

WORLD LANGUAGE

LEVEL 3 UNIT 10

Heroes of the Early Republic

Latin | Intermediate High | Level 3 | HS 8 weeks



ESSENTIAL QUESTION

BIG IDEAS

What are participles and how does Latin use them?

Students learn to form and understand participial forms of verbs in Latin. Students learn to translate more complex uses of the Latin participle (e.g., in absolute and periphrastic constructions) and the various ways English expresses similar ideas. Students read brief modified passages in Latin about famous events in the early history of the Roman Republic.

GUIDING QUESTIONS

What is a participle, in Latin and in English?

What are the special ways in which Latin employs its participles?

What do you do when an expression cannot be translated literally into English?

What is the significance of the great men and women of its early legends to Classical Roman identity?

FOCUS STANDARDS

COMMUNICATION Students understand, interpret and analyze what is read, heard or viewed on a variety of topics.

ACL/ACTFL Standards for Classical Language Learning

Interpretive Listening Intermediate Low	Understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear. I can <ul style="list-style-type: none">• understand the basic purpose of a message• understand messages related to familiar topics in context 13• understand questions and simple statements on familiar topics when they are a part of the conversation
Interpersonal Speaking Novice High	Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read. I can <ul style="list-style-type: none">• formulate simple responses to questions about a reading or lesson• formulate simple questions relevant to a reading or lesson

	<ul style="list-style-type: none"> interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate Mid	<p>Understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.</p> <p>I can</p> <ul style="list-style-type: none"> understand information in paragraph-length Latin texts related to familiar topics understand more nuanced questions related to a familiar text understand the main idea of what they read for personal enjoyment read simple written exchanges between other people
Presentational Writing Intermediate Low	<p>Write briefly about most familiar topics and present information using a series of properly phrased simple sentences.</p> <p>I can</p> <ul style="list-style-type: none"> write about people, activities, events, and experiences prepare materials for a presentation write basic instructions on how to do something

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** Stories of key figures of the early Roman Republic
- **Practice:** How did Romans define civic virtue through stories
- **Perspective:** Importance of individuals in maintaining civic integrity

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary, grammar, and parts of speech
- Social Studies - Great (Wo)Man theory of history

Access and evaluate information and diverse perspectives available through Latin and its culture.

- Hero-stories as expressions of civic virtue or vice

COMPARISONS

Develop insight into the nature of language to interact with cultural competence.

- Awareness of Latin derivatives and English stylistic register

Develop insight into the nature of culture to interact with cultural competence.

- Stories of cultural heroes shape and reflect culture

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- (Optional) Finding and interpreting Latin civic mottoes around the world

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 11

The Middle Republic: Structure and Strains

Latin | Intermediate High | Level 3 | HS 8 weeks



ESSENTIAL QUESTION

BIG IDEAS

What is a verbal mood?

Students learn about the subjunctive mood of Latin verbs, its formation and basic uses. Students learn how to recognize subjunctive ideas, first in English, and then in Latin. Students will learn significant events and figures of the middle and Late Republic, such as the Punic Wars and the Gracchi brothers. Students read brief passages in Latin about famous events in the history of the Roman Republic.

GUIDING QUESTIONS

- What is mood and how is it expressed in Latin and in English?
- How do you recognize a subjunctive verb?
- What do you do when an expression cannot be translated literally into English?
- How did the Romans organize their society, formally and informally?

FOCUS STANDARDS

COMMUNICATION Students understand, interpret and analyze what is read, heard or viewed on a variety of topics.

ACL/ACTFL Standards for Classical Language Learning

Interpretive Listening Intermediate Low	Understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear. I can <ul style="list-style-type: none">• understand the basic purpose of a message• understand messages related to familiar topics in context 13• understand questions and simple statements on familiar topics when they are a part of the conversation
Interpersonal Speaking Novice High	Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read. I can <ul style="list-style-type: none">• formulate simple responses to questions about a reading or lesson• formulate simple questions relevant to a reading or lesson

	<ul style="list-style-type: none"> interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate Mid	<p>Understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.</p> <p>I can</p> <ul style="list-style-type: none"> understand information in paragraph-length Latin texts related to familiar topics understand more nuanced questions related to a familiar text understand the main idea of what they read for personal enjoyment read simple written exchanges between other people
Presentational Writing Intermediate Low	<p>Write briefly about most familiar topics and present information using a series of properly phrased simple sentences.</p> <p>I can</p> <ul style="list-style-type: none"> write about people, activities, events, and experiences prepare materials for a presentation write basic instructions on how to do something

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- Product:** Institutions of Roman government
- Practice:** How did Romans conduct private and public business?
- Perspective:** What benefits, and what tensions were created by the institutions of Roman government?

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary, grammar, and parts of speech
- Social Studies - responsibilities of citizens to society

Access and evaluate information and diverse perspectives available through Latin and its culture.

- Stories of internal and external conflict reveal tensions inherent to Roman social structure

COMPARISONS

Develop insight into the nature of language to interact with cultural competence.

