

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

LATIN IV

Grade 12

World Languages Department

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Latin IV
Grade 12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Latin IV is offered as a culmination to the Latin program offered at Trumbull High School, giving students an opportunity to continue their studies for a fourth year building on their prior knowledge and skills from levels I-III. The course follows the American Council for the Teaching of Foreign Language Guidelines and the 2016 National Standards for Classical Language Learning and the Connecticut Core Standards. Latin IV emphasizes communication in all three modes: interpretive, presentational, and interpersonal. These modes of communication include skills such as reading for comprehension, speaking in Latin, writing in Latin, listening to Latin, and conducting class discussions and presentations on mythology, culture, and Roman history. Since Latin IV gives students the skills needed to engage with unmodified authentic texts, there is a heavy focus on interpretive communication near the end of the course.

Students take Latin for many reasons: because they are interested in the language itself or languages in general; because they want to learn more about the culture, history, and mythology of the people who spoke Latin; because Latin is a part of their own cultural, ethnic, or religious background; because they want to use Latin to gain a better historical/etymological understanding of their first language or another language that is a descendant of Latin; or simply because they want to try something new. All Latin courses at Trumbull High School are geared toward all of the above diverse learners, and Latin IV is the logical culmination: giving the students the knowledge and skills they need to move from reading simpler texts to reading authentic texts from Classical authors such as Cicero, Caesar, Martial, Vergil, and others.

The philosophy of Latin IV is based on the newest pedagogical methods for second-language acquisition, methods that have historically been absent from classical language study (Krashen 2012; Carlon 2015). This approach continues the modern second-language acquisition methods used by students in prior levels of Latin. Such methods give all students, rather than a select few, a better chance of success in their acquisition of Latin and their ability to have functional use and knowledge of the language.

Each chapter (“stage”) in the *Cambridge Latin Course* text series contains a variety of readings. It is assumed that the teacher will use each reading as he/she sees fit; for example, some include comprehension questions, some can be turned into cloze activities to work on vocabulary, some can be turned into skits, some can serve as writing prompts, some can be turned into order-of-events activities, etc. Because of this, the readings in the text are not typically listed as major unit activities, as they serve best as linguistic and cultural activities. It would go against the philosophy of this curriculum guide and students’ best interest if these stories were to serve as

translation-into-English activities. It should also be noted that, although only some units have a unit test listed as a summative assessment, all units may include a unit test instead of, or in addition to, the other listed assessment(s).

This curriculum guide is intended for both ACP and Honors levels of Latin IV. Unit plans suggest strategies for differentiation, as well as possible extension activities.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

At the completion of this course, students will:

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| CCSS.ELA-Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| CCSS.ELA-Literacy.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. |
| CCSS.ELA-Literacy.RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. |
| CCSS.ELA-Literacy.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-Literacy.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a |

	complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
CCSS.ELA-Literacy.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance,

establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards derive from the 2007 International Society for Technology in Education Standards.

At the completion of this course, students will:

ISTE Creativity and Innovation (Standard 1)	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. b. Create original works as a means of personal or group expression.
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ISTE Communication and Collaboration (Standard 2)	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
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ISTE Research and Information Fluency (Standard 3)	Students apply digital tools to gather, evaluate and information. b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
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The following standards derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages and the 2016 National Standards for Classical Language Learning.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication (Standard 1.2)

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

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Cultures: Relating Cultural Products to Perspectives (Standard 2.2)

Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Making Connections (Standard 3.1)

Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)

Access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Cultural Comparisons (Standard 4.2)

Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COURSE ENDURING UNDERSTANDINGS

- Students will understand that there is a direct connection between the past and the present.
- Students will understand that writing can have many purposes and goals.
- Students will understand that texts with different purposes necessitate different reading strategies.
- Students will understand that insight about ancient life can be gained from an ancient text, even though it may not be particularly well-written although preserved.
- Students will understand that cultural beliefs, ideas, and opinions affect literary traditions.
- Students will understand that the Romans faced cultural and political issues similar to contemporary issues.
- Students will understand that letter writing was important culturally, historically, and politically in a time when rapid communication over vast distances was impossible.
- Students will understand that skills for language proficiency apply to all human languages, even ancient ones.
- Students will understand that their study of Latin can link to their study of other disciplines in important tangible ways.

COURSE ESSENTIAL QUESTIONS

- What is the best form of government, and can a government become too big to manage?
- What did it mean to be Roman, including ethnically and racially, both as viewed by the Romans and as viewed today?
- What can we learn from the Romans' successes and failures as a people?
- How do society and culture prescribe what different groups of people can and cannot do, and should this be the case?
- How have technological improvements in communication – from the first written works to the Internet – changed the ways humans interact, and how have they shaped society?
- How has literacy changed over the past 2000 years?
- How has the substance of what has survived since the Romans shaped our view of them, and how does this apply to the study of history in general?
- How has Roman law influenced Western thought about law?

COURSE KNOWLEDGE & SKILLS

- Students will know specific terms relating to the following themes:
 - the Empire, imperialism, and government;
 - religion and superstition;
 - slavery and freedom;
 - country life;
 - writing and publishing;
 - love and marriage; and
 - Roman law.
- Students will know differences between Latin prose and poetry.
- Students will know background information about *The Aeneid*, one of the fundamental works of the ancient Roman poetry tradition.

- Students will know background information about the following historical figures and authors, as well as their notable works:
 - Marcus Tullius Cicero;
 - Gaius Octavius Iulius Caesar Augustus;
 - Publius Ovidius Naso;
 - Caesar Nerva Traianus;
 - Publius Vergilius Maro;
 - Gaius Plinius Caecilius Secundus;
 - Titus Flavius Caesar Domitianus; and
 - Marcus Valerius Martialis.
- Students will be able to read and demonstrate understanding of authentic Latin texts.
- Students will be able to read and recite Latin poetry written in dactylic hexameter.
- Students will be able to write a short Latin poem in dactylic hexameter.
- Students will be able to write long Latin prose, including essays, short stories, and letters with different purposes.
- Students will use Latin writing to be persuasive.
- Students will be able to read and use the following linguistic functions:
 - engaging in valence-decreasing speech (passive and deponent verb systems);
 - expressing purpose (subjunctive clauses, supines, gerunds, gerundives);
 - expressing obligation (gerunds, gerundives, passive periphrastic, necesse);
 - expressing things that have not yet happened, or may or may not happen in the future (future tenses, future participles, future infinitives, subjunctive);
 - expressing second-hand information, uncertainties, fears and bouts, and indirect quotations (indirect statement, subjunctive); and
 - using complex sentence structure (morphing word order to fit meter, cascading/nested clauses, multiple or ambiguous subjects/objects/noun phrases).
- Students will be able to use topical vocabulary to discuss relevant topics.

COURSE SYLLABUS

Course Name

Latin IV

Level

Advanced College-Preparatory & Honors

Prerequisites

Latin III

Materials Required

None

General Description of the Course

Latin IV follows the American Council for the Teaching of Foreign Language Guidelines and National Standards for Learning Language and the Connecticut Core Standards. This course continues the advanced study of Latin authors throughout the ages. Emphasis is placed on reading for comprehension, writing in Latin, and class discussions on mythology, culture, and Roman history. Authentic texts may include those from Cicero, Caesar, Virgil, Ovid, Catullus, Horace, and various medieval and Renaissance authors. Appropriate grammar will be highlighted. The National Latin Exam, the Etymology Exam, the Roman Culture Exam, and the Medusa Mythology Exam are offered to interested students. Students are encouraged to join Latin Club.

