Windham School District

Latin Curriculum

Approved by the Windham School Board on April 16, 2019

World Language Philosophy Statement

Learn a Language
Learn a Culture
Be a Part of the World!

○   Students communicate at level in the target language in both oral and written forms: listening, speaking, reading, and writing.

○   Students demonstrate an understanding of the relationships between the products, practices, and perspectives of the target culture and participate in multilingual communities (within the school settings and beyond).

○   Students engage in interdisciplinary activities and demonstrate understanding of the target language and culture through comparisons with their own. Students learn to respect the many global similarities and differences.

World Language Standards
(Derived from the American Council on the Teaching of Foreign Languages)

Communication: Communicates in Languages Other Than English

Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community: Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Essential Questions

1.   What is the value of learning another language?
2.   Why is it important to communicate effectively?
3.   How do history, literature, and the arts influence and reflect a society and its culture?
4.   How do other cultures influence our lives?

Title of Curriculum: Latin I

Unit Name	What (Content)	How (Skills)	Why (Enduring Understandings)
Unit I: Renaissance and the Classical World	- Origins and roots of Renaissance - Famous people of the Renaissance - Impact and influence of Renaissance - Parts of speech - Parts of a sentence - Latin pronunciation - Latin greetings - Basic Latin conversation - Latin vocabulary of a classroom - English derivatives from classroom vocabulary	- Describe origin and roots of Renaissance - Identify and describe contributions of famous people of the Renaissance - Describe impact and influence of Renaissance - Identify parts of speech of English and Latin words - Identify parts of English and Latin sentences - Greet instructor and other students in Latin - Ask how instructor and other students are in Latin - Identify things in a classroom in Latin - Define English derivatives from classroom vocabulary	- Communicate in Latin (writing, oral, and auditory and reading comprehension) - Understand the culture of the Roman Empire - Make connections between Latin and Roman culture and other areas of the high school curriculum - Gain an understanding of the nature of culture and language
Unit II: Household and the House	- Latin vocabulary of the family - Latin vocabulary of the house - Latin vocabulary of daily life - Layout of a Roman house - Nominative and accusative cases - Stages 1 and 2 Latin vocabulary - Stages 1 and 2 English derivatives	- Define and use Latin vocabulary of the family, house, and daily life - Identify the rooms of a Roman house - Identify nominative and accusative nouns - Use Latin vocabulary from Stages 1 and 2 - Use English derivatives from Stages 1 and 2	

Unit III: Gods and Heroes	12 Olympian gods - Important minor gods - Major Greco-Roman heroes - Greco-Roman mythology's impact on modern life - First three declensions of nouns - First, second, and third person singular verbs - Nominative plural nouns - Stages 3, 4, and 5 Latin vocabulary - Stages 3, 4, and 5 English derivatives	- Identify and describe 12 Olympian gods - Identify and describe important minor gods - Identify and describe major Greco-Roman heroes - Identify the declension of a noun - Identify the person of a singular verb - Identify nominative plural nouns - Use Latin vocabulary from Stages 3, 4, and 5 - Use English derivatives from Stages 3, 4, and 5	
Unit IV: Slaves and Freedmen	- Daily lives of slaves and freedmen - Rights of slaves and freedmen - Freeing of slaves - Slavery symbols and rituals in modern world - Present, imperfect, and perfect tenses - Stages 6 and 7 Latin vocabulary - Stages 6 and 7 English derivatives	- Describe daily lives of slaves and freedmen - Describe rights of slaves and freedmen - Identify slavery symbols and rituals in the modern world - Identify tense of a verb - Use Latin vocabulary from Stages 6 and 7 - Use English derivatives from Stages 6 and 7	
Unit V: Gladiators	- Gladiators in society - Types of gladiators - Amphitheaters - Accusative plural nouns - Stage 8 Latin vocabulary - Stage 8 English derivatives	- Describe role of gladiators in society - Identify type of a gladiator - Describe amphitheater - Identify accusative plural nouns - Use Latin vocabulary from Stage 8 - Use English derivatives from Stage 8	

Windham School District Curriculum

Latina I (Latin 1)

Unit I: *The Renaissance and the Classical World* - Desired Results	
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2	*Transfer: Performance Expectations*
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language
	Meaning: Crosscutting

	ENDURING UNDERSTANDINGS
	Students will understand that…
	● Modern American culture has its roots in Ancient Greco-Roman culture
	● Daily life in modern America has its roots in the daily life in the Roman Empire ESSENTIAL QUESTIONS
	   ● What was the Renaissance?
	   ● How did Latin and Greco-Roman culture influence the Renaissance?
	   ● Is the Renaissance relevant to people's lives today?

	Acquisition: DCI/SEP

● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	**Students will know…** ● Causes of the Italian Renaissance ● Nature of the Renaissance and its roots in the Ancient Greco-Roman world ● Origin of humanism and its role in the Renaissance (Erasmus, Thomas More, Petrarch) ● Causes and origins of the Protestant Reformation (95 Theses, Martin Luther) ● Origin of the Holy Roman Empire and its role in the Protestant Reformation (Charles V) ● The Scientific Revolution (Copernicus, Galileo, Huygens, Kepler, Newton) ● Art and artists of the Renaissance (Michelangelo, Raphael) ● The impact of the Renaissance on later European and American culture ● Parts of speech ● Parts of a sentence ● Basic Latin conversational vocabulary e.g. *salve*, *quid agis* ● Latin vocabulary of a classroom ● English derivatives from the Latin vocabulary of a classroom	**Students will be skilled at…** ● Explaining the cause of the Italian Renaissance ● Explaining the nature of the Renaissance and its root in the Classical World ● Describing humanism and famous Renaissance humanists ● Describing the causes and origins of the Protestant Reformation ● Describing the origin of the Holy Roman Empire and its role in the Protestant Reformation ● Describing the Scientific Revolution and famous participants in the movement ● Describing famous art and artists of the Renaissance ● Defining the eight parts of speech ● Identifying the part of speech of English and Latin words in context ● Defining the parts of a sentence ● Identifying the parts of English and Latin sentences ● Conducting basic conversations in Latin ● Identifying objects in the classroom in Latin ● Defining and providing the Latin root words of English derivatives from the Latin vocabulary of a classroom
Used in Content Area Standards		*21st Century Skills*
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit I: *The Renaissance and the Classical World* - Evidence	
Evaluative Criteria	***Assessment Evidence***
	ASSESSMENT: ● Quiz on Latin classroom vocabulary (formative) ● Quiz on English derivatives from Latin classroom vocabulary (formative) ● Wanted poster for Renaissance figure (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit II: *familia* (household) *et domus* (house) - Desired Results	
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1	***Transfer: Performance Expectations***
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language
	Meaning: Crosscutting
	ENDURING UNDERSTANDINGS / ESSENTIAL QUESTIONS (see below)

ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What are the similarities and differences between an ancient Roman household and a modern family in Windham? ● What are the similarities and differences between an ancient Roman villa and a modern house in Windham? ● What are the similarities and differences between daily life in Ancient Pompeii and daily life in Windham?
Acquisition: DCI/SEP	

● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	**Students will know…** ● Latin family vocabulary e.g. *pater*, *mater*, *filius* ● Roles of each member of the household e.g. *paterfamilias*, *servi* ● Latin vocabulary of the Roman house e.g. *ianua*, *atrium*, *lararium* ● Basic design and layout of Roman villa ● Basic outline of daily life in Ancient Pompeii ● Latin vocabulary of daily life e.g. *cena*, *salutatio*, *toga*, *tunica* ● Nominative and accusative cases ● Latin vocabulary from Stages 1 and 2 ● English derivatives from Stages 1 and 2	**Students will be skilled at…** ● Comparing and contrasting a modern American family and an ancient family in Roman Pompeii in English ● Comparing and contrasting a modern American house and an ancient house in Pompeii in English ● Describing a modern family in Latin (either orally or in writing) ● Describing a modern house in Latin (either orally or in writing) ● Comparing and contrasting daily life in Ancient Pompeii and daily life in Windham in English ● Explaining the concept of case and the terms nominative and accusative ● Identifying nominative and accusative singular nouns in the context of a Latin sentence or a Latin passage ● Defining and using the Latin vocabulary from Stages 1 and 2 in context ● Defining and providing the Latin root words of English derivatives from Stages 1 and 2
Used in Content Area Standards		*21st Century Skills*
not applicable		Students will use: ● One to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit II: *familia* (household) *et domus* (house) - Evidence	
Evaluative Criteria	***Assessment Evidence***
	ASSESSMENT: ● Quiz on Latin vocabulary from Stages 1 and 2 (formative) ● Quiz on English derivatives from Stages 1 and 2 (formative) ● Exam on Stages 1 and 2 (summative) ● Ideal Family Tree Project (summative) OR Roman Villa Project (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit III: *di immortales* (gods) et *heroes* (heroes) - Desired Results		
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3	***Transfer: Performance Expectations***	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How did the Ancient Greeks and Romans define a hero? ● How do you define a hero? ● Are the Greco-Roman gods and heroes relevant in the modern world?

