into account author-specific vocabulary and stylistic devices; • revise literal translations to ones which reflect Ovid's style 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 level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Cultural perspective is determined and reflected via language use and creation.	CEQ1: How does language reflect culture and vice versa?
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 CEU1, 5, 6, 7 CEQ1, 5a-b, 6a-b, 7a-b 7.1.IM.A.5, 7, 8 7.1.IM.B.4 7.1.IM.C.4 11-12.RST.2, 4 11-12.WHST.2, 4, 9 DOK 3	<p>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 50–70 at SL. The passage is a sight passage which has a high probability of not being seen by the student before. By using knowledge gained over the year in terms of Ovid’s syntax, grammar, vocabulary and style, students will translate the passage to the best of their ability within the time limit. 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 15 sense units.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
alliteration allusion anaphora anastrophe aposiopesis apostrophe asyndeton chiasmus dactyl dactylic hexameter elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton	Identify main theme of a work (DOK 1)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
	Accurately compare and contrast those themes and characters to modern day equivalents both scientific and literary (mythological characters, stories/ explanations to natural phenomena) (DOK 3)	7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
	Paraphrase authentic Latin using vocabulary which aims to translate broadly rather than specifically (DOK 2)	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	Synthesize Latin knowledge to answer questions on translation, grammar, and syntax to express deeper understanding of the work’s structure (DOK 4)	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author’s style and syntax (DOK 3)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(continued) prolepsis simile spondee style synchysis synecdoche tmesis translation tricolon crescens vocabulary zeugma	Identify the central ideas or conclusions of a text (DOK 1)	11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Determine meaning of key terms used in a text (DOK 1)	11-12.RST.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.
	Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)	
	Write informative/explanatory texts using precise language to manage the complexity of the topic (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	11-12.WHST.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)	11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	

IB LANGUAGE B: LATIN SL, YEAR 1**UNIT 2: Good Living (Prose): Seneca and Lucretius****SUGGESTED DURATION: 7 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will render culturally appropriate translations by using their understanding of Seneca’s and Lucretius’s stylistic approaches and what constitutes a happy life by today’s standards and that of Roman authors.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> describe the characteristics of good living based on evidence of actual Roman lives and their philosophical perspectives upon life; compare and contrast the lives of Romans through translation of both Lucretius’s and Seneca’s works; draw conclusions from Roman experiences in order to gain insight into Roman life; construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Seneca and Lucretius; revise literal translations to ones which reflect Seneca and Lucretius’ style to convey meaning of their work more accurately.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Cultural perspective is determined and reflected via language use and creation.	CEQ1: How does language reflect culture and vice versa?
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?
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 CEU1, 3, 4, 6, 7 CEQ1, 3a-b, 4a-b, 6a-b, 7a-b 7.1.IM.A.1, 4, 5, 7 7.1.IM.C.4, 5 11-12.RST.1, 2, 4 11-12.WHST.2, 4, 9 DOK 4	<p>Paper 2, Part A examines understanding and literary appreciation of set texts, as well as the background knowledge necessary for the understanding of prescribed passages within the options. Students are required to answer questions on three extracts chosen from the two options (Love Poetry/Good Living) they have studied. The questions may require students to:</p> <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 part of the extract; • scan selected lines of poetry. <p>Scansion is only required in Latin of hexameters and elegiacs. Assessment is by a paper-specific markscheme. The use of a Latin dictionary is not permitted for Paper 2.</p>