Assured Assessments

Formative Assessments:

- Group skits (Units 1, 4, 7)
- Research and presentation on Roman deity and deity from another religion (Unit 2)
- Close reading of Latin texts (Units 3, 8, 9, 10)
- Think-pair-share (Unit 4)
- Short set of *Epigrammata* poems in Latin (Unit 5)

Summative Assessments:

- Narrative about the siege of Masada (Unit 1)
- Research and written paper on development of monotheistic religions and of polytheistic Rome (Unit 2)
- Unit Tests (Units 3, 7)
- Written letter to friend on Roman country or city life (Unit 4)
- Written and oral delivery of persuasive speech in Latin (Unit 5)
- Research and presentation related to one particular Roman emperor (Unit 6)
- Publication of Roman newspaper (Unit 8)
- Role-playing of written trial based on one of Cicero's courtroom cases (Unit 9)
- Composition and recitation of *epyllion* in dactylic hexameter about a theme from *The Aeneid* (Unit 10)

Core Text

Cambridge Latin Course, Unit 3. New York: Cambridge UP, 2015. Print.

Supplemental Texts

Aesopus. *Aesopi Fabulae*. Print. <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=eebo;idno=A26506.0001.001>.

Chrystal, Paul. *Women in Ancient Rome*. Stroud, United Kingdom: Amberley, 2014. Print.

Cielo, Astra. *Signs, Omens and Superstitions*. New York: Sully, 1918. Print. <http://books.google.com/books?Asid=ZDUSAAAAAYAAJ&oe=UTF-8>.

Diamond, Jared M. *Guns, Germs and Steel: The Fates of Human Societies*. New York: Norton, 1997. Print.

Dornhelm, Robert, director. *Spartacus*, 2004. Universal.

Duncan, Mike. *The History of Rome Podcast* (selection of episodes covering earlier governments of Rome). 2007. Web. <http://thehistoryofrome.typepad.com/>.

Everitt, Anthony. *Cicero: The Life and Times of Rome's Greatest Politician*. New York: Random House, 2002. Print.

Gaius. *Gai Institutiones (Legis Romanae)*. Print. <http://oll.libertyfund.org/titles/1154>.

Kubrick, Stanley, director. *Spartacus*, 1960. Universal.

Locke, John. *Two Treatises of Government* (translated into Latin and edited for length and content). 1689. Print.

Meyer, Frank B. "Religion and Morality in High School Latin." *The Classical Weekly* 4.18 (March 4, 1911): 138-41. Print. <http://www.jstor.org/stable/4386370>.

Ovidius. *Metamorphoses*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0029>.

Performing Cicero's Speeches. Web. <http://www.bolchazy.com/Performing-Ciceros-Speeches-P3806.aspx>.

Plinius. *Selected Letters about the Countryside*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0139>.

Quintilianus. *Institutio Oratoria*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A2007.01.0059%3Abook%3D1>.

Raia, Ann, Cecelia Luschnig, and Judith Lynn Sebesta. *The Worlds of Roman Women*. Newburyport, MA: Focus, 2005. Print.

Riess, Ernst. "On Ancient Superstition." *Transactions of the American Philological Association (1869-1896)* 26 (1895): 40-55. Print. <http://www.jstor.org/stable/2935693>.

Tullius Cicero. *De Senectute*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:2007.01.0038>.

Tullius. *In Verrum*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0012%3Atext%3DVer.%3Aactio%3D1%3Abook%3D1%3Asection%3D1>.

Tullius. *Oratio in Catalina Prima*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0010;text=Catil>.

Valerius. *Epigrammata*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a2008.01.0506>.

Vergilius. *Eclogiae*. Print.

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0056>.

Venturini, Giorgio, director. *The Avenger: The Story of Aeneas*, 1962. Medallion.

Vergilius. *Aeneis*. Print.

“Welcome to TV Tropes.” Web. <http://tvtropes.org>.

Weller, Peter. *Rome: Engineering an Empire*. The History Channel. 2007.

<https://www.youtube.com/watch?v=C5obOUDyQ5s>.

“What Is Hexameter?” Web. <http://hexameter.co/>.

Wiktionary. Web. <http://wiktionary.org/>.

UNIT 1

Imperium et Imperialismus: Stages 29-31

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2)	Read a variety of texts and listen to audio about the Roman Empire and the concept of imperialism, and analyze its meaning in their own terms.
ACTFL Presentational Communication (Standard 1.3)	Write and act out skits about the Roman siege of Masada, synthesizing information and demonstrating understanding of content and language.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Compare and contrast Roman culture, values, and beliefs with the values and beliefs of the United States and other cultures.
CCSS.ELA-Literacy.W.11-12.3c, 3d, 3e ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Write a narrative from the perspective of either group in the siege of Masada, demonstrating understanding of the event, the reasons the siege occurred, and its significance.

Unit Essential Questions

- How do we interpret literary, archaeological, inscriptional, and architectural evidence to understand the Roman Empire, and what are some of the biases and other issues associated with the interpretation of each of these types of evidence?
- What cultural and religious differences existed between the Romans and the other groups of people who became part of the Empire, both willingly and unwillingly?
- What different types of government did Rome experience from the 7th century BCE to the 1st century CE?
- How did the city of Rome function as the capital of the Empire?
- What factors allowed Rome to become such an extensive and powerful empire?

Scope and Sequence

- Core text readings and/or audio about the city of Rome and the siege of Masada
- Grammar: passive verb system overview, expressing purpose (subjunctive)
- Vocabulary related to architecture/engineering, life in the upper class, and siege warfare
- Discussion and analysis of literary, archaeological, and inscriptional evidence from the Roman Empire

- Discussion about imperialism, Rome vs. America, and cultural assimilation and diffusion

Assured Assessments

Formative Assessment:

Students will write and act out a group skit about daily life in the city of Rome during the time of the early Empire from the perspective of either: (a) a bourgeois/equestrian family; (b) a proletariat/plebeian family; or (c) a group of slaves owned by a bourgeois/equestrian household. The skit must show cultural awareness and understanding of daily life for the selected family. The skit will be assessed on the World Languages Department Presentational Speaking Rubric. Mastery on this skit will be “goal” on the rubric. The skit will count as a grade in the formative assessments category of the gradebook. This skit can be differentiated by tiered difficulty of prompt and length, and/or by group size.

Summative Assessment:

Students will write a narrative about the siege of Masada from the perspective of either: (a) a Roman commander; or (b) the perspective of a Judean soldier. The narrative should include topical vocabulary and grammar from the unit. The narrative will be assessed on the THS School-wide Writing Rubric. Mastery on this narrative will be “goal” on the rubric. The narrative will count as a grade in the summative assessments category of the gradebook. The narrative can be differentiated by a tiered complexity system (in length or number and scope of chapter grammar structures; e.g., tier 1 students struggling with writing can be asked to write as much as they can about the topic, focusing on producing comprehensible output using appropriate vocabulary, while tier 2 students already having shown higher writing skills can be asked to produce a work that includes expression of purpose using the linguistic functions from the chapter). It should be noted that this tiered modification system is not the same as the tiered text modification system explained later in this curriculum guide.

Possible Extension Activities

Students may read selected chapters from *Guns, Germs, and Steel* and hold a discussion in English about how the selections relate to the topics of imperialism and hegemony. Students can be asked to make a judgement about how Roman imperialism has affected the world positively or negatively; they can also make judgements about American and European imperialism, and compare and contrast these different types. To take this activity further, students may be asked to respond to the criticism of Jared Diamond and his work on the text.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stages 29-31. New York: Cambridge UP, 2015. Print.