	Acquisition: DCI/SEP	
● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	**Students will know…** ● Twelve Olympian gods ● Other Greco-Roman gods e.g. Asclepius, Prometheus ● Definition of a modern hero ● Greco-Roman definition of a hero ● Hercules and his Twelve Labors ● Other heroes e.g. Achilles, Odysseus, Aeneas ● Influence of the Greco-Roman gods and heroes on modern European and American culture ● First, second, and third declensions of Latin nouns ● First, second, and third person singular Latin verbs ● Nominative plural of first, second, and third declension nouns ● Latin vocabulary from Stages 3, 4, and 5 ● English derivatives from Stages 3, 4, and 5	**Students will be skilled at…** ● Identifying and describing the major Greco-Roman gods ● Comparing and contrasting the modern definition and the ancient definition of heroism in English ● Comparing and contrasting modern heroes e.g. Wonder Woman and ancient heroes e.g. Hercules, Odysseus in English ● Describing a Greco-Roman hero in Latin ● Recognizing and describing the impact of the Greco-Roman gods and heroes on modern life e.g. Achilles Heel, astronomy, *Frankenstein*, Rod of Asclepius ● Identifying the case (nominative or accusative) of a Latin noun in context ● Identifying the declension of a Latin noun ● Identifying the nominative singular of the Latin first person and second person pronouns ● Identifying the person (1st, 2nd, or 3rd) of a Latin verb in context ● Identifying the nominative plural of the first, second, and third declension nouns ● Defining and using the Latin vocabulary from Stages 3, 4, and 5 in context ● Defining and providing the Latin root words of English derivatives from Stages 3 4, and 4
Used in Content Area Standards		*21st Century Skills*
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit III: *di immortales* (gods) et *heroes* (heroes) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 3 (formative) ● Quiz on Latin vocabulary from Stage 4 (formative) ● Quiz on Latin vocabulary from Stage 5 (formative) ● Quiz on English derivatives from Stage 3 (formative) ● Quiz on English derivatives from Stage 4 (formative) ● Quiz on English derivatives from Stage 5 (formative) ● English essay on *Wonder Woman* film (formative) ● Exam on Stages 3 and 4 (summative) ● Exam on Stage 5 (summative) ● Hero Latin Comic Strip (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit IV: *servi et liberti* (slaves and freedmen in the Roman Empire) - Desired Results		
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	*Transfer: Performance Expectations*	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that...** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What was the life of a Roman slave and a Roman freedman like? ● How was Roman slavery similar to and different from slavery in the United States? ● How have the institutions of Roman slavery influenced modern life?

	Acquisition: DCI/SEP	
Content Standards: ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	**Students will know…** ● How people became slaves in the Roman Empire ● Daily lives and rights of slaves in the Roman Empire e.g. *peculium* ● Types of slaves i.e. *alumni*, *vernae* ● The ritual of *manumissio* and modern knighting ● Daily life and rights of a Roman freedman or freedwoman ● Patron-client relationship in Ancient Roman culture ● Phrygian cap and its connection to modern America ● The personification Columbia and her connection to Roman slavery ● Present, imperfect, and perfect tenses in English ● Present, imperfect, and perfect tenses in Latin ● Latin vocabulary from Stages 6 and 7 ● English derivatives from Stages 6 and 7	**Students will be skilled at…** ● Describing the ways in which someone became a slave in the Roman Empire ● Describing the daily life and rights of a slave and freedman in the Roman Empire ● Defining Latin terms relevant to Roman slavery i.e. *alumni*, *peculium*, *vernae* ● Describing the Roman ritual of *manumissio* and its connection to the modern ritual of knighting ● Explaining the role and symbolism of the Phrygian cap in Greco-Roman culture and in the United States ● Explaining who Columbia is and why she wears the Phrygian cap ● Describing the patron-client relationship in Ancient Roman culture and its impact on modern European and Latin American culture ● Comparing and contrasting Ancient Roman slavery and American slavery ● Identifying the present, imperfect, and perfect tenses in English ● Identifying the present, imperfect, and perfect tenses in Latin ● Defining and using the Latin vocabulary from Stages 6 and 7 in context ● Defining and providing the Latin root words of English derivatives from Stages 6 and 7
Used in Content Area Standards		**21st Century Skills**
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit IV: *servi et liberti* (slaves and freedmen in the Roman Empire) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 6 (formative) ● Quiz on Latin vocabulary from Stage 7 (formative) ● Quiz on English derivatives from Stage 6 (formative) ● Quiz on English derivatives from Stage 7 (formative) ● Exam on Stage 6 (summative) ● Exam on Stage 7 (summative) ● Latin want-ad for a Roman freedman/freedwoman (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit V: *gladiatores Romani* (Roman gladiators) - Desired Results		
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary	*Transfer: Performance Expectations*	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that...** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How do Roman gladiatorial games compare to modern forms of entertainment? ● How were Roman gladiators similar to or different from modern athletes?
	Acquisition: DCI/SEP	

| exercises, regular quizzes and exams, and cultural and historical projects.

Content Standards:
- ACTFL Standard 1.1
- ACTFL Standard 1.2
- ACTFL Standard 1.3
- ACTFL Standard 2.1
- ACTFL Standard 2.2
- ACTFL Standard 3.1
- ACTFL Standard 3.2
- ACTFL Standard 4.1
- ACTFL Standard 4.2	**Students will know…** ● Origin of gladiatorial combat in Ancient Rome ● Lives of Roman gladiators (social status, training, medical care, celebrity status) ● Types of Roman gladiators e.g. *murmillo*, *retiarius* ● Purpose and role of gladiatorial games in Ancient Roman culture and society ● Layout and purpose of a Roman amphitheater ● Other activities in a Roman amphitheater e.g. beast hunts, naval battles ● Influence of Roman amphitheaters and blood sport on modern American society ● Accusative plural of first, second, and third declension nouns ● Positive and superlative adjectives in English and Latin ● Latin vocabulary from Stage 8 ● English derivatives from Stages 8	**Students will be skilled at…** ● Describing the origins and development of gladiatorial games in Ancient Roman culture ● Describing the daily lives of Roman gladiators ● Describing and distinguishing between the various types of Roman gladiators ● Explaining the purpose and role of gladiatorial games in Ancient Roman culture and society ● Labelling the various parts of a Roman amphitheater in Latin and English ● Naming and describing other forms of entertainment that took place in a Roman amphitheater ● Comparing and contrasting Ancient Roman gladiators and professional athletes in modern America ● Comparing and contrasting popular entertainment in the Roman Empire and in modern America ● Identifying the accusative plural of first, second, and third declension nouns ● Identifying and distinguishing between English and Latin positive and superlative adjectives ● Using Latin adjectives to describe modern celebrities and pop culture characters ● Defining and using the Latin vocabulary from Stage 8 in context ● Defining and providing the Latin root words of English derivatives from Stage 8

Used in Content Area Standards	21st Century Skills
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit V: *gladiatores Romani* (Roman gladiators) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 8 (formative) ● Quiz on English derivatives from Stage 8 (formative) ● Exam on Stage 8 (summative) ● Latin advertisement for gladiator games in Ancient Pompeii (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Title of Curriculum: Latin II

Unit Name	What (Content)	How (Skills)	Why (Enduring Understandings)
Unit I: Athletes and Baths	- Bath complexes - Athletes and athletics - Education - Dative case - First and second person plural verbs - Comparative adjectives - Stages 9 and 10 Latin vocabulary - Stages 9 and 10 English derivatives	- Identify parts of a bath complex - Describe athletes and athletics - Describe education - Compare and contrast ancient and modern life - Identify nouns and pronouns in the dative - Identify first and second person plural verbs - Identify comparative adjectives - Use Stages 9 and 10 Latin vocabulary - Use Stages 9 and 10 English derivatives	- Communicate in Latin (writing, oral, and auditory and reading comprehension) - Understand the culture of the Roman Empire - Make connections between Latin and Roman culture and other areas of the high school curriculum - Gain an understanding of the nature of culture and language
Unit II: Government	- Types of government - Roman republic vs. U.S. republic - Roman symbols in U.S. government - Intransitive verbs *credere* and *favere* - Impersonal verb *placet* - Stage 11 Latin vocabulary - Stage 11 English derivatives	- Define types of government - Compare and contrast Roman republic and U.S. republic - Identify Roman symbols in U.S. government - Identify and translate *credere* and *favere* - Identify and translate *placet* - Use Stage 11 Latin vocabulary - Use Stage 11 English derivatives	

