FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

LATIN 20

BOARD OF EDUCATION APPROVED 03/10/2009

LATIN 20

Statement of Purpose
The goal of our World Language program is to encourage an understanding of and an interest in other cultures through the study of another language. In Latin 20, students further their knowledge of themes and grammar topics appropriate to a second year Latin course. Culture, word derivation, the development of reading skills, and the acquisition of Latin vocabulary and a strong grammar base are still an integral part of the course's content.

Audience
Grades 10, 11, 12

Prerequisite
Successful completion of Latin 10 or teacher recommendation

Design and 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 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 supersitition and ritual in Roman religion.
- assess the importance of the development of the Roman highway system.
- document the life of a Roman soldier.
- evaluate the Legionary Fortress.
- defend the value of the modern archaeological process to interpret artifacts and support theories.
- 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.
- appraise the "pulse" of the city of Rome with an emphasis on the patron/client relationship.
- analyze the beliefs of major Greek philosophical schools.
- 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.

<u>**Skill Objectives**</u>
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.
- 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.
- 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.
- 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.
- 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.
- 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.

<u>**Standards for Classical Language Learning**</u>
Communication
Communicate in a Classical Language

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

Students read, understand and interpret Latin or Greek.

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.

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.

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.

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 Latin or Greek in a multilingual world.

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

Information and Technology Standards (to be added)

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 and culture 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?

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

- 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?
- 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?
- 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?
- 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?
- 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?

UNITS OF STUDY

Unit 1: Aquae Sulis et Religiones in Provinciae - Aqua Sulis and Religion in the Provinces

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.

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?

Core Topics
Culture
- Baths at *Aquae Sulis* (ancient Bath)
- Roman religious practices
- Superstition
Grammar
- Present participles and past participles
- Deponent verbs

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 supersitition and ritual in Roman religion.

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.

<u>Sample Assessment</u>
While and After

<u>Pacing</u>
8 weeks

Unit 2: Miles in Provincial - The Life of a Soldier in the Provinces

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.

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?

Core Topics
Culture
- Roman roads
- The Roman soldier in Roman Britain in the first century AD
Grammar
- Pluperfect and imperfect subjunctive
- *Cum* clauses
- Indirect questions
- Purpose clauses
- Passive periphrastic

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.

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.

Sample Assessment
Soldiers wanted

Pacing
10 weeks

Unit 3: In Castris - The Roman Military Camp

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.

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?

Core Topics
Culture
- The Legionary Fortress: the organization of the Roman Legion
- Archaeological evidence
Grammar
- Indirect Commands
- Result Clauses
- Review of the subjunctive

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.

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.

<u>Sample Assessment</u>
Authentic tombstones

<u>Pacing</u>
4 weeks

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.

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?

Core Topics
Culture
- The topography of the Roman Forum
- Masada: a historical and cultural perspective
Grammar
- Relative Purpose Clauses
- Review of the Passive subjunctive

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.

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.

Sample Assessment

Virtual Roman Forum

Pacing
5 weeks

Unit 5: Philosophia romana et Graeca - Roman and Greek Philosophy

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.

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?

Core Topics
Culture
- The City of Rome and Patronage
- Greek Philosophy

Grammar
- Ablative absolute
- Review of Deponent verbs
- Future Active participles

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.

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.

<u>Sample Assessment</u>
Interpreting the Second Amendment

<u>Pacing</u>
4 weeks

Unit 6: O tempora, O mores - Oh the times! oh the customs!

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.

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?

Core Topics
Culture
- Christianity in the First Century
- Role of the freedman in first century AD upper-class society
Grammar
- Future Tense

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.

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.

Sample Assessment
Tychicus: The Roots of Gnostocism

Pacing
5 weeks