Supplemental

- Diamond, Jared M. *Guns, Germs and Steel: The Fates of Human Societies*. New York: Norton, 1997. Print.
- Duncan, Mike. *The History of Rome Podcast* (selection of episodes covering earlier governments of Rome). 2007. Web. <http://thehistoryofrome.typepad.com/>.

- Weller, Peter. *Rome: Engineering an Empire*. The History Channel. 2007.
<https://www.youtube.com/watch?v=C5obOUDyQ5s>.

Time Allotment

- Approximately 25 days

UNIT 2

Religio et Diversiones: Stages 32-33

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.L.11-12.4c, d CCSS.ELA-Literacy.L.11-12.6 ACTFL Connections: Making Connections (Standard 3.1)	Use vocabulary about religion from the text as well as vocabulary from their own self-created vocabulary lists to write a short research paper on the interactions between Roman religion and non-Roman religion.
CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 ISTE Creativity and Innovation (Standard 1) ISTE Communication and Collaboration (Standard 2) ACTFL Presentational Communication (Standard 1.3)	Create a multimedia presentation to show their findings on the comparisons between a specific Roman god and a non-Roman god.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Discuss and ask and answer questions about Roman religion and entertainment in Latin.

Unit Essential Questions

- What does the diversity in Roman religion and superstition tell us about the development of those beliefs and about Roman society?
- How did Roman religion and Roman culture affect each other?
- What was the relationship between religion and state in Ancient Rome? How does this differ from the relationship between religion and state in the United States?
- How relevant and prevalent was religion in Roman daily life?
- What forms of entertainment were common in the Roman Empire? How might different groups of people spend their free time?
- How do entertainment and religion fit together?

Scope and Sequence

- Core text readings and/or audio about religious ceremonies in Rome, Roman philosophy and religion, and Roman entertainment
- Grammar: expressing obligation (*gerundives, necesse*), expressing actions that have not yet happened (future tenses)
- Vocabulary related to religion/superstition and entertainment
- Analysis and organization of different Roman religious cults

- Comparisons between Roman theology/mythology and other religions
- Discussion and analysis of Roman religion and the role of religion in American society
- Comparison of entertainment and free time in ancient Rome with entertainment and free time today

Assured Assessments

Formative Assessment:

Students will choose both a Roman deity and a deity from another religion and conduct research on both. Students will demonstrate their findings to the class with a short multimedia presentation in Latin. The presentations will be assessed on the World Languages Department Presentational Speaking Rubric. Mastery on this presentation will be “goal” on the rubric. The presentation will count as a grade in the formative assessments category of the gradebook. This presentation can be differentiated by choice of deities and/or choice of working in groups. An example of crossing the project into another interest area of a student is allowing the student to compare a Roman deity to a deity from a favorite work of fiction that has an extensive mythology, such as *The Elder Scrolls* or *The Lord of the Rings*.

Summative Assessment:

Students will conduct research (from at minimum one source other than their textbook) on the development of monotheistic religions and of polytheistic Rome (focusing on interactions between Romans, especially official government actors, and practitioners of Judaism and Christianity in the 1st century CE). They will synthesize their findings in a 1-page descriptive paper in Latin and will be expected to cite their source(s). The paper will be assessed on the THS School-wide Writing Rubric. The paper will count as a grade in the summative assessments category of the gradebook. Mastery on this presentation will be “goal” on the rubric. This paper can be differentiated by: (a) providing vocabulary word lists of helpful terms for this topic; (b) adjusting the length; (c) expanding the scope of the paper (e.g., also investigating other non-Roman religions which interacted or conflicted with the Romans at the time); and/or (d) providing time for feedback and revision (peer feedback or teacher feedback).

Possible Extension Activities

Students may read a 100+-year-old newspaper article in English about how religion and morality were taught in high school institutions in the early 1900s through the use of Latin. Students may participate in a loosely guided discussion in English about the views expressed in the article, their interpretations of the views, their own views, and the implications for using certain Latin works to teach morality – and if morality can even be taught.

Students may play a puzzle game with partners or in groups wherein they have to match a tile with a common superstition to its Roman or Greek origin on a grid (which is not always as easy as it seems!). Afterwards, students may read an excerpt from either the article “On Ancient Superstition” or the book *Signs, Omens, and Superstitions* (both in English) to give more background to these superstitions and their passage from their Graeco-Roman origins to modern day; alternatively, students may view a teacher-created multimedia presentation outlining the information from the book and the article concerning the superstitions in the puzzle activity. A discussion may follow.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stages 32-33. New York: Cambridge UP, 2015. Print.

Supplemental

- Cielo, Astra. *Signs, Omens and Superstitions*. New York: Sully, 1918. Print. <http://books.google.com/books?Asid=ZDUSAAAAYAAJ&oe=UTF-8>.
- Meyer, Frank B. "Religion and Morality in High School Latin." *The Classical Weekly* 4.18 (March 4, 1911): 138-41. Print. <http://www.jstor.org/stable/4386370>.
- Riess, Ernst. "On Ancient Superstition." *Transactions of the American Philological Association (1869-1896)* 26 (1895): 40-55. Print. <http://www.jstor.org/stable/2935693>.

Time Allotment

- Approximately 20 days

UNIT 3

Servitudo et Libertas: Stage 34

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.1	Perform a close reading of an authentic legal text about Roman slavery statutes, analyzing it, answering questions about it, and then participating in a class discussion about it.
CCSS.ELA-Literacy.RI.11-12.4	
CCSS.ELA-Literacy.SL.11-12.1	
ACTFL Interpretive Communication (Standard 1.2)	
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	

Unit Essential Questions

- What role did slavery play in ancient Rome, and how was it viewed economically, morally, and socially?
- How did slavery in ancient Rome differ from slavery in the United States, and slavery in other parts of the world?
- Does slavery still exist today?

Scope and Sequence

- Independent reading of a Roman legal document about slavery followed by questions and group think-pair-share
- Reflection and discussion on slavery and its implications for Roman society
- Reflection and discussion on American slavery and its similarities to and differences from Roman slavery
- Vocabulary related to slavery and freedom
- Grammar: valence-decreasing speech (additional passive system verbs)

Assured Assessments

Formative Assessment:

Students will conduct a close reading of a modified authentic text entitled *Gai Institutiones (Legis Romanae)*, focusing on selected passages (namely from sections 3-7, which concern Roman slavery statutes). Students will answer questions in both Latin and English about the passages individually, and then join small-group sessions to discuss their answers before sharing with the class in a whole-class activity. This activity will be assessed on the THS School-wide Reading Rubric and can count as a grade in the formative assessment category of the gradebook. Mastery on this reading will be “goal” on the rubric. This activity can be differentiated by level of modification: since this is an authentic text, some students may be able to read it and understand most of it without aids, but other students may need a tiered modification system. See “The Tiered Text Modification System” section of this curriculum guide.

Summative Assessment:

Students will take a unit test covering chapter topics (passive verb system, and vocabulary and background information related to slavery and freedom). The test will include multiple sections with different question types (text-based comprehension questions, listening questions, a cloze paragraph, multiple-choice questions, true/false questions, and a writing portion). The test will be graded on percentage points out of 100, with different sections having different point values. Mastery on this test will be a percentage grade of 87 or better. This test will count as a grade in the summative assessment category of the gradebook.

Possible Extension Activities

Students may watch either the 1960 or 2004 *Spartacus* film and create a list of historical accuracies and inaccuracies in Latin (aided by an organizer worksheet). Viewing of the film may also be assisted by follow-along questions. After the film, students may participate in a class discussion in Latin about what they saw in the film.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 34. New York: Cambridge UP, 2015. Print.