Unit III: Destruction of Pompeii	● Destruction of Pompeii ● Archaeology of Pompeii ● Latin and geology ● Latin and chemistry ● Complete present, imperfect, and perfect tenses ● Present and imperfect of *sum* ● Stage 12 Latin vocabulary ● Stage 12 English derivatives	● Describe destruction of Pompeii ● Explain importance of archaeology of Pompeii ● Connect Latin and geology ● Connect Latin and chemistry ● Identify and translate complete forms of present, imperfect, and perfect ● Use Stage 12 Latin vocabulary ● Use Stage 12 English derivatives	
Unit IV: Roman Britain	● Celtic culture and history ● Rome and the Celts ● Present active infinitive ● Conjugations of verbs ● Ablative case ● Prepositions ● Relative clause and pronoun ● Questions ● Suffix *-que* ● Stages 13, 14, 15, 16 Latin vocabulary ● Stages 13, 14, 15, 16 English derivatives	● Describe Celtic culture and history ● Describe contact between Rome and the Celts ● Identify present active infinitive ● Identify conjugation of a verb ● Identify noun in ablative case ● Distinguish between two types of prepositions ● Identify relative clause and pronoun ● Translate suffix *-que* ● Use Stages 13, 14, 15, 16 Latin vocabulary ● Stages 13, 14, 15, 16 English derivatives	
Unit V: Roman Egypt	● Ancient Egyptian culture and history ● Egypt and Greece and Rome ● Genitive case	● Describe Ancient Egyptian culture and history ● Describe relationship between Egypt and Greece and Rome	

	- Demonstratives *hic* and *ille* - Neuter nouns - Fourth and fifth declension nouns - Imperatives - Vocative case - Stages 17, 18, and 19 Latin vocabulary - Stages 17, 18, and 19 English derivatives	- Identify noun in genitive case - Conjugate *hic* and *ille* - Identify and conjugate neuter nouns - Identify and conjugate fourth and fifth declension nouns - Identify and translate imperatives - Identify noun in vocative case - Use Stages 17, 18, and 19 Latin vocabulary - Use Stages 17, 18, and 19 English derivatives
Unit VI: Medicine and Science	- Greco-Roman medicine - Greco-Roman science - Latin medical and scientific terminology - Present active participle - Demonstrative *is*, *ea*, *id* - Stage 20 Latin vocabulary - Stage 20 English derivatives	- Describe Greco-Roman medicine - Describe Greco-Roman science - Define Latin medical and scientific terminology - Identify and decline present active participle - Identify and decline *is*, *ea*, *id* - Use Stage 20 Latin vocabulary - Use Stage 20 English derivatives

Windham School District Curriculum

Latina II (Latin 2)

Unit I: *athletae Romani et thermae Romanae* (Roman athletes and Roman baths) - Desired Results	
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	***Transfer: Performance Expectations*** **Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language

Meaning: Crosscutting	
ENDURING UNDERSTANDINGS **Students will understand that...** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What was the role of athletes and athletics in Ancient Greco-Roman society? ● What was the role of the baths in Ancient Greco-Roman society? ● How were Greco-Roman athletes and athletics similar to or different from modern American athletes and athletics?

Acquisition: DCI/SEP	
Students will know... ● Typical layout and rooms of a Roman bath ● Role of the baths in Roman society ● The *strigil* and personal hygiene in the Roman Empire ● Connection between education and philosophy and the Greek gymnasium and Roman baths ● Origin of the stadium in Ancient Greece	**Students will be skilled at...** ● Describing the typical layout of a Roman bath ● Identifying the rooms of a Roman bath in Latin ● Explaining the role of the baths in Ancient Roman society ● Comparing and contrasting personal hygiene in the Roman Empire and today

	● Origin of the Olympic Games in Ancient Greece ● Dative case in Latin ● Dative singular and plural of first, second, and third declension nouns ● Dative and accusative singular of the first and second pronouns in Latin ● First and second plural Latin verbs ● English comparative adjectives ● Latin comparative adjectives ● Latin vocabulary from Stages 9 and 10 ● English derivatives from Stages 9 and 10	● Explaining the origin of the terms *academy*, *gymnasium*, and *lyceum* ● Explaining the origins of the modern stadium and Olympic games in Ancient Greece ● Comparing and contrasting Greco-Roman athletics and modern athletics ● Re-enacting Greco-Roman athletic events ● Explaining what the dative case is and what it does in Latin ● Identifying dative singular and plural nouns of the first, second, and third declensions ● Identifying dative and accusative singular of the first and second pronouns in Latin ● Identifying first and second plural Latin verbs ● Identifying and forming comparative adjectives in English ● Identifying and forming comparative adjectives in Latin ● Defining and using the Latin vocabulary from Stages 1 and 2 in context ● Defining and providing the Latin root words of English derivatives from Stages 9 and 10
Used in Content Area Standards	**21st Century Skills**
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit I: *athletae Romani et thermae Romanae* (Roman athletes and Roman baths) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 9 (formative) ● Quiz on Latin vocabulary from Stage 10 (formative) ● Quiz on English derivatives from Stage 9 (formative) ● Quiz on English derivatives from Stage 10 (formative) ● Greco-Roman sportcast presentation (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit II: *res publica Romana et res publica Americana* - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	*Students will be able to:* ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language

	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What roles do government and politic play in a society? ● How did Roman government influence American government?

Content Standards: ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	*Acquisition: DCI/SEP*	
	Students will know… ● Types of government in the Classical World ● Origins and structure of the Roman Republic ● Political offices and government bodies in Ancient Rome ● Connection between government and religion in Ancient Rome ● Neoclassicism and its impact on American culture and society ● The *fasces* and its role in American government and society ● Seal of the United States and its origin in the Greco-Roman World ● Intransitive verbs (*credere*, *favere*) ● Impersonal constructions with the Latin verb *placet* ● Latin vocabulary from Stage 11 ● English derivatives from Stage 11	**Students will be skilled at…** ● Defining and describing the forms of government in the Greco-Roman World ● Describing the origins and structure of the Roman Republic ● Describing the powers and roles of the offices and bodies in the Roman Republic ● Describing how Roman religion influenced Roman government ● Comparing and contrasting Ancient Roman government and American government ● Explaining Neoclassicism and its role in shaping American culture and history ● Identifying and describing Greco-Roman symbols found in American government ● Explaining what an intransitive verb is ● Identifying intransitive verbs such as *credere* and *favere* in Latin ● Identifying and translating Latin impersonal constructions that use the verb *placere* ● Defining and using the Latin vocabulary from Stage 11 in context ● Defining and providing the Latin root words of English derivatives from Stage 11

Used in Content Area Standards	21st Century Skills
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit II: *res publica Romana et res publica Americana* - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 11 (formative) ● Quiz on English derivatives from Stage 11 (formative) ● Exam on Stage 11 (summative) ● Poster comparing Roman government and American government (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit III: *excidium urbis Pompeiorum* (Destruction of Pompeii)- Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that...** ● Modern American culture has its roots in Ancient Greco-Roman culture	ESSENTIAL QUESTIONS ● How did the Ancient Romans view and deal with natural disasters?

objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	● Daily life in modern America has its roots in the daily life in the Roman Empire	● How do modern Americans view and deal with natural disasters? ● How does the Latin language inform and influence modern chemistry and geology?
Content Standards: ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	*Acquisition: DCI/SEP*	

