

LATIN 20

Description

Latin 20 is a 2 credit course which meets daily. In this course, students will continue to learn vocabulary, grammar structures and Roman customs and civilization while reading more complex passages in Latin. Word derivation is also included when learning vocabulary to foster competence in English word usage. By the end of the course, students are expected to demonstrate improved performance in their reading and translating skills.

Course Overview

Course Objectives

Students should:

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language to reinforce and expand my knowledge of other disciplines and vice versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Assessments

Common Assessments

Skill Assessments

<u>Content Outline</u>	<u>Standards</u>	<u>Grade Level Skills</u>
I. Unit 1 - Aquae Sulis et Religiones in Provinciae - Aqua Sulis and Religion in the Provinces II. Unit 2 - Miles in Provincial - The Life of a Soldier in the Provinces III. Unit 3 - In Castris - The Roman Military Camp IV. Unit 4 - Roma - Rome V. Unit 5 - Philosophia romana et Graeca - Roman and Greek Philosophy VI. Unit 6 - O tempora, O mores - Oh the Times! Oh the Customs!	Standards for Classical Language Learning Classical Language Learning Standards are met in the following areas: <ul style="list-style-type: none"> • <i>Communication</i> • <i>Culture</i> • <i>Connections</i> • <i>Comparisons</i> • <i>Communities</i> 	Students will: <ul style="list-style-type: none"> • Skills Matrix

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 Aquae Sulis et Religiones in Provinciae - Aqua Sulis and Religion in the Provinces 8 Weeks	Unit 2 Miles in Provincial - The Life of a Soldier in the Provinces 10 Weeks		Unit 3 In Castris - The Roman Military Camp 4 weeks	Unit 4 Roma - Rome 5 weeks	Unit 5 Philosophia romana et Graeca - Roman and Greek Philosophy 4 Weeks	Unit 6 O tempora, O mores - Oh the Times! Oh the Customs! 5 weeks			

Unit 1: Aquae Sulis et Religiones in Provinciis - Aqua Sulis and Religion in the Provinces, 8 weeks [top](#)

Standards for Classical Language Learning

Culture

Gain knowledge and understanding of Greco-Roman Culture

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Communication

Communicate in a Classical Language

Students use orally, listen to and write Latin or Greek as part of the language learning process.

Unit Objectives

Students will be able to:

- examine the importance of the baths at Aquae Sulis.
- appraise the value of native practices (Aquae Sulis) within the context of mainstream Roman religion.
- evaluate the importance of superstition and ritual in Roman religion.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use another language to communicate with others?

Focus Question

- How did Roman religion and provincial practices influence each other?

Assessment

- While and After

Skill Objectives

Students will:

- list details regarding the baths at Aquae Sulis.
- recognize religious practices at Aquae Sulis.
- describe the defixio curse.
- identify present and past participles in context.
- recognize deponent verbs.

Unit 2: Miles in Provincial - The Life of a Soldier in the Provinces, 10 weeks [top](#)

Standards for Classical Language Learning

Culture

Gain Knowledge and Understanding of Greco-Roman Culture

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Connections

Connect with Other Disciplines and Expand Knowledge

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Unit Objectives

Students will be able to:

- assess the importance of the development of the Roman highway system.
- document the life of a Roman soldier.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Focus Questions

- How did the infrastructure of Roman roads influence trade, government and social interaction?
- How did the life and accomplishments of roman soldiers compare to that of other Romans?

Assessment

- Soldiers wanted

Skill Objectives

Students will:

- describe a soldier's life.
- outline the development of the Roman highway system.
- conjugate the imperfect and pluperfect subjunctive.
- identify the use of the subjunctive and indicative in *cum* clauses, indirect questions, and purpose clauses.
- recognize the passive periphrastic.

Unit 3: In Castris - The Roman Military Camp, 4 weeks [top](#)

Standards for Classical Language Learning

Comparisons

Develop insight into own language and culture

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Communities

Participate in Wider Communities of Language and Culture

Students use their knowledge of Latin or Greek in a multilingual world.

Communication

Communicate in a Classical Language

Students read, understand and interpret Latin or Greek.

Unit Objectives

Students will be able to:

- evaluate the Legionary Fortress.
- defend the value of the modern archaeological process to interpret artifacts and support theories.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I understand what others are trying to communicate in another language?

Focus Questions

- How did the organization of the Legionary Fortress reflect soldiers' needs and life in the province?
- How do archaeologists interpret literary, archaeological and inscriptional evidence?

Assessment

- Authentic tombstones

Skill Objectives

Students will:

- locate areas of the Roman Legionary fortress and recall details of its organization.
- describe archaeological evidence.
- identify indirect commands.
- identify Result clauses.
- recognize the uses of the subjunctive.

Unit 4: Roma - Rome, 5 weeks [top](#)

Standards for Classical Language Learning

Comparisons

Develop insight into own language and culture

Students compare and contrast their own culture with that of the Greco-Roman world.

Communities

Participate in Wider Communities of Language and Culture

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Unit Objectives

Students will be able to:

- compare and contrast how the Jewish people assessed the importance of the story of the Jews being besieged at Masada and how the Romans assessed the event.
- examine buildings of the 1st century AD and evaluate the role that they played in the city.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- Why was the Roman Forum considered to be the center of the Empire?
- How did the Roman concept of “dignitas” influence their feelings about the Jewish people who died at Masada?

Assessment

- Virtual Roman Forum

Skill Objectives

Students will:

- locate and describe buildings in the Roman forum.
- locate and list historical events at Masada.
- identify purpose clauses using *ut*.
- identify relative purpose clauses using *qui* and *ubi*.
- name uses of the past subjunctive.

Unit 5: Philosophia romana et Graeca - Roman and Greek Philosophy, 4 weeks [top](#)

Standards for Classical Language Learning

Connections

Connect with Other Disciplines and Expand Knowledge

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Comparisons

Develop Insight into Own Language and Culture

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Unit Objectives

Students will be able to:

- appraise the “pulse” of the city of Rome with an emphasis on the patron/client relationship.
- analyze the beliefs of major Greek philosophical schools.

Essential Questions

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- How did the beliefs of the major Greek philosophical schools influence the beliefs of the Romans and how does it influence our beliefs?
- How did the patronage system influence life in the Roman Empire?

Assessment

- Interpreting the Second Amendment

Skill Objectives

Students will:

- describe the Patronage System.
- identify major Greek philosophical schools and describe their belief systems.
- locate the ablative absolute in context.
- recall the use of deponent verbs.
- form future active participles.

Unit 6: O tempora, O mores - Oh the Times! Oh the Customs!, 5 weeks [top](#)

Standards for Classical Language Learning

Comparisons

Develop Insight into Own Language and Culture

Students compare and contrast their own culture with that of the Greco-Roman world.

Communities

Participate in Wider Communities of Language and Culture

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Unit Objectives

Students will be able to:

- examine the emergence of Christianity in late first century Rome and explore how Christianity compares with previously-studied Greco/Roman philosophies.
- examine the social fluidity of the freedman in the first century and compare it with modern day practices.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- What role did Christianity play in Roman times and how did the Romans influence its development?
- What was the status of freedmen in Roman society?

Assessment

- Tychicus: The Roots of Gnosticism

Skill Objectives

Students will:

- conjugate verbs in the future.
- list characteristics of Christianity in the First Century.
- identify the Role of the freedman in first century AD upper-class society.