Supplemental

- Dornhelm, Robert, director. *Spartacus*, 2004. Universal.
- Gaius. *Gai Institutiones (Legis Romanae)*. Print. <http://oll.libertyfund.org/titles/1154>.
- Kubrick, Stanley, director. *Spartacus*, 1960. Universal.

Time Allotment

- Approximately 10 days

UNIT 4

Vita Rustica: Stage 35

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.3c, d ACTFL Interpersonal Communication (Standard 1.1) ACTFL Presentational Communication (Standard 1.3) ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Write and perform a skit about country life vs. city life, informed by unit readings.
CCSS.ELA-Literacy.RI.11-12.1 CCSS.ELA-Literacy.RI.11-12.2 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.SL.11-12.1 ACTFL Interpretive Communication (Standard 1.2) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Read and interpret descriptions of idyllic country life (“the good life,” or what amounted to “The Roman Dream”), afterwards comparing those descriptions to contemporary ideas that are similar.
CCSS.ELA-Literacy.W.11-12.3a, d CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.9 ACTFL Presentational Communication (Standard 1.3) ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Role-play as a Roman letter writer trying to convince someone to make a trip to the city or country.

Unit Essential Questions

- What role did slavery play in ancient Rome, and how was it viewed economically, morally, and socially?
- What do Roman letters tell us about life in the country of the Roman Empire?
- What was the process and traditional format for writing letters in Latin?
- How was life in the city different from life in the country for Romans?
- What was the concept of free time to the Romans? Who had free time, and how did they spend it? How does that differ from our views today?
- What are the differences and similarities between life in the countryside and the city for us and for the Romans? Does this vary around the world today?
- What is the “American Dream,” and was there a Roman equivalent?

Scope and Sequence

- Interpretation of country life in ancient Rome through letters
- Writing of a Latin letter about a student’s make-believe life in the country or city

- Reading of background information about Roman country life and free time
- Discussion of topics from the readings
- Comparison of Cicero’s ideal rustic Roman life (the Roman Dream) to the American Dream, using both core unit texts and selections from *De Senectute*
- Readings from the core text, including letters, as well as authentic (modified on the tiered text system) readings such as *Eclogae* and selected works of Plinius Secundus
- Vocabulary related to country life vs. city life and letter writing
- Grammar: expressing indirect statements or quoting others indirectly
- Writing and performance of a skit about country people and city people switching places
- Think-pair-share about country vs. city life, leading to a formal debate

Assured Assessments

Formative Assessments:

Students will write and perform a humorous skit about people from the country and people from the city switching places and getting into hijinks along the way. The skit will be assessed on the World Languages Department Presentational Speaking Rubric. It will count as a grade in the formative assessments category of the gradebook. Mastery on this skit will be “goal” on the rubric. This skit can be differentiated by: (a) offering alternate prompts (students may want to write about a cranky old city man who finds peace in the country, someone who impersonates a soldier or famous athlete in the country thinking nobody will recognize him/her, only to run into the actual person, or a variety of other themes based on Graeco-Roman stock characters they previously learned about during the theater unit in Latin I); and/or (b) altering the size of the group or length of the skit.

Students will engage in a think-pair-share about the benefits of living in the country vs. living in the city (in Latin, and not necessarily relegated to the 1st century CE). They can produce a bulleted list for this. For the final component of this activity, students will be asked to hold a semi-formal debate (the only prior preparation being the think-pair-share) to determine which is better: living in the country or living in the city. The debate will be moderated by the teacher. This will be assessed on the World Languages Department Interpersonal Speaking Rubric. Mastery on this skit will be “goal” on the rubric. This skit will count as a grade in the formative assessment category of the gradebook. It can be differentiated by: (a) leaving key vocabulary terms on the board from the think-pair-share activity or providing students with a vocabulary handout; and/or (b) allowing students time in groups to prepare for a more formal (and more stringently moderated) debate.

Summative Assessment:

Students will take the place of a young Roman and write a letter to their friend about their either: (a) rustic country life; or (b) bustling city life. Students will attempt to both describe in detail the facts of their life, based on information and readings from the chapter, and convince their friend (who lives in the opposite place of the student) to visit for an extended stay, despite the friend’s reservations. Students will be asked to use accurate information from the chapter, topical vocabulary, and expression of indirect statement or indirect quotes (e.g., “My father said that you can stay for a month.”). This letter will be assessed on the THS School-wide Writing Rubric. This letter will count as a grade in the summative assessments category of the gradebook. Mastery on this letter will be “goal” on the rubric. It can be differentiated by: (a) increasing or

decreasing length requirements; (b) focusing on comprehensibility over mechanics or vice-versa; and/or (c) including time for peer or teacher review and feedback before final assessment.

Possible Extension Activities

Students may read a Latin version of Aesop's fable about the city mouse and the country mouse, followed by comprehension questions. The tiered text modification system can be used with this story. Additionally, students may be asked to re-write the fable with a modern (or anachronistic) twist.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 35. New York: Cambridge UP, 2015. Print.

Supplemental

- Aesopus. *Aesopi Fabulae*. Print. <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=eebo;idno=A26506.0001.001>.
- Plinius. *Selected Letters about the Countryside*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0139>.
- Tullius Cicero. *De Senectute*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:2007.01.0038>.
- Vegilius. *Eclogiae*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0056>.

Time Allotment

- Approximately 15 days

UNIT 5

Recitatio: Stage 36

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.L.11-12.4a, b CCSS.ELA-Literacy.L.11-12.5a, b	Read and write Latin poetry employing many linguistic functions involving the inversion of normal or expected word order and interesting word mutations.
CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.6 ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2)	Read poems by Martialis and Catullus, analyzing what they say, and arriving at conclusions as to what themes are being treated.
CCSS.ELA-Literacy.W.11-12.1a, e CCSS.ELA-Literacy.W.11-12.2a, b, d CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.SL.11-12.4 ACTFL Presentational Communication (Standard 1.3)	Write and recite both Latin poems and persuasive Latin speeches.
CCSS.ELA-Literacy.SL.11-12.1	Hold small-group and whole-class discussions on the nature and meanings of poetry.

Unit Essential Questions

- What are some the topics of existing Roman speeches and poems? What do they tell us about Romans and Roman society?
- How does the Roman love affair with public speaking, and recitation of speeches and poetry, help us understand the mores, or customs, of Roman society?
- How did Romans use and develop speaking public speaking skills? What did Romans expect from public speakers, and what kind of people would need formal training in public speaking?
- How did the Roman emphasis on rhetoric and oratory compare with our cultural views on these things today?
- How did Latin poetry sound? How did Latin speeches sound?

Scope and Sequence

- Readings from the core text, including some authentic poems by Marcus Valerius Martialis
- Reading of background information by Cicero and Quintilianus on proper Roman oratory

- Film of someone performing and explaining Cicero’s speeches in front of a court, showing proper rhetorical format and decorum
- Additional readings of more poems from Martialis as well as poems from Gaius Valerius Catullus
- Reflection and discussion on Latin poetry and the importance/prevalence/perspective of public speaking in Rome and in our society
- Oral recitation of poetry
- Introduction to Latin meter and scansion
- Vocabulary related to poetry and speech-giving (*recitationes*) and terms from the specific poems in the unit
- Grammar: expanding on how to talk about things that are untrue, desires, wishes, etc. (subjunctive); word order in poetry

Assured Assessments

Formative Assessment:

Students will write a short set of *Epigrammata* poems in Latin, following the examples set forth by Marcus Valerius Martialis. Paying attention to proper meter and technique, students will recite their poems to the class, following by teacher-led comprehension questions about the poems. This activity will be assessed by both the Trumbull High School School-Wide Writing Rubric (for the written portion of the poem) and the Trumbull High School World Languages Department Presentational Speaking Rubric (for the recitation of the poem). Mastery on this poem will be “goal” on the rubrics. The activity will count as a grade in the formative assessment category of the gradebook. This activity can be differentiated by: (a) increasing or decreasing the number of *epigrammata* (typically they are 3-line poems); (b) emphasizing or de-emphasizing following proper meter in both writing and recitation; (c) asking students to provide copies of their poems for the class, in order to aid the class in understanding what is being presented; and/or (d) asking students to discuss poems in small groups before answering questions about them. This formative activity will also help prepare students for the process of the summative assessment for this unit.