Used in Content Area Standards	*21ˢᵗ Century Skills*
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit III: *excidium urbis Pompeiorum* (Destruction of Pompeii) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 12 (formative) ● Quiz on English derivatives from Stage 12 (formative) ● Exam on Stage 12 (summative) ● News report on destruction of Pompeii (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit IV: *Britannia Romana* (Roman Britain) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How have cultures throughout history defined civilization? ● How have cultures throughout history defined barbarism? ● Were the Celts barbarians? Were the Romans?
Content Standards: ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	*Acquisition: DCI/SEP*	
	Students will know… ● The concept of barbarism and civilization in the ancient Greco-Roman world ● Ancient Celtic culture and its impact on modern American and European culture ● The Roman conquest of the Celtic world i.e. Julius Caesar, Emperor Claudius ● Life in Roman Britain ● Present active infinitive (second principal part) ● Four conjugations of Latin verbs ● Conjugation of present and imperfect tenses using the second principal part ● Latin pluperfect tense ● Ablative case ● Ablative singular and plural of the first three declensions of nouns ● Prepositions that take the accusative case	**Students will be skilled at…** ● Explaining the concept of barbarism and civilization in the ancient Greco-Roman world ● Describing Ancient Celtic culture and its impact on modern American and European culture ● Describing the Roman conquest of the Celtic world ● Describing daily life in Roman Britain ● Identifying the Latin present active infinitive ● Identifying the conjugation of a Latin verb ● Conjugating a Latin verb in the present tense using the second principal part ● Conjugating a Latin verb in the imperfect tense using the second principal part

- Prepositions that take the ablative case - Latin relative pronoun (*quis*, *quae*, *quod*) - Relative clauses in English and Latin - The interrogative words *nonne* and *num* - The interrogative suffix *-ne* - The conjunction suffix *-que* - Latin vocabulary from Stages 13, 14, 15, and 16 - English derivatives from Stages 13, 14, 15, and 16	- Recognizing and conjugating a Latin verb in the pluperfect tense - Explaining what the ablative case is - Recognizing a Latin noun of the first, second, or third declension in the ablative case - Declining a Latin noun of the first, second, or third declension in the ablative singular and plural - Distinguishing between Latin prepositions that take the accusative case and those that take the ablative case - Recognizing the Latin relative pronoun - Declining the Latin relative pronoun - Identifying the antecedent of a relative pronoun in an English or Latin sentence - Recognizing and translating the interrogative words *nonne* and *num* and the suffixes *-ne* and *-que* - Defining and using the Latin vocabulary from Stages 6 and 7 in context - Defining and providing the Latin root words of English derivatives from Stages 6 and 7
Used in Content Area Standards	***21st Century Skills***
not applicable	Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit IV: *Britannia Romana* (Roman Britain) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 13 (formative) ● Quiz on Latin vocabulary from Stage 14 (formative) ● Quiz on Latin vocabulary from Stage 15 (formative) ● Quiz on Latin vocabulary from Stage 16 (formative) ● Quiz on English derivatives from Stage 13 (formative) ● Quiz on English derivatives from Stage 14 (formative) ● Quiz on English derivatives from Stage 15 (formative) ● Quiz on English derivatives from Stage 16 (formative) ● Exam on Stage 13 (summative) ● Exam on Stage 14 (summative) ● Exam on Stage 15 (summative) ● Exam on Stage 16 (summative) ● Interview with a figure from Celtic history or legend (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit V: *Aegyptus Romana* (Roman Egypt) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English	***Students will be able to:*** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…**	ESSENTIAL QUESTIONS

language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	● How was Ancient Egyptian culture similar to or different from ancient Greco-Roman culture? ● How was Ancient Egyptian culture similar to or different from modern American culture? ● How has Ancient Egyptian culture influenced ancient Greco-Roman culture and modern American culture?
	Acquisition: DCI/SEP	
	Students will know… ● Ancient Egyptian culture and history ● Ancient Egyptian religion ● City of Alexandria and the Hellenistic World ● Roman conquest of Egypt ● Egypt's role in the Roman Empire ● Cultural and religious syncretism in the Roman Empire ● Impact and influence of Ancient Egyptian culture on Greco-Roman culture and modern American culture ● Genitive case ● Latin neuter nouns of the second and third declensions ● Fourth and fifth declension nouns ● Latin demonstratives i.e. *hic, ille* ● Latin imperatives ● Vocative case ● Latin vocabulary from Stages 17, 18, and 19 ● English derivatives from Stages 17, 18, and 19	**Students will be skilled at…** ● Describing Ancient Egyptian culture and history ● Naming and describing the Ancient Egyptian gods ● Describing the city of Alexandria and the culture of the Hellenistic World ● Describing the Roman conquest of Egypt ● Describing Egypt's cultural, economic, and political role in the Roman Empire ● Explaining and providing examples of cultural and religious syncretism in the Roman Empire ● Describing the impact and influence Ancient Egyptian culture on Greco-Roman culture and modern American culture ● Explaining the genitive case in Latin ● Recognizing a Latin noun of the first, second, or third declension in the genitive singular or plural ● Recognizing and declining neuter nouns of the second and third declensions ● Recognizing and declining nouns of the fourth and fifth declensions ● Recognizing and declining the demonstrative adjectives/pronouns *hic* and *ille* ● Recognizing Latin imperatives ● Explaining the vocative case in Latin

	● Recognizing Latin nouns in the vocative case ● Defining and using the Latin vocabulary from Stages 17, 18, and 19 in context ● Defining and providing the Latin root words of English derivatives from Stages 17, 18, and 19
Used in Content Area Standards	***21st Century Skills***
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit V: *Aegyptus Romana* (Roman Egypt) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 17 (formative) ● Quiz on Latin vocabulary from Stage 18 (formative) ● Quiz on Latin vocabulary from Stage 19 (formative) ● Quiz on English derivatives from Stage 17 (formative) ● Quiz on English derivatives from Stage 18 (formative) ● Quiz on English derivatives from Stage 19 (formative) ● Exam on Stage 17 (summative) ● Exam on Stage 18 (summative) ● Exam on Stage 19 (summative) ● Social media page for figure from Ancient Egyptian culture or history (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit VI: *philosophia naturalis antiqua* (Ancient Science) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations

ESTABLISHED GOALS:

The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.

Content Standards:
- ACTFL Standard 1.1
- ACTFL Standard 1.2
- ACTFL Standard 1.3
- ACTFL Standard 2.1
- ACTFL Standard 2.2
- ACTFL Standard 3.1
- ACTFL Standard 3.2
- ACTFL Standard 4.1
- ACTFL Standard 4.2

Transfer: Performance Expectations

Students will be able to:
- Communicate in Latin (writing, oral, and auditory and reading comprehension)
- Understand the culture of the Roman Empire
- Make connections between Latin and Roman culture and other areas of the high school curriculum
- Gain an understanding of the nature of culture and language

Meaning: Crosscutting

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	● What is science? How does it differ from other modes of human inquiry? ● How did science originate and develop over time? ● How has Ancient Greco-Roman culture and language influenced modern science?

Acquisition: DCI/SEP

Students will know…	Students will be skilled at…
● The nature of science ● The origin and development of science in the Ancient Greco-Roman world ● The origin and development of medicine in the Ancient Greco-Roman world ● Famous figures of Greco-Roman medicine and science e.g. Archimedes, Hippocrates ● Use of terms derived from Ancient Greek and Latin in modern science ● Latin present active participle ● Latin adjective/pronoun *is*, *ea*, *id* ● Latin vocabulary from Stage 20 ● English derivatives from Stage 20	● Explaining what science is and how it operates ● Describing the origin and development of science in the Ancient Greco-Roman World ● Describing the origin and development of medicine in the Ancient Greco-Roman World ● Describing the accomplishments of famous figures of Greco-Roman medicine and science ● Defining medical and scientific terms derived from Ancient Greek and Latin and their Latin root words ● Explaining what a participle is ● Recognizing and declining the Latin present active participle

	● Recognizing and declining *is*, *ea*, *id* ● Defining and using the Latin vocabulary from Stage 20 in context ● Defining and providing the Latin root words of English derivatives from Stage 20
Used in Content Area Standards	***21st Century Skills***
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit VI: *philosophia naturalis antiqua* (Ancient Science) - Evidence	
Evaluative Criteria	***Assessment Evidence***
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 20 (formative) ● Quiz on English derivatives from Stage 20 (formative) ● Exam on Stage 20 (summative) ● Design a species project (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Title of Curriculum: Latin III