- Awareness of Latin derivatives and English stylistic register

Develop insight into the nature of culture to interact with cultural competence.

- What in Roman civil organization is to be emulated in contemporary societies, and what is to be avoided?

- Awareness of economy of expression in Latin and English

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- (Optional) Finding and interpreting Latin civic mottoes around the world

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 12

The Disintegration of the Republic

Latin | Intermediate High | Level 3 | HS 8-10 weeks



ESSENTIAL QUESTION

BIG IDEAS

How does Latin subordinate more complex ideas?

Students learn to use all tenses of the subjunctive mood, in increasingly complex grammatical constructions. Students learn how to recognize these subjunctive ideas, first in English, and then in Latin. Students will learn about significant events and figures in the fall of the Roman Republic, such as the conflict between the *optimates* and *populares* and the career of Julius Caesar. Students read brief passages in Latin about famous events in the history of the Late Roman Republic.

GUIDING QUESTIONS

What is mood and how is it expressed in Latin and in English?

How do you recognize a subjunctive verb in any tense?

What do you do when an expression cannot be translated literally into English?

What effect did the conflicts of the first century BCE in general, and the person of Julius Caesar in particular, have on the Roman Republic?

FOCUS STANDARDS

COMMUNICATION Students understand, interpret and analyze what is read, heard or viewed on a variety of topics.

ACL/ACTFL Standards for Classical Language Learning

Interpretive Listening Intermediate Low	Understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear. I can <ul style="list-style-type: none">• understand the basic purpose of a message• understand messages related to familiar topics in context 13• understand questions and simple statements on familiar topics when they are a part of the conversation
Interpersonal Speaking Novice High	Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read. I can

	<ul style="list-style-type: none"> • formulate simple responses to questions about a reading or lesson • formulate simple questions relevant to a reading or lesson • interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> • present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions • talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate Mid	<p>Understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.</p> <p>I can</p> <ul style="list-style-type: none"> • understand information in paragraph-length Latin texts related to familiar topics • understand more nuanced questions related to a familiar text • understand the main idea of what they read for personal enjoyment • read simple written exchanges between other people
Presentational Writing Intermediate Low	<p>Write briefly about most familiar topics and present information using a series of properly phrased simple sentences.</p> <p>I can</p> <ul style="list-style-type: none"> • write about people, activities, events, and experiences • prepare materials for a presentation • write basic instructions on how to do something

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** The career of Julius Caesar
- **Practice:** How political factionalism shaped the conflicts of the 1st century BCE
- **Perspective:** How powerful individuals exploit societal conflict.

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary, grammar, and parts of speech
- Social Studies - responsibilities of citizens to society

Access and evaluate information and diverse perspectives available through Latin and its culture.

- Stories of internal and external conflict reveal tensions inherent to Roman social structure

COMPARISONS

Develop insight into the nature of language to interact with cultural competence.

- Awareness of Latin derivatives and English stylistic register

Develop insight into the nature of culture to interact with cultural competence.

- What in Roman civil organization is to be emulated in contemporary societies, and what is to be avoided?

- Awareness of complex sentence structure in Latin and English

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- (Optional) Finding and interpreting Latin civic mottoes around the world

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

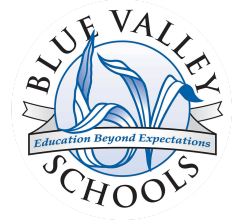
- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 13

Language and Literature

Latin | Intermediate High | Level 3 | HS 8 weeks



ESSENTIAL QUESTION

What are the differences between famous Latin texts?

How do modern readers approach Latin literature?

BIG IDEAS

Students use the target language to understand and communicate about:

- Strategies for translating authentic Latin literature
- Various genres of Latin literature
- Purpose of Latin literature to Roman society
- Stylistic and functional differences between Latin poetry and prose
- Strategies for translating authentic Latin literature

GUIDING QUESTIONS

- Who are the most famous Roman authors and what are their works?
- What unique traits characterize each genre of Latin literature?
- What do you do when you get “stuck” while translating authentic Latin literature?
- What was the use of literature in Roman society, and how does that compare with modern approaches?
- What is “meter” in Latin poetry, and what are the fundamental rules for scanning the most notable meters?

FOCUS STANDARDS

COMMUNICATION Students understand, interpret and analyze what is read, heard or viewed on a variety of topics.