Summative Assessment:

Students will write a 1-page speech in Latin about an issue of their choice, with the ultimate goal of persuading the audience for or against something. Students will aim to emulate the examples of oratory given by Cicero and Quintilianus, and will include relevant vocabulary and grammar structures to show wishes/wills (subjunctive). Afterward, students in the audience will: (a) participate in a teacher-directed question-and-answer session (in English and/or Latin) about the content of the speech, also providing for student-to-student questions; (b) have a class discussion (in Latin) about the issue in the speech; and (c) make a judgment on whether they will accept what the speech-giver has said to them. This activity will be assessed by both the Trumbull High School School-Wide Writing Rubric (for the written portion of the poem) and the Trumbull High School World Languages Department Presentational Speaking Rubric (for giving the speech). Mastery on this speech will be “goal” on the rubrics. The activity will count as a grade in the summative assessment category of the gradebook. This activity can be differentiated by: (a) choice: allowing students to select their own topics or providing them with a list from which they may choose; (b) allowing students time for revising based on peer and/or teacher feedback; (c) having students provide transcripts of the speech for the audience to follow along; (d) adjusting

the length requirement for the speech; (e) adjusting expectations for how much new grammar to include; and/or (f) requiring students to either create their own vocabulary list about their themes or providing students with vocabulary lists for their themes.

Possible Extension Activities

Students may view videos of modern speeches (or read their transcripts) and compare/contrast those modern speeches with Latin speeches they have read.

Students may also work in groups to translate a modern speech into Latin and then perform a *recitatio* of it, focusing on proper speech-giving decorum.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 36. New York: Cambridge UP, 2015. Print.

Supplemental

- *Performing Cicero's Speeches*. Web. <http://www.bolchazy.com/Performing-Ciceros-Speeches-P3806.aspx>.
- Quintilianus. *Institutio Oratoria*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A2007.01.0059%3Abook%3D1>.
- Valerius. *Epigrammata*. Print. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A2008.01.0506>.
- "What Is Hexameter?" Web. <http://hexameter.co/>.

Time Allotment

- Approximately 15 days

UNIT 6

Imperator: Stage 37

Unit Goals

At the completion of this unit, students will:

ISTE Creativity and Innovation (Standard 1)	Research a Roman emperor and create a multimedia presentation teaching peers about that emperor.
ISTE Communication and Collaboration (Standard 2)	
ISTE Research and Information Fluency (Standard 3)	
ACTFL Presentational Communication (Standard 1.3)	
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Read about the <i>Amici Principis, cursus honorum</i> , and other facts of the political lives of Romans, comparing and contrasting them with what they know about the United States.
ACTFL Connections: Making Connections (Standard 3.1)	
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	

Unit Essential Questions

- What are some the topics of existing Roman speeches and poems? What do they tell us about Romans and Roman society?
- What was the role of emperors and senators in ancient Rome?
- How did emperors exercise control over the Empire?
- What are the links and origins of parts of our government to the Romans?
- What does the emperor's council tell us about Roman governmental administration?
- How is the modern United States' President's Cabinet similar to the *Amici Principis*?
- How important is a council to decision making within a governmental structure, and are councils necessary for democracy?

Scope and Sequence

- Background reading about Emperor Domitianus, the *cursus honorum*, and a brief outline of other famous/important emperors
- Role-playing as the *Amici Principis* to reach a decision
- Reflection and analysis on Roman Emperors, senators of the Roman Empire, and how such relate to our government
- Readings from the core text, some in the form of narratives, and others in the form of letters, about advising the emperor
- Discussion of similarities and differences between Roman political mechanisms and political mechanisms students know about in the United States.
- Vocabulary related to climbing the political ladder and engaging in politics
- Grammar: expanding upon indirect statements and indirect quotes in more tenses than previously covered

Assured Assessments

Formative Assessments:

Students, in groups, will engage in role-playing as the *Amici Principis* who must advise the emperor on a matter. Students will discuss and create a list of pros and cons in Latin surrounding the given issue, and then give advice to their emperor on how to act. Afterwards, students will draft a letter in Latin to be read to the emperor encompassing their thought process on decision-making, and their final recommendation. This activity will be assessed by both the Trumbull High School School-Wide Writing Rubric (for the written letter of advice) and the Trumbull High School World Languages Department Interpersonal Speaking Rubric (for the discussion among the group). Mastery on this role-play will be “goal” on the rubric. The activity will count as a grade in the formative assessment category of the gradebook scheme. This activity may be differentiated by: (a) students selecting the issue on which to advise the emperor instead of the issue being teacher-selected; and/or (b) giving students vocabulary lists to help them during the discussion portion.

Summative Assessment:

Students will select one of the many Roman emperors and conduct research about him. Then students will synthesize their findings into a multimedia presentation for the class. Students will make sure to include a portion of the presentation on major decisions the emperor made, and their impact on the Empire, concluding with their own interpretation about whether the emperor was an effective ruler. This presentation will be assessed by the Trumbull High School World Languages Department Presentational Speaking Rubric. Mastery on this presentation will be “goal” on the rubric. The activity will count as a grade in the summative assessments category of the gradebook.

Possible Extension Activities

The formative assessment mentioned above may also be taken in a different direction, with students writing and performing a skit involving the *Amici Principis* advising the emperor on some matter. Students may take this in a variety of ways (serious, humorous, etc.).

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 37. New York: Cambridge UP, 2015. Print.

Time Allotment

- Approximately 10 days

UNIT 7

Amor et Nuptiae: Stage 38

Unit Goals

At the completion of this unit, students will:

ACTFL Presentational Communication (Standard 1.3) ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Connections: Making Connections (Standard 3.1)	Synthesize information to produce a skit culturally relevant to the themes of love and marriage.
ACTFL Interpretive Communication (Standard 1.2) ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Analyze, discuss, and form opinions on gender roles in the ancient world, and compare them to contemporary gender roles across cultures.
CCSS.ELA-Literacy.RI.11-12.1	Read authentic texts and background information about love and marriage in ancient Rome, and produce and support conclusions with text-based evidence.

Unit Essential Questions

- What do Roman marriage customs tell us about gender roles in Roman society? How were Roman women viewed and treated, not only with respect to marriage but also with respect to everyday life? How does this compare with women's treatment in the United States today and at other times in history, and in other countries?
- What role did love have in marriage for the Romans? How does this compare with the role of love in the United States today and at other times in history, and in other countries?

