

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGE DEPARTMENT

LATIN 3

Grade Level: 11-12

Credits: 5.00

**BOARD OF EDUCATION ADOPTION DATE:
AUGUST 27, 2018**

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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LATIN 3

COURSE PHILOSOPHY

Through the study of other languages, students develop skills to navigate a dynamic, technologically driven global society and gain a deeper perspective of the world. Through this study, students can further explore their passions as they apply language skills and concepts to analyze, assess, and connect interdisciplinary topics. The study of other languages cultivates the understanding that language and culture are interrelated, and supports the development of 21st century citizenship. The advancement of students' Latin experience solidifies their foundational knowledge of their language skills and further develops their ability to understand the modern world through the historical and cultural lens of the Roman people. In Latin 3, students will engage in meaningful authentic written communication, both historical and cultural, in order to make connections, comparisons, and develop a deeper understanding of the Roman language and culture and its connections to modern language and culture.

COURSE DESCRIPTION

In Latin 3, students will apply language skills previously acquired and will continue increasing their proficiency. Students will further develop knowledge and usage of Latin vocabulary and grammar in order to make connections between the Roman language and culture with that of their own. In Latin 3, students will gain a deeper understanding of English derivatives and their importance in the English vocabulary and other Romance languages. In addition, students will analyze various aspects of ancient Roman culture, history, geography, military, mythology, and religion not only to learn about the past, but also to examine the countless ways ancient Rome influences our society today. This course will continue offering students a foray into the realm of authentic Latin and will prepare them for further study of Latin.

COURSE SUMMARY

COURSE GOALS

CG1: Students will apply language fundamentals to produce sophisticated translations of authentic materials that reflect the cultural intent of ancient Roman society.

CG2: Students will analyze Roman culture and language using authentic text to evaluate the extent to which the present is a product of the past.

COURSE ENDURING UNDERSTANDINGS

CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEU2: Ancient Roman language, culture, and perspective have influenced Western civilization in its proliferation of Roman ideas and ideals.

COURSE ESSENTIAL QUESTIONS

CEQ1: How does the culture, grammar, syntax, and author's perspective influence an informed translation into our native language?

CEQ2: To what extent have the cultures of the past influenced present day society?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	SUGGESTED PACING
UNIT 1: The City of Rome	Students will compare and contrast the organization and administration of the city of Rome to modern cities.	27 Sessions
UNIT 2: Religions and Beliefs	Students will analyze the exchange of beliefs between non-Roman religions and the transition from the traditional Roman pantheon to Christianity.	21 Sessions
UNIT 3: Historical Evidence	Students will utilize historical evidence, including authentic Latin texts, to develop an informed understanding of the Roman history and culture.	28 Sessions
UNIT 4: Roman Entertainment	Students will analyze Roman entertainment and determine its use as a means of gaining political influence.	18 Sessions
UNIT 5: Governmental Structures	Students will analyze the governmental structures of ancient Rome and evaluate the effectiveness of the organization of the empire and modern counterparts.	18 Sessions
UNIT 6: Social Structures	Students will analyze the social structures of ancient Rome and evaluate the socioeconomic mobility of citizens and non-citizens.	14 Sessions

LATIN 3**UNIT 1: THE CITY OF ROME****SUGGESTED PACING: 28 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will compare and contrast the organization and administration of the city of Rome to modern cities.

ENDURING UNDERSTANDINGS

CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEU2: Ancient Roman language, culture, and perspective have influenced Western civilization in its proliferation of Roman ideas and ideals.

EU1: The technological advancements and structure of Roman cities have influenced the development of cities throughout history and modern times.

ESSENTIAL QUESTIONS

CEQ1: How does the culture, grammar, syntax, and author’s perspective influence an informed translation into our native language?

CEQ2: How have the cultures of the past influenced present day society?

EQ1: To what event have the advancements of the Romans influenced modern cities?