TARGETED STANDARDS			
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE	
gerunds indirect statement Infinitives Roman culture Roman society style supine syntax translation vocabulary	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.	
	Cite specific textual evidence to support analysis of technical text (DOK 2)	11.12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	
	Infer distinctions an author makes from textual evidence that supports analysis of science and technical texts (DOK 2)		
DECLARATIVE KNOWLEDGE (same as above)	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP	
		Identify main theme of a work (DOK 1)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
		Accurately compare and contrast those themes and characters to modern day equivalents both scientific and literary (mythological characters, stories/ explanations to natural phenomena) (DOK 3)	7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
		Paraphrase authentic Latin using vocabulary which aims to translate broadly rather than specifically (DOK 2)	
Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
	Synthesize Latin knowledge to answer questions on translation, grammar, and syntax to express deeper understanding of the work's structure (DOK 4)	7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
	Identify the central ideas or conclusions of a text (DOK 1)	11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Determine meaning of key terms used in a text (DOK 1)	11-12.RST.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.
	Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)	
Write informative/explanatory texts using precise language to manage the complexity of the topic (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	11-12.WHST.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)	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 Propertius’s stylistic approach and what constitutes love in today’s world with that of Propertius.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> • differentiate between levels of love which are discussed in the writings of the Romans; • explain the phenomenon of love through the Roman experience and translations of Propertius’s work; • draw conclusions from Roman experiences in order to gain insight into Roman life; • construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Propertius; • revise literal translations to ones which reflect Propertius’s style in order to convey meaning of his work accurately.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Cultural perspective is determined and reflected via language use and creation.	CEQ1: How does language reflect culture and vice versa?
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?
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 CEU1, 3, 4, 5, 7 CEQ1, 3a-b, 4a-b, 5a-b, 7a-b 7.1.IH.A.1, 5, 7 7.1.IH.B.6 7.1.IH.C.4, 5 11-12.RST.1, 2, 4, 9 11-12.WHST.2, 4, 9 DOK 3	<p>Paper 2, Part B examines understanding and literary appreciation of set texts, as well as the background knowledge necessary for the understanding of prescribed passages. Students are required to answer questions on three extracts chosen from the two options (Love Poetry/Good Living) they have studied. The questions will require students to:</p> <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 part of the extract; scan selected lines of poetry. <p>Scansion is only required in Latin of hexameters and elegiacs. Assessment is by a paper-specific markscheme. The use of a Latin dictionary is not permitted for paper 2.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
alliteration	Identify the main theme of the work (DOK 1)	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
allusion	Accurately compare and contrast those themes and characters to modern day equivalents, specifically the feeling and human drama that is love (DOK 3)	
anaphora	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
anastrophe		
aposiopesis	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
apostrophe	Apply Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
asyndeton	Synthesize Latin knowledge to answer questions on translation, grammar, and syntax to express deeper understanding of the work's structure (DOK 4)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
chiasmus	Synthesize knowledge of Roman culture and society to accurately translate Latin on topics which relate to us today (DOK 4)	7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.
dactyl	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
dactylic hexameter	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
elision		
ellipsis		
hendiadys		
hyperbole		
indirect statement		
litotes		
metaphor		
metonymy		
mythology		
onomatopoeia		
oxymoron		
personification		
pleonasm		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) polysyndeton prolepsis Roman Culture simile spondee synchysis synecdoche syntax tmesis translation tricolon crescens zeugma	Cite specific textual evidence to support analysis of technical text (DOK 2)	11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	Infer distinctions an author makes from textual evidence that supports analysis of science and technical texts (DOK 2)	
	Infer gaps or inconsistencies in an account from textual evidence that supports analysis of science and technical texts (DOK 2)	
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Determine meaning of key terms used in a text (DOK 1)	11-12.RST.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.
	Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)	
	Write informative/explanatory texts using precise language to manage the complexity of the topic (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)	11-12.WHST.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)	11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	

IB LANGUAGE B: LATIN SL, YEAR 1**UNIT 4: Vergil's Aeneid****SUGGESTED DURATION: 4 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will render culturally appropriate translations by using their understanding of Vergil's stylistic approach and comparing the modern view of national identity with Vergil's.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level.		
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 people and culture to their translation in order to aid with their analysis of Virgil's work; develop a rationale for interpreting Vergil's work based off of their knowledge of epic; construct accurate translations demonstrating knowledge of author-specific vocabulary and stylistic devices employed by Vergil; revise literal translations to ones which reflect Vergil's style in order to convey meaning of his work accurately. 		
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.		
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.		
0	Even with help, the student does not exhibit understanding of performances listed in level 3.		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
CEU1: Cultural perspective is determined and reflected via language use and creation.		CEQ1: How does language reflect culture and vice versa?	
CEU2: Citizens' creations are indicative of a national identity and culture.		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 CEU1, 2, 5, 6, 7 CEQ1, 2, 5a-b, 6a-b, 7a-b 7.1.IH.A.1, 5, 7, 8 7.1.IH.C.4, 5 DOK 4	<p>Paper 2, Part C examines understanding and literary appreciation of set texts, as well as the background knowledge necessary for the understanding of prescribed passages within the options. Students are required to answer questions on three extracts chosen from the two options (Love Poetry/Good Living) they have studied. The questions may require students to:</p> <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 part of the extract; scan selected lines of poetry. <p>Scansion is only required in Latin of hexameters and elegiacs. Assessment is by a paper-specific markscheme. The use of a Latin dictionary is not permitted for paper 2.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
alliteration	Identify the main theme of the work (DOK 1)	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
allusion	Accurately compare and contrast those themes and characters to modern day equivalents, specifically the feeling and human drama that is love (DOK 3)	
anaphora	Comprehend written work through grammar, vocabulary, and syntax (DOK 2)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
anastrophe		
aposiopesis	Infer meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
apostrophe		
asyndeton	Apply of Latin syntax and grammar knowledge to readily translate unseen constructions and passages (DOK 3)	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
chiasmus		
dactyl	Synthesize Latin knowledge to answer questions on translation, grammar, and syntax to express deeper understanding of the work's structure (DOK 4)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
dactylic hexameter		
elision	Synthesize knowledge of Roman culture and society to accurately translate Latin on topics which relate to us today (DOK 4)	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
ellipsis		
epic poetry	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
hendiadys		
hyperbole		
indirect statement		
litotes		
metaphor		
metonymy		
mythology		
onomatopoeia		
oxymoron		
personification		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) pleonasm polysyndeton prolepsis Roman Culture simile spondee synchysis synecdoche syntax tmesis translation tricolon crescens zeugma	Cite specific textual evidence to support analysis of technical text (DOK 2)	11.12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	Infer distinctions an author makes from textual evidence that supports analysis of science and technical texts (DOK 2)	
	Infer gaps or inconsistencies in an account from textual evidence that supports analysis of science and technical texts (DOK 2)	
	Identify the central ideas or conclusions of a text (DOK 1)	11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Determine meaning of key terms used in a text (DOK 1)	11-12.RST.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.
Write informative/explanatory texts using precise language to manage the complexity of the topic (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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.	