

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

LATIN 1

Grade Level: 9-12

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

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ACADEMIC LATIN I

COURSE PHILOSOPHY

Latin I supports students' development of skills to navigate a dynamic, technologically-driven global society in which they gain a deeper perspective of the world through the study of other languages. Through this study, students can further explore their passions as they apply language skills and concepts to analyze, assess, and criticize interdisciplinary topics. Students engage in meaningful written communication, both historical and cultural, at the novice-mid level progressing to the intermediate level 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. The intermediate level of language study cultivates an awareness that language and culture are interrelated, which is a fundamental element of 21st first century citizenship.

COURSE DESCRIPTION

In this class students will learn about the Latin language and various aspects of Ancient Roman history and culture. They will be introduced to Latin vocabulary and grammar. *Latin I* will emphasize the importance of Latin derivatives and how Latin can be used to help enhance English vocabulary as well as help students to learn other Romance languages. This class will examine various aspects of Ancient Roman culture, history, geography, social structures, mythology, and government not only to learn about the past, but also to examine the countless ways Ancient Rome impacts society today.

COURSE SUMMARY

COURSE GOALS

CG1: Students will synthesize skills acquired through reading and translating inauthentic Latin to ever-increasing authentic Latin, which becomes more complex as the year progresses.

CG2: Students will compare and critique the culture of today to and through the lens of ancient Roman history and culture.

COURSE ENDURING UNDERSTANDINGS

CEU1: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.

CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.

COURSE ESSENTIAL QUESTIONS

CEQ1: What makes one translation more accurate than another?

CEQ2: How are we still like the ancient Romans?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
Unit 1: Roman Private Life	Students will draw conclusions about connections between modern day families and households to those of the ancient Romans.	4 weeks
Unit 2: Roman Public Life	Students will analyze Roman society's politics, socio-economic structure, and economy in order to draw conclusions about their derivations into our present day society.	8 weeks
Unit 3: Roman Entertainment	Students will draw conclusions about connections between modern day entertainment and that of the ancient Romans.	4 weeks
Unit 4: Roman Religion	Students will analyze the themes which form the basis of Roman religion and demonstrate their influence on later religions.	5 weeks
Unit 5: Roman Social Structure	Students will analyze Roman social stratification and slavery practices, drawing conclusions about the Romans' influence on later societies' practices.	5 weeks
Unit 6: Roman Education	Students will assess the strengths and weaknesses of the Roman education system, comparing and contrasting it to their own.	2 weeks
Unit 7: Romanization	Students will analyze and evaluate the ethics of Roman imperialism, and argue whether nations practice such imperialism today.	6 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about connections between modern day families and households to those of the ancient Romans.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and draw conclusions from sight passages with little or no prior preparation and without teacher help.
3	<p>The student can:</p> <ul style="list-style-type: none"> • identify and apply the present tense in regular and irregular verbs in speaking, reading, and writing; • identify and apply the verb “esse” in speaking, reading, and writing; • identify and apply the use of nominative/accusative cases in speaking, reading, and writing; • identify and apply domain-specific vocabulary in context in speaking, reading, and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and explain in speaking and writing the typical routines of Roman families; • compare and contrast modern family to ancient Roman family ways of living; • make connections in speaking and writing between modern families and ancient family life styles.
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: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.	CEQ1: What makes one translation more accurate than another?
CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.	CEQ2: How are we still like the ancient Romans?
EU1: The Roman family unit was comprised of more than just blood relations.	EQ1: What constitutes a family?
EU2: The Roman villa has similarities and differences in both use and organization to modern households.	EQ2: In what ways is my household Roman?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG 1 CEU1, 2, EU1, 2 CEQ 1, 2, EQ1, 2 7.1.NM.A.1, 5 7.1.NM.B.1 7.1.NM.C.3, 4 9-10.RST.1 9-10.WHST.2 DOK 4</p>	<p>Part 1: Students will write an essay to compare and contrast modern day families and households to those of the ancient Romans. Then, they will conduct research about how technology, the economy, and environmental issues affect living conditions and defend a thesis about how the family and household structure will change in future decades.</p> <p>Part 2: Students will create a visual representation of a Roman household. Including room names, functions, and the people who used them. The visual representation can be in the form of a model, poster, or digitally rendered. Each student will seek to personalize their Roman household with their own creative style and interests. Once this has been created, students will identify in detail those rooms they have outlined in their Roman villa, and compare and contrast it to a typical modern home. Then, students will explain to the audience how, based on research, the family and household structure will change in future decades.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How is the modern family structure similar and different to that of the ancient Romans? How has the family unit changed? • What are clear influences in our family and household structure from the ancient Romans? • What rooms still exist in the modern home and what rooms are now obsolete? • What rooms/room functions would you want to see return to the modern home and why? • Why do certain rooms no longer exist? • How will the family and household structure change in the future given the environmental, economic, and technology challenges we face? <p>Essential components:</p> <ul style="list-style-type: none"> • <i>ancilla</i> • <i>atrium</i> • <i>compluvium</i> • <i>coquus</i> • <i>cubiculum</i> • <i>culina</i> • <i>hortum</i> • <i>impluvium</i> • <i>lararium</i> • <i>latrina</i> • <i>perystilium</i> • <i>servus</i> • <i>tabernae</i> • <i>tablinum</i> • <i>triclinium</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
declensions English derivatives <i>esse</i> family vocabulary house vocabulary Latin citation to support translation nominative/accusative singular present tense Roman dress Roman food third singular	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Understand directions which are either written or spoken in the target language (DOK 2)	7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
	Produce projects indicating understanding of the target language (DOK 4)	7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
	Interpret vocabulary use and syntax (DOK 2)	7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics
	Analyze a sentence through vocabulary, syntax, style, and grammar (DOK 3)	
	Compare and contrast Roman and modern day cultures (DOK 2)	7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
	Cite specific textual evidence to support analysis of text (DOK 1)	9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Write informative/explanatory texts making important connections (DOK 4)	11-12.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Write informative/explanatory texts including concrete details appropriate to the audience's knowledge (DOK 4)		