UNIT LEARNING SCALE

4	In addition to the level 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"> • compare and contrast the organization of the city of Rome to modern cities; • compare and contrast the city administration of the city of Rome to modern cities; • describe the organization of the city of Rome; • describe the city administration of the city of Rome; • identify and apply the passive voice in the context of Latin literature; • identify and apply the subjunctive in the context of Latin literature; • identify printed and spoken targeted vocabulary; • apply targeted vocabulary in speaking and writing; • interpret authentic text and audio; • write sentences and short paragraphs with accurate vocabulary and grammar; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • analyze and evaluate the impact of Roman city planning in modern cities.

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 or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 7.1.IL.A.1 7.1.IL.A.5 7.1.IL.A.8 7.1.IL.C.4 7.1.IL.C.5 RST.11-12.1 RST.11-12.2 WHST.11-12.2 DOK4	<p>In small groups, students will create a digital tourism advertisement or a video commercial for an important Roman structure or area of Rome. The project should include a description of the location, purpose of the structure, importance, when it was made, cultural impact, and its role in day to day administration of Rome.</p> <p>The digital tourism advertisement or a video commercial must be in Latin using proper sentence structure.</p> <p>Roman structures include:</p> <ul style="list-style-type: none"> • Temple of Vesta • Rostra • Colosseum • Circus Maximus • Temple of Jupiter • Arch of Titus • Arch of Constantine • Cloaca Maxima • Tiberina • Curia

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Present passive Imperfect passive Perfect passive Pluperfect passive The Roman forum Roman city structure The origins of Rome Roman engineering Subjunctive clauses	Recognize independent words; such as Latin terms concerning buildings, construction and engineering, and phrases that bring meaning to a text (DOK 1) Infer meaning from a combination of known words, or from the words themselves (DOK 2) Determine the proper meaning of inflected words that have been recognized in order to reflect their use in the sentence (DOK 2)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
Present passive Imperfect passive Perfect passive Pluperfect passive Subjunctive clauses	Follow directions which are either written or spoken in the target language (DOK 2) Develop knowledge concerning the structure and organization of the city of Rome from authentic Latin texts (DOK 3)	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
Present passive Imperfect passive Perfect passive Pluperfect passive Subjunctive clauses	Analyze the inflection of words in the Latin language to accurately parse the language’s grammatical system (DOK 3)	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
The Roman forum Roman city structure The origins of Rome Roman engineering	Compare and contrast specific Roman systems and their modern day counterparts (DOK 3)	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
The Roman forum Roman city structure The origins of Rome Roman engineering	Write informative texts comparing Roman and modern day cultures (DOK 3)	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
The Roman forum Roman city structure The origins of Rome Roman engineering Subjunctive clauses	Cite specific textual evidence to support analysis of culturally authentic texts, attending to precise details for explanations or descriptions. (DOK 2)	RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

<p>The Roman forum Roman city structure The origins of Rome Roman engineering Subjunctive clauses</p>	<p>Interpret authentic text to identify the central ideas or conclusions of a text (DOK 2)</p> <p>Summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms (DOK 2)</p> <p>Create summaries of authentic text in the target language speaking and writing (DOK 2)</p> <p>Paraphrase text from authentic sources in speaking and writing (DOK 2)</p>	<p>RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
<p>The Roman forum Roman city structure The origins of Rome Roman engineering Subjunctive clauses</p>	<p>Write informative/explanatory texts in the form of authentic translations (DOK 2)</p> <p>Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 3)</p> <p>Organize complex ideas and information to make important connections and distinctions (DOK 4)</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

LATIN 3**UNIT 2: RELIGIONS AND BELIEFS****SUGGESTED PACING: 21 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the exchange of beliefs between non-Roman religion and the transition from the traditional Roman pantheon to Christianity.

ENDURING UNDERSTANDINGS

CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEU2: Ancient Roman language, culture, and perspective have influenced Western civilization in its proliferation of Roman ideas and ideals.

EU1: Roman imperialism caused a spread and exchange of religious beliefs and ideas.