Scope and Sequence

- Investigation of the concepts of love and marriage rites in ancient Rome, and comparison with today across the world in various countries and cultures
- Moderated discussion on gender roles in the ancient world and how women are portrayed in ancient literature
- Readings from the core text as well as supplemental readings about the rite of marriage in ancient Rome and the roles of women and men
- Discussion of the concept of love across time
- Vocabulary related to love and marriage
- Grammar: talking about second-hand information in the future (more indirect statement), and doubts in the past (subjunctive past tenses)

Assured Assessments

Formative Assessment:

Students will work in groups to write and perform a skit about a Roman wedding, using appropriate vocabulary and grammar from the unit. The skit will reflect cultural knowledge from the readings about the rite of marriage in Rome. This skit will be assessed by the Trumbull High School World Languages Department Presentational Speaking Rubric. Mastery on this skit will be “goal” on the rubric. The activity will count as a grade in the formative assessment category of the gradebook. This activity can be differentiated by tiered difficulty of prompt and length, and/or by group size.

Summative Assessment:

Students will take a unit test covering chapter topics (indirect statement and subjunctive uses, vocabulary and background information related to love and marriage, and gender roles in the ancient world). The test will include multiple sections with different question types (text-based comprehension questions, listening questions, a cloze paragraph, multiple-choice questions, true/false questions, and a writing portion). The test will be graded on percentage points out of 100, with different sections having different point values. Mastery on this test will be a percentage grade of 87 or better. This test will count as a grade in the summative assessment category of the gradebook.

Possible Extension Activities

Students may research the concept of marriage throughout history, but especially in ancient Roman and Greek cultures. They may either create and present a short Latin multimedia presentation, or write a short Latin paper, summarizing the findings. Additionally, students may create a list of Latin vocabulary associated with marriage (in addition to the words already studied in the unit). In order to complete this activity, students may read an excerpt from *The Worlds of Roman Women* (especially part 3 of the book, which contains information and readings about marriage).

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 38. New York: Cambridge UP, 2015. Print.

Supplemental

- Chrystal, Paul. *Women in Ancient Rome*. Stroud, United Kingdom: Amberley, 2014. Print.
- Raia, Ann, Cecelia Luschnig, and Judith Lynn Sebesta. *The Worlds of Roman Women*. Newburyport, MA: Focus, 2005. Print.

Time Allotment

- Approximately 10 days

UNIT 8

Studia: Stage 39

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.6 ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Engage in close reading of selections from Ovid’s <i>Metamorphoses</i> and complete comprehension activities to develop inferences about how mythological tropes can inform us about Roman society.
CCSS.ELA-Literacy.W.11-12.2d CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.L.11-12.6 ISTE Creativity and Innovation (Standard 1) ISTE Communication and Collaboration (Standard 2) ACTFL Presentational Communication (Standard 1.3)	Work with peers to publish a Latin newspaper with relevant references to cultural themes and appropriate vocabulary.

Unit Essential Questions

- What did it mean for a Roman to be what we would call a “published author”?
- What Roman works survive today, and why were they preserved? What insight does their collective work give us into Roman culture?
- What role did Latin literature play for the Romans, and what role has it played for us? How has Western literature been influenced by Roman authors?

Scope and Sequence

- Analysis and discussion of how mythology fits into Western literary traditions, comparing ancient traditions with American ones
- Readings from the core text as well as supplemental readings of authentic selections from Ovidius’s *Metamorphoses*
- Vocabulary related to literature and literacy
- Grammar: talking about fears (subjunctive), and mutable word order

Assured Assessments

Formative Assessment:

Students will perform a close reading of a selection from Ovidius's *Metamorphoses*. Students will then respond to comprehension questions exploring the theme and content of the selection. This activity will be assessed on the Trumbull High School School-Wide Reading Rubric. Mastery on this reading will be "goal" on the rubric. The reading will count as a grade in the formative assessment category of the gradebook. This reading can be differentiated by: (a) the tiered text modification system, as it is an authentic text; and/or (b) student choice, as there are many short stories contained within the anthology.

Summative Assessment:

Students will work in small teams to create and "publish" a Roman newspaper. Each team will be divided into sections (front page, finance, sports, weather, etc.) and create a layout, write articles, and add pictures. The newspaper should encompass events the students have learned about up to this point or at least be rooted in the time discussed (e.g., a front-page story about a scandal involving the emperor; an editorial from a former governor advocating for citizenship (and more taxation) of a newly conquered land). The newspaper will be graded on the Trumbull High School School-Wide Writing Rubric. Mastery on this activity will be "goal" on the rubric. This newspaper will count as a grade in the summative assessment category of the gradebook. This activity can be differentiated by interest, allowing students to choose which sections they would like to contribute to.

Possible Extension Activities

Students may discuss and analyze mythology and its representation in literature (specifically poetry), and also in the oral traditions of ancient peoples (pre-writing). They may consider in what forms mythology exists today, and if there's anything that can be considered "American Myths."

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 39. New York: Cambridge UP, 2015. Print.

Supplemental

- Ovidius. *Metamorphoses*. Print.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0029>.

Time Allotment

- Approximately 10 days

UNIT 9

Iudicium: Stage 40

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Read various readings about the Roman legal system and judicial trials, drawing conclusions and making comparisons between that system and the system that exists in the United States.
ACTFL Interpretive Communication (Standard 1.2)	
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	
ACTFL Connections: Making Connections (Standard 3.1)	
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)	
CCSS.ELA-Literacy.W.11-12.2d CCSS.ELA-Literacy.W.11-12.3a, c, d, e ACTFL Presentational Communication (Standard 1.3)	Write and perform a skit about a trial in Rome, using historical information acquired from readings as a guide.

Unit Essential Questions

- How has Roman law and political philosophy influenced Western legal thought?
- What legal terms used today come from Latin, and how are they used?
- To what extent is the American judicial system similar to the Roman judicial system?

Scope and Sequence

- Reading of a translation into Latin of John Locke's *Two Treatises of Government*, concerning the state of nature, and reflective of unit vocabulary and themes
- Reading of Cicero's speech to the Senate about Lucius Sergius Catilina's treason and/or Cicero's court speech as a prosecutor against Gaius Verres
- Readings from the core text and stories having to do with the Roman legal system
- Discussion of the significance of Locke's ideas, and conclusions drawn from it, comparing Locke's ideas to Roman ideas on the matter
- Writing and performance of a courtroom skit or "mock trial"
- Vocabulary related to law and the legal system
- Grammar: expressing purpose (with gerundives)

Assured Assessments

Formative Assessment:

Students will perform a close reading of one of Cicero's court speeches against Catilina or against Verres. Students will answer questions both on comprehension and related to information given to us from Cicero's writing about the Roman legal system. This reading will be assessed on the Trumbull High School School-Wide Reading Rubric and by answers to the questions. Mastery of this activity will be "goal" on the rubric and an 87% or better on the questions (if they are graded separately). This activity will count as a grade in the formative assessments category of the gradebook. This activity can be differentiated by offering a wider variety of speeches Cicero gave, as both a prosecutor and a defense lawyer, and/or by the tiered text modification system.

Summative Assessment:

Students will role-play a courtroom scene, and in groups write and perform a trial (which can be considered a skit) based on one of Cicero's courtroom cases. This skit should demonstrate knowledge of Roman law and court systems gained from the unit, as well as court-specific vocabulary and complex sentence structures (e.g., those expressing doubt or secondhand information). The skit will be assessed on the World Languages Presentational Speaking Rubric. Mastery on this skit will be "goal" on the rubric. This skit will count as a grade in the summative assessment category of the gradebook. This activity can be differentiated by: (a) student choice in which trial they will do; (b) altering skit length or scope requirements; and/or (c) allowing students group choice.

Possible Extension Activities

Students may read *Cicero: The Life and Times of Rome's Greatest Politician* (either the whole book or chapters covering Cicero's career as a lawyer) as background knowledge for this unit.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 40. New York: Cambridge UP, 2015. Print.