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze Roman society’s politics, socio-economic structure, and economy in order to draw conclusions about their derivations into our present day society.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and analyze from sight passages with little or no prior preparation and without teacher help.
3	The student can: <ul style="list-style-type: none"> • identify and apply the first and second person of the present tense of regular and irregular verbs in speaking, reading, and writing; • identify and apply the dative case of nouns in speaking, reading, and writing; • identify and apply personal pronouns in context in speaking, reading and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and apply domain-specific vocabulary in speaking, reading, and writing; • compare and contrast modern public life with that of the Romans; • identify and explain in speaking and writing the typical Roman day.
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	
CEU1: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.	ESSENTIAL QUESTIONS
CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.	CEQ1: What makes one translation more accurate than another?
EU1: The forum operated as both a place of business and a place to socialize.	CEQ2: How are we still like the ancient Romans?
EU2: Our own political and judicial systems are derived from those of the Romans.	EQ1: How does a public environment influence behavior?
EU3: Roman recreation involved actions centered on social interaction dependent on social class.	EQ2a: What is justice?
	EQ2b: Why are politics important?
	EQ3a: What is more relaxing, being by yourself or with others?
	EQ3b: How does social class influence what activities you engage in to relax?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU 1-3 CEQ1, 2, EQ 1, 2a-b, 3a-b EU 3, EQ 3 7.1.NM.A.1, 5 7.1.NM.B.1 7.1.NM.C.3, 4 9-10.RST.1 9-10.WHST.2 DOK 4	<p>Part 1: Students will write an essay that compares and contrasts Roman society, politics, socio-economic structure, and economy to those of our own and explain their derivations into our present day society and culture. Students will use examples from Roman history and culture to argue if our structures need to change.</p> <p>Part 2: Students will work in small groups to create a digital presentation to explain how our political, social, and economic structures resemble those of the Romans and explain whether these systems need to change in the future, citing strong evidence to support their ideas. The presentation must include visuals and other multimedia (text from primary sources, short video clips, recordings, etc.) to support student ideas.</p>

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
baths dative English derivatives first and second person singular forum jobs personal pronouns politics Roman towns society special verbs	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Understand directions which are either written or spoken in the target language (DOK 2)	7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
	Produce projects indicating understanding of the target language (DOK 4)	7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
	Interpret vocabulary use and syntax (DOK 2)	7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
	Analyze a sentence through vocabulary, syntax, style, and grammar (DOK 3)	
	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
	Cite specific textual evidence to support analysis of text (DOK 2)	9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Write informative/explanatory texts making important connections (DOK 4)	11-12.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Write informative/explanatory texts including concrete details appropriate to the audience's knowledge (DOK 4)		