ESSENTIAL QUESTIONS

CEQ1: How does the culture, grammar, syntax, and author's perspective influence an informed translation into our native language?

CEQ2: How have the cultures of the past influenced present day society?

EQ1: How have the interactions of people throughout the Roman empire and the administration of the Roman government influenced the religions within the empire?

UNIT LEARNING SCALE

4	In addition to the level 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"> describe different types of religious beliefs of non-Roman religion; explain the transition from the traditional Roman pantheon to Christianity; identify and apply the deponent verbs in the context of Latin literature; identify and apply the future participle in the context of Latin literature; identify printed and spoken targeted vocabulary; apply targeted vocabulary in speaking and writing; interpret authentic text and audio; cite evidence from authentic primary and secondary sources to support conclusions and ideas; analyze and evaluate the impact of Roman and non-Roman religions.
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 or makes larger errors in attempting to reach level 3.

0 Even with help, the students does not exhibit understanding of performances listed in level 3

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 7.1.IL.A.1 7.1.IL.A.5 7.1.IL.A.8 7.1.IL.C.4 7.1.IL.C.5 RST.11-12.1 RST.11-12.2 RST.11-12.6 WHST.11-12.2 WHST.11-12.9 DOK4	<p>Students will develop a research essay about a non-Roman, non-assimilated into the Roman pantheon religion. Students will describe the philosophy and beliefs of the religion, the characteristics of the followers, costumes and traditions. In addition, students will explain the similarities and differences between the researched non-Roman religion and the state religion of Rome. Lastly, students will explain the exchange of beliefs between non-Roman religion and the transition from the traditional Roman pantheon to Christianity</p> <p>Expository research essay should be three pages in length, double-spaced and must include a bibliography in MLA style.</p> <p>Non-Roman Religions include:</p> <ul style="list-style-type: none">• Christianity• Mithras• Isis• Judaism• Druidism• Zoroastrianism• Astrology• Chaldaeanism• Babylonian Mysticism• Baal• Apis

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals</p>	<p>Infer important issues that remain unresolved in text (DOK 3)</p> <p>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (DOK 3)</p>	<p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>
<p>Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals</p>	<p>Evaluate evidence from informational texts for effectiveness in supporting analysis, reflection, and research.</p>	<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
<p>Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals Deponent verbs Future participle</p>	<p>Recognize independent words; such as Latin terms concerning mythology, religions, and superstitions, and phrases that bring meaning to a text (DOK 1)</p> <p>Infer meaning from authentic text using a combination of known words, or from the words themselves (DOK 2)</p> <p>Determine the proper meaning of inflected words that have been recognized in order to reflect their use in the sentence (DOK 2)</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>

<p>Deponent verbs Future participle</p>	<p>Follow directions which are either written or spoken in the target language (DOK 2)</p> <p>Develop knowledge on Roman society from authentic Latin texts (DOK 3)</p>	<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>
<p>Deponent verbs Future participle</p>	<p>Identify words in the Latin language that do not follow established paradigms (DOK 2)</p> <p>Analyze the inflection of words in the Latin language to accurately parse the Latin language's grammatical system (DOK 3)</p>	<p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>
<p>Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals</p>	<p>Compare and contrast ancient religions and their modern day counterparts (DOK 3)</p>	<p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>
<p>Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals</p>	<p>Write informative texts comparing Roman and modern day cultures (DOK 3)</p>	<p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>
<p>Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology</p>	<p>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 (DOK 2)</p>	<p>RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p>

Stoicism Festivals		
Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Judea Masada Greek and Roman gods Mithraism Divination Judaism Christianity Astrology Stoicism Festivals	<p>Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 3)</p> <p>Convey a knowledgeable stance in a style that responds to the expertise of likely readers (DOK 3)</p> <p>Organize complex ideas and information to make important connections and distinctions (DOK 4)</p>	WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will utilize historical evidence, including authentic Latin texts, to develop an informed understanding of the Roman history and culture.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.	CEQ1: How does the culture, grammar, syntax, and author’s perspective influence an informed translation into our native language?
CEU2: Ancient Roman language, culture, and perspective have influenced Western civilization in its proliferation of Roman ideas and ideals.	CEQ2: How have the cultures of the past influenced present day society?
EU1: Historical and cultural context develop an informed understandings of literary, archaeological, and inscriptional evidence.	EQ1: How do the contexts and biases of the time develop an informed understanding of primary sources?