Unit Name	What (Content)	How (Skills)	Why (Enduring Understandings)
Unit I: Religion	- Religion - Magic and superstitions - Perfect passive participle - Perfect deponent participle - Partitive genitive - Genitive of description - Comparative and superlative adverbs - Stage 21, 22, and 23 Latin vocabulary - Stage 21, 22, and 23 English derivatives	- Describe religion in Roman Empire - Describe magic and superstitions - Identify and translate perfect passive participle - Identify and translate perfect deponent participle - Identify partitive genitive and genitive of description - Use Stage 21, 22, and 23 Latin vocabulary - Use Stage 21, 22, and 23 English derivatives	- Communicate in Latin (writing, oral, and auditory and reading comprehension) - Understand the culture of the Roman Empire - Make connections between Latin and Roman culture and other areas of the high school curriculum - Gain an understanding of the nature of culture and language
Unit II: Travel and Communication	- Roads in Roman Empire - Sea travel in Roman Empire - Cultural exchange in Empire - Contact between Rome and other cultures - Imperfect and pluperfect subjunctive *cum* clauses - Stage 24 Latin vocabulary - Stage 24 English derivatives	- Describe design and use of Roman roads - Describe seal travel in Roman Empire - Describe cultural exchange in Empire - Describe contact between Rome and other cultures - Identify and translate imperfect and pluperfect subjunctive - Identify and translate *cum* clauses - Use Stage 24 Latin vocabulary	

		● Use Stage 24 English derivatives	
Unit III: Army	● Soldier's equipment and training ● Soldier's daily life ● Army organization ● Military camp (*castra*) ● Dependent subjunctive clauses ● Passive periphrastic ● Ablative of means ● Time constructions ● Impersonal verbs ● Stages 25, 26, 27, and 28 Latin vocabulary ● Stages 25, 26, 27, and 28 English derivatives	● Describe soldier's equipment and training ● Describe soldier's daily life ● Describe organization of army ● Identify parts of military camp ● Distinguish between types of dependent subjunctive clauses ● Identify and translate passive periphrastic ● Identify and translate ablative of means ● Identify and translate time constructions ● Translate impersonal verbs	
Unit IV: City of Rome	● Founding of Rome ● Roman history ● Landmarks in Ancient Rome ● Roman engineering ● Rome and Judea ● Passive voice ● Alternative purpose clauses ● Stages 29 and 30 Latin vocabulary ● Stages 29 and 30 English vocabulary	● Describe founding of Rome ● Describe Roman history ● Describe landmarks in Ancient Rome ● Describe Roman engineering ● Describe relations between Rome and the Jews ● Identify and translate alternative purpose clauses ● Use Stages 29 and 30 Latin vocabulary ● Use Stages 29 and 30 English vocabulary	

Unit V: Philosophy	- Philosophy's nature and purpose - Greco-Roman philosophy - Ablative absolutes - Negative subjunctive dependent clauses - Deponent verbs - Gerundives - Future active participles - Stages 31 and 32 Latin vocabulary - Stages 31 and 32 English derivatives	- Explain philosophy's nature and purpose - Describe various schools of Greco-Roman philosophy - Identify and translate ablative absolutes - Identify and translate negative subjunctive dependent clauses - Identify and translate gerundives - Identify and translate future active participles - Use Stages 31 and 32 Latin vocabulary - Use Stages 31 and 32 English derivatives	
Unit VI: Entertainment	- Mime and pantomime - Chariot racing - Triumphs - Festivals and calendar - Future tense - Stages 33 and 34 Latin vocabulary - Stages 33 and 34 English derivatives	- Describe mime and pantomime - Describe chariot racing - Describe triumphs - Describe festivals and the calendar - Identify and translate future verbs - Use Stages 33 and 34 Latin vocabulary - Use Stages 33 and 34 English derivatives	

Windham School District Curriculum

Course Name: *Latina* III (Latin 3)

Unit I: *religio in Imperio Romano* (religion in the Roman Empire) - Desired Results		
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	*Transfer: Performance Expectations*	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What is religion? ● What role does religion play in human societies? ● How was religion in the Roman Empire similar to or different from religion in modern America?
	Acquisition: DCI/SEP	
	Students will know… ● Roman Aquae Sulis (modern Bath) and the temple/worship of Sulis ● Magic, curses, and superstitions in the Roman Empire ● Roman divination (augury and haruspicy) ● State religion in the Roman Empire ● Mystery cults (Demeter & Persephone, Isis, Mithras) ● Early Christianity and Rome ● Perfect passive participle	**Students will be skilled at…** ● Describing the Roman city of Aquae Sulis ● Describing Aquae Sulis and her cult ● Describing magic, curses, and superstitions in the Roman Empire ● Describing state religion in the Roman Empire ● Describing various so-called "mystery cults" in the Roman Empire ● Comparing and contrasting Roman state religion and ancient mystery cults

- Perfect deponent participle - Partitive genitive (genitive of the whole) - Genitive of description - Comparative and superlative adverbs - Latin vocabulary from Stages 21, 22, and 23 - English derivatives from Stages 21, 22, and 23	- Describing the relationship between the Roman authorities and early Christians - Identifying and translating the Latin perfect passive participle - Identifying and translating the Latin perfect deponent participle - Identifying and translating the Latin partitive genitive - Identifying and translating Latin comparative and superlative adverbs - Defining and using the Latin vocabulary from Stages 21, 22, and 23 in context - Defining and providing the Latin root words of English derivatives from Stages 21, 22, and 23
Used in Content Area Standards	*21st Century Skills*
not applicable	Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit I: *religio in Imperio Romano* (religion in the Roman Empire) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: - Quiz on Latin vocabulary from Stage 21 (formative) - Quiz on Latin vocabulary from Stage 22 (formative) - Quiz on Latin vocabulary from Stage 23 (formative) - Quiz on English derivatives from Stage 21 (formative) - Quiz on English derivatives from Stage 22 (formative) - Quiz on English derivatives from Stage 23 (formative) - Exam on Stage 21 (summative)

	● Exam on Stage 22 (summative)
	● Exam on Stage 23 (summative)
	● Make your own Latin curse tablet (summative)
	OTHER EVIDENCE:
	● Latin conversations in class
	● Latin readings in class

Unit II: *itinera et communicatio in Imperio Romano* (travel & communication in the Roman Empire) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:*	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language

Meaning: Crosscutting	
ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How did people in the Roman Empire communicate and travel across large distances? ● How do modern people communicate and travel across the globe? ● How was the Roman Empire similar to or different from today's global society?

Acquisition: DCI/SEP

● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	**Students will know…** ● Design and construction of Roman roads and highways ● Latin travel vocabulary e.g. *agger*, *caupones*, *cursus publicus*, *diploma*, *mansiones*, *millarium*, *mutationes*, *pavimentum* ● River and sea travel in the Roman Empire ● Commerce in the Roman Empire ● Cross-cultural contact and exchange in the Roman Empire ● Contacts between Rome and other ancient civilizations e.g. China ● Imperfect subjunctive ● Pluperfect subjunctive ● *cum* clauses ● Latin vocabulary from Stage 24 ● English derivatives from Stage 24	**Students will be skilled at…** ● Describing the design and construction of Roman roads and highways ● Defining Latin travel vocabulary ● Describing river and sea travel in the Roman Empire ● Describing commerce in the Roman Empire ● Describing cross-cultural contact and exchange in the Roman Empire ● Describing contact between Rome and other ancient civilizations ● Identifying and translating the Latin imperfect subjunctive ● Identifying and translating the Latin pluperfect subjunctive ● Identifying and translating Latin *cum* clauses ● Defining and using the Latin vocabulary from Stage 24 in context ● Defining and providing the Latin root words of English derivatives from Stage 24
Used in Content Area Standards		***21ˢᵗ Century Skills***
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit II: *itinera et communicatio in Imperio Romano* (travel & communication in the Roman Empire) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 24 (formative) ● Quiz on English derivatives from Stage 24 (formative) ● Exam on Stage 24 (summative) ● Postcard from a city in the Roman Empire (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit III: *exercitus Romanus* (Roman Army) - Desired Results

ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3	*Transfer: Performance Expectations*	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How was the Ancient Roman army similar to or different from the modern American army? ● How was an Ancient Roman soldier similar to or different from a modern American soldier?
	Acquisition: DCI/SEP	

| ● ACTFL Standard 2.1
● ACTFL Standard 2.2
● ACTFL Standard 3.1
● ACTFL Standard 3.2
● ACTFL Standard 4.1
● ACTFL Standard 4.2 | **Students will know…**
● Training of a soldier in the Roman Empire
● Equipment of a soldier in the Roman Empire
● Daily life of a soldier in the Roman Empire
● Roman auxiliaries
● Retirement of a Roman soldier
● Roman military diploma
● Organization of and ranks in a legion in the Roman Empire
● Design and construction of a Roman *castra* (military camp)
● Modern New England place names and the Roman *castra*
● Life and career of Gaius Junius Agricola
● Evolution of Roman army over time
● Indirect questions
● Purpose clauses
● Passive periphrastic
● Indirect commands
● Result clauses
● Ablative of means or instrument
● Accusative of duration of time
● Ablative of time when
● Impersonal verbs i.e. *placet, decet, taedet, oportet*
● Latin vocabulary from Stages 25, 26, and 27
● English derivatives from Stages 25, 26, and 27 | **Students will be skilled at…**
● Describing the training a soldier in the Roman Empire
● Describing the equipment of a soldier in the Roman Empire
● Describing the daily life of a soldier in the Roman Empire
● Describing a Roman soldier's length of service and the rewards he received upon retiring
● Identifying and describing the purpose of a Roman military diploma
● Describing the organization of a Roman legion
● Describing the various positions and ranks in a Roman legion
● Describing the design and construction of a Roman *castra*
● Explain why many New England cities and towns have the ending - chester
● Describing the life and career of Gaius Junius Agricola
● Describing the evolution of the Ancient Roman army over time
● Comparing and contrasting the Ancient Roman army and American army
● Comparing and contrasting the development of the Ancient Roman army and the development of the American army over time
● Identifying and translating indirect questions in Latin
● Identifying and translating purpose clauses in Latin
● Identifying and translating the passive periphrastic in Latin |

	- Identifying and translating indirect commands in Latin - Identifying and translating result clauses in Latin - Identifying and translating the Latin ablative of means or instrument - Identifying and translating the accusative of duration in Latin - Identifying and translating the ablative of time when in Latin - Identifying and translating the Latin impersonal verbs *placet*, *decet*, *taedet*, and *oportet* - Defining and using the Latin vocabulary from Stages 25, 26, and 27 in context - Defining and providing the Latin root words of English derivatives from Stages 25, 26, and 27
Used in Content Area Standards	*21st Century Skills*
not applicable	Students will use: - one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit III: *exercitus Romanus* (Roman Army) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: - Quiz on Latin vocabulary from Stage 25 (formative) - Quiz on Latin vocabulary from Stage 26 (formative) - Quiz on Latin vocabulary from Stage 27 (formative) - Quiz on Latin vocabulary from Stage 28 (formative) - Quiz on English derivatives from Stage 25 (formative) - Quiz on English derivatives from Stage 26 (formative)

	● Quiz on English derivatives from Stage 27 (formative)
	● Exam on Stage 25 (summative)
	● Exam on Stages 26 and 27 (summative)
	● Exam on Stage 28 (summative)
	● Recruitment poster for Ancient Roman army (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit IV: *Orgio et Historia Urbis Romae* (the origin and history of the city of Rome) - Desired Results

ESTABLISHED GOALS:	*Transfer: Performance Expectations*	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	***Students will be able to:*** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● Should people study the origins and history of their culture? ● How are Rome's origin and early history similar to or different from those of America?
	Acquisition: DCI/SEP	

Content Standards:	Students will know…	Students will be skilled at…
● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Origins and founding of Rome ● Seven Kings of Rome ● History of the Roman Republic ● Fall of the Republic and the early Principate ● Famous buildings and landmarks from Ancient Rome ● Roman construction and engineering ● Rome and Judea ● Active and passive voice in English and Latin ● Present passive indicative ● Imperfect passive indicative ● Perfect passive indicative ● Pluperfect passive indicative ● Relative clauses of purpose ● Purpose clauses with *ubi* ● Latin vocabulary from Stages 29 and 30 ● English derivatives from Stages 29 and 30	● Describing the origins and founding of Rome ● Describing the reign of the seven kings of Rome ● Describing the history of the Roman Republic ● Describing the fall of the Roman Republic ● Describing the history of the early Roman Principate ● Identifying and describing famous buildings and landmarks from Ancient Rome ● Describing how the Ancient Romans designed and constructed public buildings ● Describing the relations and conflicts between the Roman Empire and the Jews ● Explaining what voice is in English and Latin grammar ● Distinguishing between the active voice and passive voice in English and Latin ● Identifying the Latin present passive indicative ● Conjugating a Latin verb in the present passive indicative ● Identifying the Latin imperfect passive indicative ● Conjugating a Latin verb in the imperfect passive indicative ● Identifying the Latin perfect passive indicative ● Conjugating a Latin verb in the perfect passive indicative ● Identifying the Latin pluperfect passive indicative ● Conjugating a Latin verb in the pluperfect passive indicative

	Identifying and translating relative clauses of purpose
	● Identifying and translating relative clauses with *ubi*
	● Defining and using the Latin vocabulary from Stages 29 and 30 in context
	● Defining and providing the Latin root words of English derivatives from Stages 29 and 30
Used in Content Area Standards	*21st Century Skills*
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit IV: *Orgio et Historia Urbis Romae* (The Origin and History of the City of Rome) - Evidence

Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 29 (formative) ● Quiz on Latin vocabulary from Stage 30 (formative) ● Quiz on English derivatives from Stage 29 (formative) ● Quiz on English derivatives from Stage 30 (formative) ● Exam on Stage 29 (summative) ● Exam on Stage 30 (summative) ● Presentation as a tour guide on a famous Ancient Roman structure (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit V: *philosophia Graeca et Romana* (Greco-Roman Philosophy) - Desired Results	
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	***Transfer: Performance Expectations***
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language
	Meaning: Crosscutting
	ENDURING UNDERSTANDINGS / ESSENTIAL QUESTIONS
	Acquisition: DCI/SEP

ENDURING UNDERSTANDINGS
Students will understand that…
- Modern American culture has its roots in Ancient Greco-Roman culture
- Daily life in modern America has its roots in the daily life in the Roman Empire

ESSENTIAL QUESTIONS
- What is philosophy?
- Is philosophy relevant to your own life?
- Is Greco-Roman philosophy relevant to the modern world?

Content Standards:	Students will know...	Students will be skilled at...
● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Nature and purpose of philosophy ● Pre-Socratic philosophy i.e. Heraclitus, Pythagoras, and Xenophanes ● Socrates, Plato, and Aristotle ● Stoicism ● Epicureanism ● Cynicism ● Roman philosopher Seneca ● Influence of Greco-Roman philosophy ● Ablative absolutes ● Negative indirect commands, purpose clauses, and result clauses ● Deponent verbs ● Gerundives ● Future active participles ● Latin vocabulary from Stages 31 and 32 ● English derivatives from Stages 31 and 32	● Explaining the nature and purpose of philosophy ● Describing the ideas and philosophies of the Pre-Socratic philosophers Heraclitus, Pythagoras, and Xenophanes ● Describing the ideas, philosophies, and writings of Socrates, Plato, and Aristotle ● Explaining the philosophies of Stoicism, Epicureanism, and Cynicism ● Describing the life and career of the Roman philosopher Seneca ● Describing the influence of Greco-Roman philosophy ● Identifying and translating the Latin ablative absolute ● Identifying and translating Latin deponent verbs ● Identifying and translating Latin gerundives ● Identifying and translating Latin future active participles ● Defining and using the Latin vocabulary from Stages 31 and 32 in context ● Defining and providing the Latin root words of English derivatives from Stages 31 and 32
Used in Content Area Standards		*21st Century Skills*
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit V: *philosophia Graeca et Romana* (Greco-Roman Philosophy) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 31 (formative) ● Quiz on Latin vocabulary from Stage 32 (formative) ● Quiz on English derivatives from Stage 31 (formative) ● Quiz on English derivatives from Stage 32 (formative) ● Exam on Stage 31 (summative) ● Exam on Stage 32 (summative) ● Speech arguing why a specific Greek philosophy is the best for modern life (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit VI: *panem et circenses* (Ancient Roman Entertainment) - Desired Results		
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary	*Transfer: Performance Expectations*	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What role should entertainment play in a human society? ● How was Ancient Roman entertainment similar to or different from modern American entertainment?

exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	*Acquisition: DCI/SEP*	
	Students will know… ● Ancient Roman mime and pantomime ● Ancient Roman chariot racing ● Ancient Roman triumphs ● Ancient Roman festivals and holidays ● Ancient Roman calendar ● Relevant Latin vocabulary ● Future active ● Future perfect active ● Present passive infinitive ● Future passive ● Future perfect passive ● Latin vocabulary from Stages 33 and 34 ● English derivatives from Stages 33 and 34	**Students will be skilled at…** ● Describing Ancient Roman mime and pantomime ● Describing Ancient Roman chariot racing ● Describing and reenacting a Roman triumph ● Describing and reenacting Ancient Roman festivals and holidays ● Describing the Ancient Roman calendar ● Defining relevant Latin vocabulary ● Identifying and translating the Latin future active ● Conjugating a Latin verb in the future active ● Identifying and translating the Latin future perfect active ● Conjugating a Latin verb in the future perfect active ● Identifying and translating the Latin future passive ● Conjugating a Latin verb in future passive ● Identifying and translating the Latin future perfect passive ● Conjugating a Latin verb in future perfect passive ● Defining and using the Latin vocabulary from Stages 33 and 34 in context ● Defining and providing the Latin root words of English derivatives from Stages 33 and 34
Used in Content Area Standards	*21ˢᵗ Century Skills*	
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.	