ACADEMIC LATIN I
UNIT 3: ROMAN ENTERTAINMENT

SUGGESTED DURATION:
4 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about connections between modern day entertainment and that of the ancient Romans.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and draw conclusions from sight passages with little or no prior preparation and without teacher help.
3	The student can: <ul style="list-style-type: none"> • identify and apply the declensions of nouns through speaking, reading, and writing; • identify and apply the nominative/accusative plural in speaking, reading, and writing; • identify and apply the third person plural conjugation of verbs in speaking, reading, and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • compare and contrast modern day entertainment with Roman entertainment; • identify and apply domain-specific vocabulary in context in speaking, reading, and writing; • identify and explain Roman entertainment in both speaking and writing.
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: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.	CEQ1: What makes one translation more accurate than another?
CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.	CEQ2: How are we still like the ancient Romans?
EU1: Roman entertainment has affected modern day culture.	EQ1a: What is the most popular form of entertainment? EQ1b: How “Roman” is our entertainment?
EU2: The Romans had many different forms of entertainment; the theatre, circus, and gladiatorial games were influenced by other cultures.	EQ2: Is variety the spice of life?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU 1, 2 CEQ 1, 2, EQ 1a-b, 2 7.1.NM.A.1, 5 7.1.NH.B.1 7.1.NH.C.3, 4 9-10.WHST.6, 7 DOK 4	<p>Part 1: Students will create a multi-media presentation to explain the connections between our popular forms of entertainment and that of the ancient Romans, depicting the evolution of entertainment through the years. After that, students will present predictions on changes in entertainment in the next fifty decades and explain if such changes will still be influenced by ancient Romans. Students must conduct research regarding the evolution of entertainment, within the guidelines of the instructor.</p> <p>Guiding questions:</p> <ul style="list-style-type: none">• How do popular forms of modern entertainment (sports, concerts, movies, theater) compare to those of the ancient Romans?• What are clear examples of these connections?• From the time of the ancient Romans until today, how has entertainment changed or evolved? What has affected these changes?• How will entertainment continue to change in the next fifty decades and what will it look like? <p>Part 2: Students will choose one form of entertainment evident in today's society that derived from Roman times and create an advertisement (pamphlet, commercial, trailer or billboard). The advertisement can be connected to a cultural event such as a festival, political celebration, military celebration, and/or a game or competition. The main purpose of the advertisement will be to promote the event in fifty years or more from now. In the advertisement students will explain the origins of the event, explain how it is relevant now and then, and explain how it will be in the future, and why it will be that way.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
multimedia presentation	Use technology, including the Internet, to display information dynamically (DOK 3)	9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
declensions gladiators nominative and accusative plural theater third plural	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Understand directions which are either written or spoken in the target language (DOK 2)	7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
	Produce projects indicating understanding of the target language (DOK 4)	7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
	Interpret vocabulary use and syntax (DOK 2)	7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
	Analyze a sentence through vocabulary, syntax, style, and grammar (DOK 3)	
Compare and contrast Roman and modern day cultures (DOK 2)	7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze the themes which form the basis of Roman religion and demonstrate their influence on later religions.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and analyze from sight passages with little or no prior preparation and without teacher help.
3	The student can: <ul style="list-style-type: none"> • identify and apply the perfect stem in speaking, reading, and writing; • identify and apply the imperfect and perfect tenses in speaking, reading, and writing; • identify and apply the first person and second person conjugation of verbs in speaking, reading, and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and apply domain-specific vocabulary concerning Roman religion in context in speaking, reading, and writing; • compare and contrast modern religions with Roman religion; • identify and explain Roman religion, in speaking and writing.
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

CEU1: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.
 EU1: Roman culture has a deep connection with its literary and mythological canons.
 EU2: Roman religious practices and beliefs served as the foundation for many other religions.

ESSENTIAL QUESTIONS

CEQ1: What makes one translation more accurate than another?
 EQ1: How do culture, literature, and mythology influence each other?
 EQ2: How “Roman” are modern religious practices?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, LG 2 EU 1, EQ 1 EU 2, EQ 2 EU 3, EQ 3 7.1.NH.A.1, 5 7.1.NH.C.3, 4 9-10.RST.1 9-10.WHST.2, 6, 7 DOK 4	<p>Part 1: Students will write an expository essay and create a supportive presentation explaining how Roman religious beliefs influenced the development of religions throughout history. Students will create a bibliography and cite all related information to support their examples and elaborate their explanations.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• What were the most predominant ancient Roman religious beliefs? How did these beliefs influence daily Roman life?• How did ancient Romans celebrate their religious events and what were they related to?• How did ancient Roman beliefs influence the development of religions through history and which ones were influenced the most?• What ancient Roman customs do some people in our society still have today? <p>Part 2: Students will work in small groups to identify and present, from an anthropological perspective, a specific example of how Roman religion influenced the development of a modern religion.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• What Roman beliefs are still evident today and in what religion(s)?• Where did the belief(s) originate?• Why did the Romans embrace it and how did it affect their lives?• Why do you think it is still evident today? How do people embrace it today?• Will it change? Why?