UNIT LEARNING SCALE

4	In addition to the level 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"> • identify and apply the ablative case in the context of Latin literature; • identify and apply infinitives in the context of Latin literature; • identify and apply indirect statements in the context of Latin literature; • identify printed and spoken targeted vocabulary; • apply targeted vocabulary in speaking and writing; • interpret authentic text and audio; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • analyze and evaluate the impact of Roman military in modern military; • analyze and evaluate Caesar in the Gallic wars.
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 or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 7.1.IL.A.1 7.1.IL.A.5 7.1.IL.A.8 7.1.IL.C.4 7.1.IL.C.5 RST.11-12.1 RST.11-12.2 WHST.11-12.2 WHST.11-12.9 DOK4	<p>In small groups, students will create examples of inscriptional evidence in Latin. Groups will work as archaeologists to translate and examine each groups' inscriptions to determine the information that can be extrapolated from the Latin. Through a "gallery walk," students will document findings, taking into account any possible biases. Groups will share their intentions with the inscriptional evidence and the class will reflect on the accuracy of their findings.</p> <p>Choices of evidence can include:</p> <ul style="list-style-type: none"> • Curse tablets • Tomb inscriptions • Graffiti • Wax tablet • Notice board • Papyri • Building inscriptions

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Ablatives without prepositions Indirect Statement Infinitives Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate	Synthesize information on a specific topic of Roman society using authentic Roman text (DOK 4)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Ablatives without prepositions Indirect Statement Infinitives Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate	Recognize independent words; such as Latin terms concerning the military, and war-specific terminology, and phrases that bring meaning to a text (DOK 1) Infer meaning from a combination of known words, or from the words themselves with specificity geared toward the stylistic language of Julius Caesar (DOK 2) Determine the proper meaning of inflected words that have been recognized in order to reflect their use in an accurate translation (DOK 2)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
Ablatives without prepositions Indirect Statement Infinitives	Follow directions which are either written or spoken in the target language (DOK 2) Develop knowledge on Roman society from authentic Latin texts (DOK 3)	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

<p>Ablatives without prepositions Indirect Statement Infinitives</p>	<p>Identify and analyze the inflection of words in the Latin language to accurately parse the Latin language's grammatical system (DOK 3)</p>	<p>7.1.II.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>
<p>Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate</p>	<p>Compare and contrast specific Roman systems and their modern day counterparts through authentic Latin texts, specifically those written by Julius Caesar (DOK 3)</p>	<p>7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>
<p>Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate</p>	<p>Compare and contrast Roman and modern day cultures through informative written texts (DOK 3)</p>	<p>7.1.II.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>
<p>Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate</p>	<p>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 (DOK 2)</p>	<p>RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p>
<p>Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers</p>	<p>Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)</p>	<p>RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>

Roman Senate		
Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate	Infer important issues that remain unresolved in text (DOK 3) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (DOK 3)	RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate	Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 3) Convey a knowledgeable stance in a style that responds to the expertise of likely readers (DOK 3) Organize complex ideas and information to make important connections and distinctions (DOK 4)	WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Literary, archaeological, and inscriptional evidence Caesar Gallic Wars Sequence of Tenses Roman Legion Roman Military Camp Roman Soldiers Roman Senate	Evaluate evidence from informational texts for effectiveness in supporting analysis, reflection, and research.	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

LATIN 3**UNIT 4: ROMAN ENTERTAINMENT****SUGGESTED DURATION: 18 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze Roman entertainment and determine its use by leaders as a means of gaining political influence.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEQ1: How does the culture, grammar, syntax, and author’s perspective influence an informed translation into our native language?