Unit VI: *panem et circenses* (Ancient Roman Entertainment) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 33 (formative) ● Quiz on English derivatives from Stage 34 (formative) ● Exam on Stage 33 (summative) ● Exam on Stage 34 (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Title of Curriculum: Latin IV

Unit Name	What (Content)	How (Skills)	Why (Enduring Understandings)
Unit I: Letters and Literature	- Roman Letters and literature - Roman country villas - Roman authors - Indirect statement - Present subjunctive - Independent uses of subjunctive - Stages 35 and 36 Latin vocabulary - Stages 35 and 36 English derivatives	- Explain role of letters and literature in society - Explain role of country villas in society - Identify famous Roman authors - Identify indirect statement - Identify and translate present subjunctive - Identify and translate independent uses of subjunctive - Use Stages 35 and 36 Latin vocabulary - Use Stages 35 and 36 English derivatives	- Communicate in Latin (writing, oral, and auditory and reading comprehension) - Understand the culture of the Roman Empire - Make connections between Latin and Roman culture and other areas of the high school curriculum - Gain an understanding of the nature of culture and language
Unit II: Principate	- Roman principate *cursus honorum* - Perfect infinitive - Stage 37 Latin vocabulary - Stage 37 English derivatives	- Explain history and role of principate - Explain the *cursus honorum* - Identify and translate perfect infinitive - Use Stage 37 Latin vocabulary - Use Stage 37 English derivatives	
Unit III: Marriage	- Roman marriage rites - Modern marriage rites - Future active infinitive - Perfect subjunctive - Present passive infinitive - Stage 38 Latin vocabulary - Stage 38 English derivatives	- Compare and contrast Roman marriage and modern marriage - Identify and translate future active infinitive - Identify and translate perfect subjunctive - Use Stage 38 Latin vocabulary	

		● Use Stage 38 English derivatives
Unit IV: Law Courts	● Roman law courts ● Latin in American law ● Fearing clauses ● Past tense indirect statements ● Gerunds ● Stages 39 and 40 Latin vocabulary ● Stages 39 and 40 English derivatives	● Describe Roman law courts ● Define Latin terms in American law ● Identify and translate fearing clauses ● Identify and translate past tense indirect statements ● Identify and translate gerunds ● Use Stages 39 and 40 Latin vocabulary ● Use Stages 39 and 40 English derivatives
Unit V: Stories and Culture	● Stories and culture ● Narrative types ● Archetypes ● Medieval Latin	● Describe what stories can tell us about a culture ● Identify narrative type of a story ● Identify archetypes in a story ● Read and interpret Medieval Latin texts
Unit VI: Greeks, Romans, and Barbarians	● Views of other cultures ● Greco-Roman ethnography ● Julius Caesar's life and career ● Caesar's *De Bello Gallico*	● Explain how people view other cultures ● Read and interpret Greco-Roman ethnography ● Describe Caesar's life and career ● Read and interpret Caesar's *DBG*

Windham School District Curriculum

Latina IV (Latin 4)

Unit I: *Epistulae Romanae et Litterae Romanae* (Roman letters and literature) - Desired Results	
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* • ACTFL Standard 1.1 • ACTFL Standard 1.2 • ACTFL Standard 1.3 • ACTFL Standard 2.1 • ACTFL Standard 2.2 • ACTFL Standard 3.1 • ACTFL Standard 3.2 • ACTFL Standard 4.1 • ACTFL Standard 4.2	*Transfer: Performance Expectations*
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language
	Meaning: Crosscutting
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire **ESSENTIAL QUESTIONS** ● What was the role of letters and literature in the Roman Empire? ● What can letters and literature tell us about daily life in the Roman Empire? ● Do letters and literature have a place in today's society? Why or why not?
	Acquisition: DCI/SEP
	Students will know… ● Role of letters in Ancient Roman society ● Life and letters of Pliny the Younger ● Country villas in the Roman Empire ● Literary recitations in Ancient Roman society ● Role of literature in Ancient Roman society ● The life and writings of the Roman poet Martial ● Indirect statement ● Present active subjunctive **Students will be skilled at…** ● Explaining the role of letters in Ancient Roman society ● Describing the life and letters of Pliny the Younger ● Describing country villas in the Roman Empire ● Describing literary recitations in Ancient Roman society ● Explaining the role of literature in Ancient Roman society

	● Present passive subjunctive
	● Independent uses of the present subjunctive
	  o Hortatory subjunctive
	  o Jussive subjunctive
	  o Deliberative subjunctive
	● Latin vocabulary from Stages 35 and 36
	● English derivatives from Stages 35 and 36
		● Describing the life and writings of the Roman poet Martial
		● Comparing and contrasting literature in Ancient Rome and literature in modern America
		● Recognizing and translating indirect statement in Latin
		● Recognizing and translating the present active subjunctive in Latin
		● Conjugating a Latin verb in the present active subjunctive
		● Recognizing and translating the present passive subjunctive in Latin
		● Conjugating a Latin verb in the present passive subjunctive
		● Identifying and translating independent uses of the present subjunctive (hortatory, jussive, and deliberative)
		● Defining and using the Latin vocabulary from Stages 35 and 36 in context
		● Defining and providing the Latin root words of English derivatives from Stages 35 and 36

Used in Content Area Standards	*21ˢᵗ Century Skills*
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit I: *Epistulae Romanae et Litterae Romanae* (Roman letters and literature) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 35 (formative) ● Quiz on Latin vocabulary from Stage 36 (formative) ● Quiz on English derivatives from Stage 35 (formative) ● Quiz on English derivatives from Stage 36 (formative) ● Exam on Stage 35 (summative) ● Exam on Stage 36 (summative) ● Letter from the perspective of a Roman (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit II: *principatus Romana* (the Roman Principate) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that...** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How did the Principate impact Roman history and society? ● Was the Principate a better form of government than the Roman Republic? ● How has the Roman Principate impacted our society?
	Acquisition: DCI/SEP	

Content Standards: ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	**Students will know…** ● Creation and development of the Roman Principate ● Role of Roman *princeps* in Roman government and society ● Senatorial career and the *cursus honorum* ● Life and career of the Emperor Domitian ● Perfect active infinitive ● Perfect passive infinitive ● Indirect statement with perfect infinitives ● Frequentative verbs ● Latin vocabulary from Stage 37 ● English derivatives from Stage 37	**Students will be skilled at…** ● Describing the creation and development of the Roman Principate ● Describing the role of the Roman *princeps* in Roman government and society ● Describing the political career of a Roman senator and the *cursus honorum* ● Describing the life and career of the Emperor Domitian ● Identifying and translating the perfect active infinitive ● Identifying and translating the perfect passive infinitive ● Identifying and translating indirect statements that contain perfect infinitives ● Identifying and translating Latin frequentative verbs ● Defining and using the Latin vocabulary from Stage 37 in context ● Defining and providing the Latin root words of English derivatives from Stage 37
Used in Content Area Standards		***21st Century Skills***
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit II: *principatus Romana* (the Roman Principate) - Evidence	
Evaluative Criteria	*Assessment Evidence*
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 37 (formative) ● Quiz on English derivatives from Stage 37 (formative) ● Exam on Stage 37 (summative) ● Emperor dating game (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit III: *nuptiae Romanae* (Roman Marriage) - Desired Results		
ESTABLISHED GOALS: The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	*Transfer: Performance Expectations*	
	Students will be able to: ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that...** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What is marriage? ● What role does marriage play in a society? ● How was Roman marriage similar to or different from modern American marriage?
	Acquisition: DCI/SEP	