Supplemental

- Everitt, Anthony. *Cicero: The Life and Times of Rome's Greatest Politician*. New York: Random House, 2002. Print.
- Locke, John. *Two Treatises of Government* (translated into Latin and edited for length and content). 1689. Print.
- Tullius Cicero. *In Verrum*. Print.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0012%3Atext%3DVer.%3Aactio%3D1%3Abook%3D1%3Asection%3D1>.
- Tullius Cicero. *Oratio in Catalina Prima*. Print.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0010:text=Catil.>

Time Allotment

- Approximately 10 days

UNIT 10

The Aeneid: Stage 42 and Authentic Texts

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.1	Read selections from <i>The Aeneid</i> and determine their themes, their author’s intent, and the text’s overarching impact on the Western literary tradition.
CCSS.ELA-Literacy.RL.11-12.2	
CCSS.ELA-Literacy.RL.11-12.6	
ACTFL Interpersonal Communication (Standard 1.1)	
ACTFL Interpretive Communication (Standard 1.2)	
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	
CCSS.ELA-Literacy.W.11-12.2a, d	Read, write, and perform poetry in dactylic hexameter.
ACTFL Presentational Communication (Standard 1.3)	

Unit Essential Questions

- Why was *The Aeneid* written, what themes exist in it, and to what extent are those themes relevant to us today?
- What is inherent to the genre of epic poetry, and how does *The Aeneid* compare with other ancient epics?
- What effort goes into writing poetry in dactylic hexameter?

Scope and Sequence

- Reading of selections from *The Aeneid*, accompanied by both comprehension questions and commentary on wider themes and meanings
- Scansion, recitation, and writing of metrical poetry
- Discussion of tropes in epic literature and their comparison to tropes in modern entertainment media, as well as references to classical epics or literature in general in other contemporary works
- Vocabulary related to specific books of *The Aeneid* and their themes (love, duty, family, warfare, honor, and patriotism)
- Grammar: synthesis of prior grammar topics from the units leading up to this culminating unit

Assured Assessments

Formative Assessment:

Students will read a selection from *The Aeneid*, answering questions both on comprehension of specific events and on the broader, overall narrative. Discussion will follow. This reading will be assessed on the Trumbull High School School-Wide Reading Rubric and by answers to questions. Mastery of this activity will be “goal” on the rubric and an 87% or better on the questions (if they are graded separately). This activity will count as a grade in the formative assessments category of the gradebook. This activity can be differentiated by the tiered text modification system.

Summative Assessment:

Students will compose an *epyllion* (a little epic) in dactylic hexameter about a theme from *The Aeneid*. Students should demonstrate knowledge of common tropes from epic poetry as well as mythological and cultural references from the time period studied. Afterwards, students will recite their poems to the class. This activity will be assessed on the Trumbull High School School-Wide Writing Rubric (for the writing portion) and the World Languages Department Presentational Speaking Rubric (for the recitation). Mastery will be “goal” on the rubric. The poem will count as a grade in the summative assessment category of the gradebook. Differentiation might be accomplished by: (a) adjusting length requirements; (b) adjusting complexity requirements (based on what kind of advanced structures and topics are expected); and/or (c) allowing students time for peer or teacher review and feedback before final assessment.

Possible Extension Activities

Students will watch the 1962 film *The Avenger: The Story of Aeneas* and compare the film with the epic poem.

Resources

Core

- *Cambridge Latin Course*, Unit 3, Stage 42. New York: Cambridge UP, 2015. Print.

Supplemental

- Venturini, Giorgio, director. *The Avenger: The Story of Aeneas*, 1962. Medallion.
- Vergilius. *Aeneis*. Print.
- “Welcome to TV Tropes.” Web. <http://tvtropes.org>.
- Wiktionary. Web. <http://wiktionary.org/>.

Time Allotment

- Approximately 40 days

THE TIERED TEXT MODIFICATION SYSTEM

Various assessments in this document that involve reading a text refer to a tiered modification system. This system is recommended for all authentic texts, and is accomplished as follows:

Tier 1: completely unmodified Latin text

Aside from typographical modifications such as spacing words, punctuation, and using lower-case letters (depending on the time period of the text), this tier provides a wholly unaltered text. The goal of this tier is to allow students to approach a text on their own without support or interference from their teacher. (NB: Latin texts vary wildly in complexity, and so Tier 1 is not always appropriate for students, even in Latin IV.)

Tier 2: text has some modifications, but aims to remain true to the original

Some sentences or paragraphs may be edited for students to read more easily, by changing word order (e.g., moving cascading/nested clauses, moving subjects nearer to their verbs) or by removing “unnecessary” (for overall comprehension) words or phrases. (In ancient Greek and Latin, some words don’t really have a direct meaning in another language so much as they serve as a sort of punctuation-analogue or emotion/emphasis indicator, since these languages showed emotion through speech differently than altering pitch/stress, like in English.) Some words may be substituted with vocabulary with which the student will be more familiar. The goal of this tier is to guide students with minimal “interference”: just enough so that they will not become frustrated with an over-complex text.

Tier 3: text is heavily modified, for students who are at a much lower level than the original text allows for

In this tier, large parts of or even the whole text may be rewritten so that vocabulary, sentence structure, and length are changed a great deal. Additional terms may be provided in a word bank area with definitions; additionally, footnotes may also be used, especially to show obscure cultural references to things only Romans living in that time period would understand (e.g., when an author makes a pun about a local place-name that doesn’t exist anymore). The goal of this tier is to maintain the main idea of the text, but to guide students there through substantial support. This tier should only be used in rare circumstances, or when a text is appropriate in content but not complexity.

COURSE CREDIT

One credit in World Languages
One class period daily for a full year

PREREQUISITES

Latin III

CURRENT REFERENCES

The Cambridge Latin Course Online Book. Web. <http://www.cscp.educ.cam.ac.uk/>.

Carlson, Jacquelin. "Rethinking the Latin Classroom: Changing the Role of Translation in Assessment." *The Classical Outlook* 90.4 (2015): 138-40. Print.

Conjuguemos. <http://conjuguemos.com>.

Krashen, Stephen. "The Wrong and Right Way to Learn a Foreign Language." *The Washington Post* June 16, 2012. Web. https://www.washingtonpost.com/blogs/answer-sheet/post/the-wrong-and-right-way-to-learn-a-foreign-language/2012/06/16/gJQAK2xBhV_blog.html.

Patrick, Robert. "Latin Is Not Different." SALVI Board Summit, Claymont Estate, WV, July 16-21, 2011. Web. [http://www.latin.org/resources/documents/Latin%20is%20Not%20Different%20\[Patrick%202011\].pdf](http://www.latin.org/resources/documents/Latin%20is%20Not%20Different%20[Patrick%202011].pdf).

The Perseus Digital Library. Web. <http://www.perseus.tufts.edu/hopper/>.

Quizlet. Web. <http://quizlet.com>.