CEU2: Ancient Roman language, culture, and perspective have influenced Western civilization in its proliferation of Roman ideas and ideals.

CEQ2: How have the cultures of the past influenced present day society?

EU1: Beyond entertainment, Roman theatrical productions and games were political and social tools.

EQ1: How does entertainment influence our political and social lives?

UNIT LEARNING SCALE

4	In addition to the level 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"> • identify and apply the future tense in the context of Latin literature; • identify and apply the future perfect tense in the context of Latin literature; • identify printed and spoken targeted vocabulary; • apply targeted vocabulary in speaking and writing; • interpret authentic text and audio; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • analyze and evaluate the impact of Roman entertainment.
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 or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 7.1.IL.A.1 7.1.IL.A.5 7.1.IL.A.8 7.1.IL.C.4 7.1.IL.C.5 RST.11-12.1 RST.11-12.2 WHST.11-12.2 DOK4	<p>Students will plan an example of Roman entertainment used to gain social/political prestige based on a choice of scenarios. They will act as the arbiter <i>elegantiae</i> (judge of good taste) to gain the favor of the people for a patron/political figure.</p> <p>Part I: Students will research their chosen event and scenario and develop an explanation of how the entertainment was used by leaders as a means of gaining political influence.</p> <p>Part II: Students will write a detailed plan of the event (One page).</p> <p>Part III: Students will create a skit/video/short story discussing the event and the outcome. The skit/video/short story must be performed/written in Latin (3-5 minutes long). The class will then vote which entertainment they would like to attend.</p> <p>Events include:</p> <ul style="list-style-type: none"> • Cena • Ludi populorum • Ludi aurigarum • Ludi gladiatorum • Fabulae • Pantomimus • Saltatrices • Venatio • Naumachiae • Petauristarius

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Future tense Future perfect Conditional clauses Ludi Chariot races Gladiatorial games Processions	<p>Recognize independent words; such as Latin terms concerning the various forms of Roman entertainment, and phrases that bring meaning to a text (DOK 1)</p> <p>Infer meaning from a combination of known words, or from the words themselves with focus on the Romans' ideas of entertainment (DOK 2)</p> <p>Determine the proper meaning of inflected words that have been recognized in order to reflect their use in an accurate translation (DOK 2)</p>	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.
Future tense Future perfect Conditional clauses	<p>Follow directions which are either written or spoken in the target language with an inclusion of new verb tenses (DOK 2)</p> <p>Develop knowledge on Roman society from authentic Latin texts (DOK 3)</p>	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
Ludi Chariot races Gladiatorial games Processions	<p>Analyze Roman entertainment and its use as a political tool (DOK 3)</p>	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
Ludi Chariot races Gladiatorial games Processions	<p>Write informative texts comparing Roman and modern day cultures (DOK 3)</p>	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.
Ludi Chariot races Gladiatorial games Processions	<p>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 (DOK 2)</p>	RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
Ludi Chariot races Gladiatorial games Processions	<p>Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)</p>	RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

<p>Ludi Chariot races Gladiatorial games Processions</p>	<p>Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 3)</p> <p>Convey a knowledgeable stance in a style that responds to the expertise of likely readers (DOK 3)</p> <p>Organize complex ideas and information to make important connections and distinctions (DOK 4)</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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LATIN 3**UNIT 5: GOVERNMENTAL STRUCTURES****SUGGESTED PACING: 18 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the governmental structures of ancient Rome, evaluate their effectiveness and compare them to modern systems.

ENDURING UNDERSTANDINGS

CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEU2: Ancient Roman language, culture, and perspective have influenced Western civilization in its proliferation of Roman ideas and ideals.

EU1: The influence of Roman governmental structures can be seen in many modern political systems.

ESSENTIAL QUESTIONS

CEQ1: How does the culture, grammar, syntax, and author's perspective influence an informed translation into our native language?

CEQ2: How have the cultures of the past influenced present day society?

EQ1: How have modern political systems been influenced by the governmental structures of the Romans?