ACL/ACTFL Standards for Classical Language Learning

Interpretive Listening Intermediate Low	Understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear. I can <ul style="list-style-type: none">• understand the basic purpose of a message
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	<ul style="list-style-type: none"> ● understand messages related to familiar topics in context 13 ● understand questions and simple statements on familiar topics when they are a part of the conversation
Interpersonal Speaking Novice High	<p>Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read.</p> <p>I can</p> <ul style="list-style-type: none"> ● formulate simple responses to questions about a reading or lesson ● formulate simple questions relevant to a reading or lesson ● interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> ● present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions ● talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate Mid	<p>Understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.</p> <p>I can</p> <ul style="list-style-type: none"> ● understand information in paragraph-length Latin texts related to familiar topics ● understand more nuanced questions related to a familiar text ● understand the main idea of what they read for personal enjoyment ● read simple written exchanges between other people
Presentational Writing Intermediate Low	<p>Write briefly about most familiar topics and present information using a series of properly phrased simple sentences.</p> <p>I can</p> <ul style="list-style-type: none"> ● write about people, activities, events, and experiences ● prepare materials for a presentation ● write basic instructions on how to do something

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** poetry: epic, lyric, epigrammatic; epistles, treatise, oration
- **Practice:** oral tradition, Roman education of language and literature
- **Perspective:** Importance of Latin literature for both factual and didactic functions

CONNECTIONS Build, reinforce and expand knowledge of other disciplines.

- ELA - difference in literary styles; meter of poetry
- Math - Sequential problem solving when stuck (e.g. when translating literature)

Access and evaluate information and diverse perspectives available through Latin and its culture.

- What Romans considered “good” literature
- Contemporary uses of literature

COMPARISONS Develop insight into the nature of language to interact with cultural competence.

- Awareness of Latin word choice and syntax for different authors and genres

Develop insight into the nature of culture to interact with cultural competence.

- Function of literature and storytelling in ancient and modern times
- Popularity of various literary genres, both then and now

COMMUNITIES School & Global Communities

- Ask your friends and family to identify their favorite genres of literature.
- Research what Roman literature exists in the school and local public libraries.

Lifelong Learning

- Self assess progress toward unit goal
- Using Latin Language and rhetoric to decode technical and literary language

WORLD LANGUAGE

LEVEL 3 UNIT 14

Leadership in Latin Literature

Latin | Intermediate High | Level 3 | HS 8 weeks



ESSENTIAL QUESTION

BIG IDEAS

What makes a good leader?

Students use the target language to understand and communicate about:

- Characteristics of effective leaders
- Women in positions of power
- Military leaders versus civil leaders
- Conflict between leaders

How do leaders resolve conflict?

GUIDING QUESTIONS

How do Roman leaders compare to modern leaders?

How does Greek leadership differ from Roman leadership?

How do Roman expectations of femininity intersect with institutions of power?

What traits characterize effective civil leaders? How do these contrast with those that characterize effective military leaders?

What interpersonal and strategic skills must military leaders demonstrate?

How do leaders resolve conflicts while preserving their organizational interests?

FOCUS STANDARDS

COMMUNICATION Students understand, interpret and analyze what is read, heard or viewed on a variety of topics.

ACL/ACTFL Standards for Classical Language Learning

<p>Interpretive Listening Intermediate Low</p>	<p>Understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear.</p> <p>I can</p> <ul style="list-style-type: none">• understand the basic purpose of a message• understand messages related to familiar topics in context 13• understand questions and simple statements on familiar topics when they are a part of the conversation
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Interpersonal Speaking Novice High	<p>Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read.</p> <p>I can</p> <ul style="list-style-type: none"> ● formulate simple responses to questions about a reading or lesson ● formulate simple questions relevant to a reading or lesson ● interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> ● present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions ● talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate Mid	<p>Understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.</p> <p>I can</p> <ul style="list-style-type: none"> ● understand information in paragraph-length Latin texts related to familiar topics ● understand more nuanced questions related to a familiar text ● understand the main idea of what they read for personal enjoyment ● read simple written exchanges between other people
Presentational Writing Intermediate Low	<p>Write briefly about most familiar topics and present information using a series of properly phrased simple sentences.</p> <p>I can</p> <ul style="list-style-type: none"> ● write about people, activities, events, and experiences ● prepare materials for a presentation ● write basic instructions on how to do something

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** aquila, toga,
- **Practice:** cursus honorum, military structures
- **Perspective:** Importance of individuals in maintaining civic integrity

CONNECTIONS	<p>Build, reinforce and expand knowledge of other disciplines.</p> <ul style="list-style-type: none"> ● ELA - vocabulary, grammar, and parts of speech, argument, rhetoric ● Social Studies - Modern Leadership vs. Roman 	<p>Access and evaluate information and diverse perspectives available through Latin and its culture.</p> <ul style="list-style-type: none"> ● Good leadership in their own words ● Contemporary conceptions of leadership
COMPARISONS	<p>Develop insight into the nature of language to interact with cultural competence.</p> <ul style="list-style-type: none"> ● Awareness of Latin word choice and syntax in highlighting leadership qualities 	<p>Develop insight into the nature of culture to interact with cultural competence.</p> <ul style="list-style-type: none"> ● Structures of military and civic organization then and now ● Qualities of leaders then and now to attract support
COMMUNITIES	<p>School & Global Communities</p> <ul style="list-style-type: none"> ● Talk to a mentor in your life about their leadership qualities. ● Go vote! 	<p>Lifelong Learning</p> <ul style="list-style-type: none"> ● Self assess progress toward unit goal ● Using Latin Language and rhetoric to decode technical and literary language