Content Standards:	Students will know…	Students will be skilled at…
● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Marriage rites and ceremonies in Ancient Rome ● Marriage rites and ceremonies in modern America ● The origin of modern marriage rites and rituals ● Latin wedding vocabulary ● Future active infinitive ● Indirect statement with future active infinitives ● Perfect active subjunctive ● Perfect passive subjunctive ● Sequence of tenses ● Present passive infinitive ● Indirect statement with present passive infinitives ● Latin vocabulary from Stages 38 ● English derivatives from Stages 38	● Describing marriage rites and ceremonies in Ancient Rome ● Describing marriage rites and ceremonies in modern America ● Explaining the origin of modern marriage rites and rituals ● Comparing and contrasting marriage in Ancient Rome and marriage in modern America ● Defining Latin wedding vocabulary ● Identifying and translating the future active infinitive ● Identifying and translating indirect statements that contain future active infinitives ● Identifying and translating the perfect active subjunctive ● Conjugating a Latin verb in the perfect active subjunctive ● Identifying and translating the perfect passive subjunctive ● Conjugating a Latin verb in the perfect passive subjunctive ● Explaining what the sequence of tenses is in Latin ● Identifying and translating the present passive infinitive ● Identifying and translating indirect statements that contain present passive infinitives ● Defining and using the Latin vocabulary from Stages 38 in context ● Defining and providing the Latin root words of English derivatives from Stages 38

Used in Content Area Standards	21st Century Skills
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit III: *nuptiae Romanae* (Roman Marriage) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 38 (formative) ● Quiz on English derivatives from Stage 38 (formative) ● Exam on Stage 38 (summative) ● Reenactment of Ancient Roman marriage (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit IV: *quaestiones Romanae* (Roman Law Courts and Trials) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture	ESSENTIAL QUESTIONS ● Why do human societies have laws? ● What do a culture's laws tells us about a society?

objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects. *Content Standards:* ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Daily life in modern America has its roots in the daily life in the Roman Empire	● How was Roman law and court system similar to or different from those of modern America?
	Acquisition: DCI/SEP	
	Students will know… ● Law courts in the Roman Empire ● Latin law court vocabulary ● Origin of American law courts in the Roman Empire ● Latin in modern American laws ● Fearing clauses ● Indirect statements introduced by past tense verbs ● Gerundives introduced by the preposition *ad* ● Gerunds ● Inceptive/inchoative verbs ● Latin vocabulary from Stage 39 ● Latin vocabulary from Stage 40 ● English derivatives from Stage 39 ● English derivatives from Stage 40	**Students will be skilled at…** ● Describing law courts in the Roman Empire ● Defining Latin law court vocabulary ● Explaining the origin of American law courts in Roman Empire ● Explaining the role of Latin in modern American law ● Defining Latin legal terms and phrases in modern American law ● Identifying and translating positive and negative fearing clauses in Latin ● Identifying and translating Latin indirect statements introduced by past tense verbs ● Identifying and translating Latin gerundives preceded by the preposition *ad* ● Identifying and translating Latin gerunds ● Identifying and translating inceptive/inchoative Latin verbs ● Defining and using the Latin vocabulary from Stages 29 and 30 in context ● Defining and providing the Latin root words of English derivatives from Stages 29 and 30
Used in Content Area Standards		*21st Century Skills*
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit IV: *quaestiones Romanae* (Roman Law Courts and Trials) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quiz on Latin vocabulary from Stage 39 (formative) ● Quiz on Latin vocabulary from Stage 40 (formative) ● Quiz on English derivatives from Stage 39 (formative) ● Quiz on English derivatives from Stage 40 (formative) ● Exam on Stages 39 and 40 (summative) ● Reenactment of a Roman trial (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit V: *fabulae et cultura* (stories and culture) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● What function(s) do stories serve in human societies? ● What do stories tell us about the cultures that tell them? ● What types of narratives and narrative elements do human beings continue to use? Why?

and exams, and cultural and historical projects.	*Acquisition: DCI/SEP*	
	Students will know…	**Students will be skilled at…**
Content Standards: ● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Role of stories in societies ● How stories reveal cultural perspectives ● Types of narratives (fables, fairy tales, folktales, legends, and myths) ● Archetypes in narratives ● Culture and society of Medieval Europe ● Medieval Latin ● *Gesta Romanorum*	● Describing and discussing the role of stories in human societies ● Describing and discussing how stories reveal insights into the cultures that tell them ● Describing and discussing how stories reveal the perspectives of the cultures that tell them ● Defining different narrative types i.e. fables, fairy tales, folktales, legends, and myths ● Identifying the narrative type of a story ● Describing the culture and society of Medieval Europe ● Explaining what Medieval Latin was and how it differed from Classical Latin ● Explaining the importance of Medieval Latin for modern literature and society ● Describing the background of the *Gesta Romanorum*
Used in Content Area Standards		***21st Century Skills***
not applicable		Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit V: *fabulae et cultura* (stories and culture) - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: ● Quizzes on Latin vocabulary from *Gesta Romanorum* (formative) ● Exams on Latin readings from *Gesta Romanorum* (summative) ● Latin graphic novel of a chosen narrative type (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class

Unit VI: *Graeci et Romani et Barbari* (Greeks, Romans, and Barbarians) - Desired Results

ESTABLISHED GOALS:	Transfer: Performance Expectations	
The two goals of this course are to provide you with a basic understanding of Latin grammar and vocabulary that will enable you to read the language and provide you with a general understanding of Ancient Roman culture during the Roman Empire. This instruction, in turn, will provide you with a greater understanding of the English language and the foundation of your own culture. The class will accomplish these objectives through English and Latin readings, grammatical and vocabulary exercises, regular quizzes and exams, and cultural and historical projects.	**Students will be able to:** ● Communicate in Latin (writing, oral, and auditory and reading comprehension) ● Understand the culture of the Roman Empire ● Make connections between Latin and Roman culture and other areas of the high school curriculum ● Gain an understanding of the nature of culture and language	
	Meaning: Crosscutting	
	ENDURING UNDERSTANDINGS **Students will understand that…** ● Modern American culture has its roots in Ancient Greco-Roman culture ● Daily life in modern America has its roots in the daily life in the Roman Empire	ESSENTIAL QUESTIONS ● How do human societies view other cultures? ● How do different human cultures interact? Why and how do they come into conflict or cooperate? ● How did the Ancient Greeks and Romans view other cultures? How do we as modern Americans view other cultures?
	Acquisition: DCI/SEP	

Content Standards:	Students will know…	Students will be skilled at…
● ACTFL Standard 1.1 ● ACTFL Standard 1.2 ● ACTFL Standard 1.3 ● ACTFL Standard 2.1 ● ACTFL Standard 2.2 ● ACTFL Standard 3.1 ● ACTFL Standard 3.2 ● ACTFL Standard 4.1 ● ACTFL Standard 4.2	● Concept of xenophobia ● Study of other cultures: anthropology, ethnography, ethnology ● Cultural interactions throughout history and their consequences ● Interactions between different cultures in the modern world ● Greco-Roman view of other cultures ● Greco-Roman ethnography i.e. Herodotus, Strabo, Tacitus ● Modern ethnographic writing e.g. Kipling ● Gaul in the First Century BC ● Life and career of Julius Caesar ● Books 1 and 6 of Caesar's *De Bello Gallico* ● Subordinate clauses in indirect discourse ● Conditional sentences	● Defining the concept of xenophobia ● Defining the terms anthropology, ethnography, and ethnology ● Describing the Greco-Roman view of other cultures ● Comparing and contrasting the Greco-Roman view of other cultures and the modern American view of other cultures ● Describing and discussing cultural interactions throughout history and their consequences ● Describing and discussing interactions between different cultures in the modern world ● Reading and interpreting Greek ethnographic writings in translation ● Reading and interpreting Roman ethnographic writings ● Reading and interpreting modern ethnographic writing ● Describing the culture and geography of Gaul in the First Century BC ● Describing the life and career of Julius Caesar ● Describing and summarizing Books 1 and 6 of Caesar's *De Bello Gallico* ● Identifying and translating subordinate clauses in indirect discourse in Latin ● Identifying and translating Latin conditional sentences ● Distinguishing between the different types of Latin conditionals

Used in Content Area Standards	21st Century Skills
not applicable	Students will use: ● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Unit VI: *Graeci et Romani et Barbari* (Greeks, Romans, and Barbarians) - Evidence	
Evaluative Criteria	**Assessment Evidence**
	ASSESSMENT: ● Quizzes on Latin vocabulary from Caesar's *De Bello Gallico* (formative) ● Exam on Book 1 of Caesar's *De Bello Gallico* (summative) ● Exam on Book 6 of Caesar's *De Bello Gallico* (summative) ● Ancient Roman ethnographic account of modern American culture (summative)
	OTHER EVIDENCE: ● Latin conversations in class ● Latin readings in class