UNIT LEARNING SCALE

4	In addition to the level 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"> • describe governmental structures of ancient Rome; • describe the government organization of ancient Rome; • compare and contrast the governmental structures of ancient Rome modern societies; • identify and apply indirect statements in tenses other than the present in the context of Latin literature; • identify and apply gerunds and gerundives in the context of Latin literature; • identify printed and spoken targeted vocabulary; • apply targeted vocabulary in speaking and writing; • interpret authentic text and audio; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • analyze and evaluate the impact of the governmental structure in ancient Rome.
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 or makes larger errors in attempting to reach level 3.

0 Even with help, the students does not exhibit understanding of performances listed in level 3

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 7.1.IL.A.1 7.1.IL.A.5 7.1.IL.A.8 7.1.IL.C.4 7.1.IL.C.5 RST.11-12.1 RST.11-12.2 WHST.11-12.2 DOK4	<p>Students will create a digital presentation to describe the governmental structures of ancient Rome. Students will explain their effectiveness and compare ancient Rome government to modern systems. Also, students will create a biography of an influential politician/public servant from ancient Rome. The biography will his / her name, birth, death, contributions, scandals, cultural and three historical impacts.</p> <p>Politician/public servant list:</p> <ul style="list-style-type: none">• Agrippina• Augustus• Boudica• Brutus• Caligula• Caracalla• Claudius• Cleopatra• Commodus• Constantine the Great• Diocletian• Domitian• Elagabalus• Hannibal• Hardian• Julius Caesar• Marc Antony• Marcus Aurelius• Marius• Nero• Nerva• Pius• Pompey• Scipio• Severus• Spartacus• Sulla• Tarquinius Superbus• Thrax• Tiberius• Titus• Trajan• Vercingetorix• Vespasian <p>After projects are complete, students will discuss pros and cons of each style of government (kingdom, republic, and empire) and make comparisons to modern governments and rulers.</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Court System Imperial Court Provincial System Governorship Cursus Honorum Infinitives Indirect Statement Gerunds Gerundives	<p>Recognize independent words; such as Latin terms and phrases concerning Roman court and political systems to bring meaning to a text (DOK 1)</p> <p>Infer meaning from a combination of known words, or from the words themselves with focus on the Roman political systems (DOK 2)</p> <p>Determine the proper meaning of inflected words that have been recognized in order to reflect their use in an accurate translation (DOK 2)</p>	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.
Infinitives Indirect Statement Gerunds Gerundives	<p>Follow directions which are either written or spoken in the target language (DOK 2)</p> <p>Develop knowledge on Roman society from authentic Latin texts (DOK 3)</p>	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
Court System Imperial Court Provincial System Governorship Cursus Honorum	<p>Compare and contrast specific Roman systems and their modern day counterparts (DOK 3)</p>	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
Court System Imperial Court Provincial System Governorship Cursus Honorum	<p>Write informative texts comparing Roman and modern day cultures (DOK 3)</p>	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.
Court System Imperial Court Provincial System Governorship Cursus Honorum	<p>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 (DOK 2)</p>	RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

<p>Court System Imperial Court Provincial System Governorship Cursus Honorum</p>	<p>Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)</p>	<p>RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
<p>Court System Imperial Court Provincial System Governorship Cursus Honorum</p>	<p>Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 3)</p> <p>Convey a knowledgeable stance in a style that responds to the expertise of likely readers (DOK 3)</p> <p>Organize complex ideas and information to make important connections and distinctions (DOK 4)</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

LATIN 3**UNIT 6: SOCIAL STRUCTURES****SUGGESTED PACING: 14 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the social structures of ancient Rome and explain the socioeconomic mobility of citizens and non-citizens in ancient Roman society.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Sophisticated translations of advanced/authentic Latin are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEQ1: How does the culture, grammar, syntax, and author's perspective influence an informed translation into our native language?

CEU2: Ancient Roman language, culture, and perspective have impacted Western civilization in its proliferation of Roman ideas and ideals.

