

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

LANGUAGE B: LATIN SL, YEAR 2

Grade Level: 12

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

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Heshy Moses, President
Mrs. Jennifer Sutera, Vice President
Mr. Vincent Accettola
Mr. William Bruno
Mrs. Elizabeth Canario
Mr. Samuel Carollo
Mrs. Amy Fankhauser
Mrs. Kathie Lavin
Mr. Michael Messinger

Central Administration

Mr. Charles Sampson, Superintendent
Dr. Nicole Hazel, Chief Academic Officer
Dr. Jeffrey Moore, Director of Curriculum and Instruction
Ms. Stephanie Mechmann, Administrative Supervisor of Curriculum & Instruction
Dr. Nicole Santora, Administrative Supervisor of Curriculum & Instruction

Curriculum Writing Committee

Mr. Efstratios Monafis

Supervisor

Ms. Mary Hough

IB LATIN SL, 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.

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

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 national identity and culture is indicative of its citizens' creations.

CEQ2: What creates a national identity and culture?

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 & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>1: Ovid's <i>Metamorphoses</i></u>	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
<u>2: Good Living (Poetry): Horace's <i>Carmina</i></u>	Students will render culturally appropriate translations by using their understanding of Horace's stylistic approach and what constitutes love in today's world with that of Horace.	5 weeks
<u>3: Love Poetry: Catullus' <i>Carmina</i></u>	Students will render culturally appropriate translations by using their understanding of Catullus' stylistic approach and what constitutes love in today's world with that of Catullus.	7 weeks
<u>4: Caesar's <i>De Bello Gallico</i></u>	Students will render culturally appropriate translations by using their understanding of Caesar's stylistic approach and comparing the modern view of national identity, and warfare with Caesar's.	4 weeks

IB LATIN SL, YEAR 2**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 assistance, the student does not exhibit understanding of the performances listed in score 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?
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.IH.A.1, 5, 7, 8 7.1.IH.B.6 7.1.IH.C.4, 5 DOK 4	This paper consists of two extract choices for translation from which students choose one. <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. 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 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	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		
polysyndeton		
prolepsis		
Roman culture		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) 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.
	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 LATIN SL, YEAR 2**UNIT 2: Good Living - Horace's *Carmina*****SUGGESTED DURATION: 5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

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

4	In addition to score 3 performances, the student can use the learned skills, vocabulary, and syntax to readily answer questions on these aforementioned topics in addition to providing their own explanation as to why the work is written in the way it is.		
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 Horace; 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 Horace; revise literal translations to ones which reflect Horace's 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 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?	
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 CEU3a, 4a-b, 5a-b, 6a-b, 7a-b 7.1.IH.A.2, 5, 7 7.1.IH.C.4 DOK 3	This paper consists of two extract choices for translation from which students choose one. <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. 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 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		
anaphora	Accurately compare and contrast those themes and characters to modern day equivalents, specifically the feeling and human drama that is love (DOK 3)	
anastrophe		
aposiopesis	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.
apostrophe	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.
asyndeton	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.
chiasmus	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.
dactyl		
dactylic hexameter		
elegiac couplet		
elision		
ellipsis		
hendiadys		
hyperbole	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.
indirect statement		
litotes	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.
metaphor		
metonymy		
mythology		
onomatopoeia		
oxymoron		
personification		
pleonasm		
polysyndeton		
prolepsis		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) Roman culture simile spondee synchysis synecdoche syntax tmesis translation tricolon crescens various poetic meter zeugma	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) Integrate information from multiple sources about the same process, phenomenon, or concept (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.
	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 LATIN SL, YEAR 2**UNIT 3: Love Poetry: Catullus' *Carmina*****SUGGESTED DURATION: 7 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

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

4	In addition to score 3 performances, the student can use the learned skills, vocabulary, and syntax to readily answer questions on these aforementioned topics in addition to providing their own explanation as to why the work is written in the way it is.		
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 Catullus'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 Catullus; revise literal translations to ones which reflect Catullus'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 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?	
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 CEU3a, 4a-b, 5a-b, 6a-b, 7a-b 7.1.AL.A.1, 5, 7, 8 7.1.AL.C.4, 5 11-12.RST.2, 4, 9 11-12.WHST.2, 4, 9 DOK 3	This paper consists of two extract choices for translation from which students choose one. <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. 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 elegiac couplet elision ellipsis hendiadys hyperbole indirect statement litotes metaphor metonymy mythology onomatopoeia oxymoron personification pleonasm polysyndeton prolepsis Roman culture	Accurately compare and contrast themes and characters of a Latin translation to modern day equivalents, specifically the Roman’s idea of love (DOK 2)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	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.
	Synthesize Latin knowledge to answer questions on translation, grammar, and syntax to express deeper understanding of the work’s structure (DOK 4)	7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author’s style and syntax (DOK 3)	7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections 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.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) simile spondee synchysis synecdoche syntax tmesis translation tricolon crescens various poetic meter zeugma	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) Integrate information from multiple sources about the same process, phenomenon, or concept (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.
	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 LATIN SL, YEAR 2**UNIT 4: Caesar's Gallic War****SUGGESTED DURATION: 4 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

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

4	In addition to score 3 performances, the student can use the learned skills, vocabulary, and syntax to readily answer questions on these aforementioned topics in addition to providing their own explanation as to why the work is written in the way it is.		
3	The student can: <ul style="list-style-type: none"> explain how the implementation of certain vocabulary aims to explain warfare, conquest, and government. apply their knowledge of the Roman people and culture to their translation in order to aid with their analysis of Caesar's work; develop a rationale for interpreting Caesar's work based off of their knowledge of history; construct accurate translations of his work, taking into account author-specific vocabulary and stylistic devices; revise literal translations to ones which reflect Caesar's style to convey meaning of Caesar'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 assistance, the student does not exhibit understanding of the performances listed in score 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: 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 CEU1, 2, 5, 6, 7 CEU1, 2, 5a-b, 6a-b, 7a-b 7.1.AL.A.1, 5, 7, 8 7.1.AL.C.4, 5 11-12.RST.2, 4, 9 11-12.WHST.2, 4, 9 DOK 3	This paper consists of two extract choices for translation from which students choose one. <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. 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 FURTHER DEVELOP
gerunds indirect statement infinitives Roman culture Roman society style supine syntax translation vocabulary	Accurately compare and contrast themes and characters of a Latin translation to modern day equivalents, specifically the Roman’s idea of love (DOK 2)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	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.
	Synthesize Latin knowledge to answer questions on translation, grammar, and syntax to express deeper understanding of the work’s structure (DOK 4)	7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author’s style and syntax (DOK 3)	7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections 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.
	Construct an accurate, simple summary 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.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	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.