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
first and second perfect and imperfect afterlife gods and goddesses mythology perfect stems Pompeii	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	
	Inflect words that have been recognized in order to reflect their use in the sentence (DOK 3)	
	Understand directions which are either written or spoken in the target language (DOK 2)	
	Interpret vocabulary use and syntax (DOK 2)	
	Compare and contrast Roman and modern day cultures (DOK 3)	
	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
	Identify details in a technical text that support an analysis of information (DOK 2)	9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Correlate details that support analysis of information to precise explanations or descriptions (DOK 2)	
	Cite specific textual evidence to support analysis of text (DOK 2)	11-12.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	Write informative/explanatory texts making important connections (DOK 4)	
	Write informative/explanatory texts including concrete details appropriate to the audience's knowledge (DOK 4)	
	Use technology, including the Internet, to display information dynamically (DOK 3)	9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ACADEMIC LATIN I
UNIT 5: ROMAN SOCIAL STRUCTURE

SUGGESTED DURATION:
5 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze Roman social stratification and slavery practices, drawing conclusions about the Romans' influence on later societies' practices.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and draw conclusions from sight passages with little or no prior preparation and without teacher help.
3	The student can: <ul style="list-style-type: none"> • identify and apply the many forms of irregular verbs in speaking, reading, and writing; • identify and apply the imperfect and perfect tenses in all forms in speaking, reading, and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and apply domain-specific vocabulary regarding Roman society in speaking, reading, and writing; • identify and explain Roman social structure in speaking and writing; • compare and contrast Roman social structures with their modern counterparts.
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

CEU1: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.

CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.

EU1: Roman societal organization created constraints on and privileges for different members of Roman society.

ESSENTIAL QUESTIONS

CEQ1: What makes one translation more accurate than another?

CEQ2: How are we still like the ancient Romans?

EQ1: How does society become stratified?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU 1 CEQ1, 2, EQ1 7.1.NH.A.1, 5 7.1.NH.C. 4, 5 9-10.RST.1 9-10.WHST.2 DOK 4	<p>Students will work in groups to create four different diary entries representing four different perspectives about one common event typical to Roman society. Students will choose from the following social classes to develop their accounts: Roman citizen, matron, slave, slave girl, foreigner. Then, students will create a presentation to explain how the ancient Roman social stratification influenced that of our own through history. Students will provide examples and cite supporting evidence.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• What was the social structure of ancient Romans like?• How did that structure affect their lives?• What can people with different social statuses do or not do based on that status?• How did ancient Roman social stratification influence our own through history?

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
English derivatives Freedmen irregular verbs slavery social structure third person imperfect third person perfect	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	
	Inflect words that have been recognized in order to reflect their use in the sentence (DOK 3)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Understand directions which are either written or spoken in the target language (DOK 2)	
	Interpret vocabulary use and syntax (DOK 2)	
	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.NH.C.3 Describe in writing people and things from the home and school environment.
	Identify details in a technical text that support an analysis of information (DOK 2)	7.1.NH.C.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	Correlate details that support analysis of information to precise explanations or descriptions (DOK 2)	
Cite specific textual evidence to support analysis of text (DOK 2)		
Write informative/explanatory texts making important connections (DOK 4)	9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	
Write informative/explanatory texts including concrete details appropriate to the audience's knowledge (DOK 4)		
		11-12.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will assess the strengths and weaknesses of the Roman education system, comparing and contrasting it to their own.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and assess from sight passages with little or no prior preparation and without teacher help.
3	The student can: <ul style="list-style-type: none"> • identify and apply the first and second person plural conjugations of regular and irregular verbs in speaking, reading, and writing; • identify and apply the complete conjugation of the verb to be in speaking, reading, and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and apply domain-specific vocabulary with regards to Roman education; • compare and contrast Roman education and its modern equivalent; • identify and explain Roman education and its effects in speaking and writing.
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

CEU1: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.

CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.

EU1: Education in Roman times was not strictly formal or academic.

EU2: Education in Roman times had many stages of completion rather than a standard graduation point.