CEQ2: How have the cultures of the past influenced present day society?

EU1: Opportunities in Roman times for social mobility are closely tied to the social norms of the time.

EQ1: What possibilities existed for Roman citizens to rise through the social hierarchy?

UNIT LEARNING SCALE

4	In addition to the level 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"> • identify and describe the social structures of ancient Rome; • explain the differences between citizens and non-citizens of ancient Rome; • explain the socioeconomic mobility of citizens and non-citizen; • identify and apply the future passive in the context of Latin literature; • identify and apply the perfect subjunctive in the context of Latin literature; • Identify and apply the supine in the context of Latin literature; • identify printed and spoken targeted vocabulary; • apply targeted vocabulary in speaking and writing; • interpret authentic text and audio; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • analyze and evaluate the impact of Roman societal norms.
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 or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 7.1.IM.A.1 7.1.IM.A.5 7.1.IL.B.1 7.1.IM.C.4 7.1.IM.C.5 RST.11-12.1 RST.11-12.2 WHST.11-12.2 WHST.11-12.9 DOK4	<p>Students will explain the socioeconomic mobility journey of a citizen or a non-citizen in ancient Roman. Students will analyze the social structures of ancient Rome and explain what would have happened to a citizen or a non-citizen in ancient Roman society as they moved from social hierarchy. Students may choose the format of their project between an autobiographical paper, a short video, a storyboard, a song or storybook to complete their project.</p> <p>Focus examples:</p> <ul style="list-style-type: none"> Trace the rise of a slave to the status of freedman/woman; Trace the rise of a Roman citizen from the plebian class to equestrian; Trace the rise of a Roman citizen from equestrian to senator. <p>Guiding Questions:</p> <ul style="list-style-type: none"> What was the social structure of ancient Rome? What were the different social status people belong to in ancient Rome? What rights did people in those groups have? Describe your citizen or a non-citizen; Describe your citizen or a non-citizen life before and after the transition.

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Patronage system Patricians and Plebeians Freeman Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy	<p>Synthesize information on a specific topic of Roman society using authentic Roman text (DOK 4)</p> <p>Utilize the synthesis of information from Latin texts in order to develop an informed and accurate understanding of Roman society with emphasis on the everyday life of the Romans (DOK 4)</p> <p>Exchange information using digital tools about ancient Roman society and everyday life (DOK 3)</p>	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

Marriage Divorce Children		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children Present passive infinitive Future passive tense Supine Infinitives Perfect Subjunctive	Recognize new words or memorized words; specifically those involving Roman life and social stratification, and phrases that bring meaning to a text (DOK 1) Infer meaning from a combination of known words, or from the words themselves with emphasis on new grammatical constructions presented in an authentic text (DOK 2) Determine the meaning of inflected words in order to reflect their use in the sentence (DOK 2)	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.
Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children Present passive infinitive Future passive tense Supine Infinitives Perfect Subjunctive	Follow directions which are either written or spoken in the target language (DOK 2) Develop knowledge on Roman society from authentic Latin texts (DOK 3)	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

<p>Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children</p>	<p>Compare and contrast specific Roman systems and their modern day counterparts (DOK 3)</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>
<p>Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children</p>	<p>Write informative texts comparing Roman and modern day cultures (DOK 3)</p>	<p>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.</p>
<p>Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children</p>	<p>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 (DOK 2)</p>	<p>RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p>

<p>Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children</p>	<p>Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)</p>	<p>RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
<p>Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children</p>	<p>Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 3)</p> <p>Convey a knowledgeable stance in a style that responds to the expertise of likely readers (DOK 3)</p> <p>Organize complex ideas and information to make important connections and distinctions (DOK 4)</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>Patronage system Patricians and Plebeians Freemen Slavery The Emperor's Consilium Senator Equestrian Country Living City Living Economy Marriage Divorce Children</p>	<p>Evaluate evidence from informational texts for effectiveness in supporting analysis, reflection, and research (DOK 3)</p>	<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>