ESSENTIAL QUESTIONS

CEQ1: What makes one translation more accurate than another?

CEQ2: How are we still like the ancient Romans?

EQ1: How does a person become educated?

EQ2: When is education complete?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU1, 2, EU1, 2 CEQ1, 2, EQ1, 2 7.1.NH.A.1, 5, 7.1.NH.C. 3, 4 9-10.RST.1 9-10.WHST.6 DOK 4	<p>Students will create a presentation and write an essay to assess the strengths and weaknesses of the Roman education system. In their work students will compare and contrast the Roman system to our own. Students will analyze primary sources in Latin and in English to gain a deeper understanding of the education system in ancient Rome and to use them as sources to support their ideas.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• In ancient Rome, who had access to education?• What was the education structure like in ancient Rome?• What did students learn?• Where did they learn? Did they have schools?• How does the ancient Roman school system compare to ours?<ul style="list-style-type: none">○ Did students learn subjects like we do?○ Did they have similar schedules?○ Did they go to school all year around?• In your opinion, was the Roman style of education effective?

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
education vocabulary English derivatives first and second person first and second person "verb to be" Roman education	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	
	Inflect words that have been recognized in order to reflect their use in the sentence (DOK 3)	
	Understand directions which are either written or spoken in the target language (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Interpret vocabulary use and syntax (DOK 2)	7.1.NH.C.3 Describe in writing people and things from the home and school environment.
	Compare and contrast Roman and modern day cultures (DOK 2)	7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	Identify details in a technical text that support an analysis of information (DOK 2)	9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Correlate details that support analysis of information to precise explanations or descriptions (DOK 2)	
Cite specific textual evidence to support analysis of text (DOK 2)		
Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze and evaluate the ethics of Roman imperialism, and argue whether nations practice such imperialism today.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can accurately translate and analyze from sight passages with little or no prior preparation and without teacher help.
3	<p>The student can:</p> <ul style="list-style-type: none"> • identify and apply infinitives of verbs in speaking, reading, and writing; • identify and apply irregular verbs in speaking, reading, and writing; • identify and apply the ablative case of nouns in speaking, reading, and writing; • identify and apply relative pronouns in speaking, reading, and writing; • identify and apply relative clauses in speaking, reading, and writing; • identify and apply prepositional phrases in speaking, reading, and writing; • identify and apply noun/adjective agreement in speaking, reading, and writing; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and apply domain-specific vocabulary regarding Romanization in context in speaking, reading, and writing; • analyze the effects of Romanization on certain European societies; • identify and explain Romanization in speaking and in writing.
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

CEU1: The synthesis of vocabulary skills, grammar concepts, and meaning-making is what creates an accurate interpretation of language.

CEU2: Ancient Roman culture and social structure have impacted our way of life in a plethora of ways.

EU1: The cultural exchanges resulting from Roman imperialism had long-lasting effects that altered world history.

ESSENTIAL QUESTIONS

CEQ1: What makes one translation more accurate than another?

CEQ2: How are we still like the ancient Romans?

EQ1: How have different cultures been affected by the Romans?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU1 CEQ 1, 2 EQ1 7.1.NH.A.1, 5 7.1.NH.B.5 7.1.NH.C.3, 4 9-10.RST.1 DOK 4	Students will create a multi-media presentation in which they explain the imperialistic characteristics of the Romans. Then, students will choose and research one of the following cultures conquered by the Romans, analyzing the major societal changes and repercussions from assimilation into the Roman empire: Celts, Gauls, Greeks, Carthaginians, Judeans, Egyptians, Germanic tribes, Parthians, and Italian tribes. Students must include a "Before and After" description of how life in the culture changed. Then, students will argue about whether or not Roman imperialistic policies represent an ancient model that modern world powers still follow.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
ablative case Celtic Britain cultural exchange English derivatives imperialism infinitives irregular verbs noun/adjective agreement prepositional phrases relative clauses relative pronouns Roman Britain Roman military	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	
	Inflect words that have been recognized in order to reflect their use in the sentence (DOK 3)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Understand directions which are either written or spoken in the target language (DOK 2)	
	Interpret vocabulary use and syntax (DOK 2)	7.1.NH.C.3 Describe in writing people and things from the home and school environment.
	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	Identify details in a technical text that support an analysis of information (DOK 2)	9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Correlate details that support analysis of information to precise explanations or descriptions (DOK 2)	
Cite specific textual evidence to support analysis of text (DOK 2)	9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Use technology, including the Internet, to display information dynamically (DOK 3)		
Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	