"What Is Hexameter?" Web. <http://hexameter.co/>.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading & Writing Rubrics
- Trumbull High School World Languages Interpersonal & Presentational Speaking Rubrics
- Trumbull High School World Languages General Latin Proficiency Rubric

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> • Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation 	<ul style="list-style-type: none"> • Demonstrates understanding of text by: <ul style="list-style-type: none"> ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text 	<ul style="list-style-type: none"> • Demonstrates general understanding of text by: <ul style="list-style-type: none"> ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text 	<ul style="list-style-type: none"> • Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	<ul style="list-style-type: none"> • Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> ○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding ○ Constructing insightful and perceptive ideas about the text ○ Actively raising critical questions and exploring multiple interpretations of the text 	<ul style="list-style-type: none"> • Demonstrates ability to interpret text by: <ul style="list-style-type: none"> ○ Reshaping, reflecting, revising, and/or deepening initial understanding ○ Summarizing main ideas of text ○ Actively interpreting text by raising questions and looking for answers in text 	<ul style="list-style-type: none"> • Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> ○ Guided reflection and/or revision of initial understanding ○ Summarizing some of the main ideas of text ○ Guided interpretation of text by locating answers to given questions in text 	<ul style="list-style-type: none"> • Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> ○ Struggle to implement guided reflection and/or revision of initial understanding ○ Struggle to summarize any main ideas of text ○ Struggle to answer questions by locating responses in text
Connect X_____	<ul style="list-style-type: none"> • Demonstrates perceptive connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Demonstrates specific connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Demonstrates general connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Struggles to make connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world
Evaluate X_____	<ul style="list-style-type: none"> • Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Critical analysis to create a conclusion supported by the text ○ Perceptive judgments about the quality of the text ○ Synthesis of text ○ Expression of a personal opinion 	<ul style="list-style-type: none"> • Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Critical analysis to form a conclusion from the text ○ Thoughtful judgments about the quality of the text ○ Evaluation of text to express personal opinion(s) 	<ul style="list-style-type: none"> • Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s) 	<ul style="list-style-type: none"> • Demonstrates a struggle to evaluate text by one or more of the following: <ul style="list-style-type: none"> ○ Formulation of a conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School World Languages Interpersonal Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic- related vocabulary and expressions OR Interference from another language
Task concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout.
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhance communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other _____				

Trumbull High School World Languages Presentational Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
Other _____				

May add Visual Communication for fifth category of evaluation for presentations.

Trumbull High School World Languages General Latin Proficiency Rubric

By the end of the year, students in Latin IV are expected to demonstrate the qualities of “Superior Learner.”

	Superior Learner	Advanced Learner	Intermediate Learner	Novice Learner
Mechanics	<p>Almost always uses subject, direct object, adjective, and preposition endings correctly Usually uses indirect object, possessive, direct address, and adverb endings correctly</p> <p>Almost always shows agreement (subject-verb, noun-adjective, clause-clause)</p> <p>Almost always uses tense/voice appropriately (present, imperfect, perfect, pluperfect, future; active, passive)</p> <p>Sometimes uses other moods correctly (infinitive, imperative, subjunctive)</p> <p>Rarely leaves words in base forms without changing their endings, and almost always uses correct Latin word order</p>	<p>Almost always uses subject and direct object endings correctly Usually uses indirect object, possessive, direct address, adjective, preposition, and adverb endings correctly</p> <p>Almost always shows agreement (subject-verb, noun-adjective)</p> <p>Usually uses tense/voice appropriately (present, imperfect, perfect, pluperfect; active, passive)</p> <p>Sometimes uses other moods correctly (infinitive, imperative, subjunctive)</p> <p>Rarely leaves words in base forms without changing their endings; almost always uses correct Latin word order</p>	<p>Usually uses subject, direct object, indirect object, possessive, direct address, adjective, and prepositional endings correctly</p> <p>Usually shows agreement (subject-verb, noun-adjective)</p> <p>Usually uses tenses appropriately (present, imperfect, perfect, pluperfect)</p> <p>Sometimes uses other moods correctly (imperative)</p> <p>Rarely leaves words in base forms without changing their endings; usually uses correct Latin word order</p>	<p>Usually uses subject, direct object, and indirect object endings correctly</p> <p>Usually shows agreement (subject-verb)</p> <p>Sometimes uses tenses appropriately (present, imperfect, perfect)</p> <p>Occasionally leaves words in base forms without changing their endings; occasionally uses correct Latin word order</p>
Vocabulary	<p>Comfortably and competently speaks, writes, and understands essential, in-depth, and advanced words that have to do with chapter topics Topics include: marriage and divorce, love, conspiracy, politics in the empire, books, publishing and sharing information, poetry, the Roman provinces, Roman interaction with other cultures, Roman legal systems, and famous authors and their works.</p>	<p>Comfortably speaks, writes, and understands essential and in-depth words that have to do with chapter topics Topics include: curses and superstitions, religious/cultural beliefs and traditions, the baths, fortune-telling and prophecy, journeys and travel, military and government, slavery and freedom, politics, murder and betrayal, theater, and city life.</p>	<p>Speaks, writes, and understands basic and essential words that have to do with chapter topics Topics include: farming and country life, relevant place names, regency, the frontier, prepositions, gods and religion, medicine and science, arts and crafts, and astrology and fortune-telling.</p>	<p>Speaks, writes, and understands basic words that have to do with chapter topics Topics include: family, numbers, colors, the household, jobs, theater, slavery and freedom, food, gods and the afterlife, entertainment, daily life and the hot baths, education and school, elections, disaster, and describing oneself.</p>
Complexity	<p>Demonstrates advanced degree of complexity; can talk about real & hypothetical events & situations that may occur in the future; can make judgements based on information & form opinions; conversations are not always formulaic; can be divergent & opinionated; able to add details to paint a vivid picture.</p> <p>Expresses hypothetical and conditional situations and future events, emotions, and uncertainty with some complex rhetorical devices</p>	<p>Demonstrates a high complexity; talks about abstract concepts & can formulate opinions based on evidence, although most work is still done with facts & descriptions; conversations that are not strictly formulaic may occur, but generally do not deviate from safe conversational structures</p> <p>Expresses hypothetical situations and second-hand knowledge, purposes of things, relative clauses/compound and complex sentences</p>	<p>Produce sentences that seek or provide information with some elaboration</p> <p>Talks about self and others</p> <p>Offers opinions</p> <p>Basic conversations may occur but are brief and formulaic</p>	<p>Produces short, declarative sentences that seek or provide basic information without further elaboration</p> <p>Real conversations do not take place</p>

Stylistics	Is acutely aware of temporal appropriateness (e.g., sticking with one tense when appropriate, mixing past tenses, sequence of tenses when appropriate); is acutely aware of the need for advanced structures (indirect statement, subjunctive clauses, gerunds, supines)	Is aware of temporal appropriateness & the need for advanced structures, & occasionally, but not frequently, employs them in writing to make it better	Occasionally demonstrates knowledge of temporal appropriateness, & occasionally uses some advanced structures, but most of the time the writing is plain and straightforward	Style is straightforward; it gets the point across but does not move beyond
Recitation	Recites prepared materials with a purposeful, confident, and measured voice; vowel lengths are considered, although not always correct; hand gestures may be used; although student may have an accent from L1, pronunciation (including accentuation) is not flawed except for occasional errors that are not repeated	Recites prepared materials with an average speaking voice; vowel lengths outside of very familiar words are generally disregarded; typically does not use hand gestures; influence from L1 accent and pronunciation is evident; there may be repeated errors in pronunciation and accentuation	Recites prepared materials, but does not effectively use proper speaking conventions; vowel length is not considered; gestures are not used; pronounces very familiar words correctly, although there may be errors with certain sounds that do not exist or are rare in student's native language; accentuation may be flawed; errors are frequent and repeated, although meaning is still conveyed; speech may be either rushed or delayed	Does not recite prepared material differently from normal speech; proper speaking conventions are not present; frequent errors in multiple categories may make comprehension difficult
Interactivity	Can have what approaches a real conversation Can confidently speak spontaneously on a familiar topic, & act out a skit without prior preparation	Is able to follow a conversation model & may occasionally be able to have what approaches a real conversation, without a model Is able to spontaneously speak on a familiar topic, & act out a skit without prior preparation	Is able to follow a conversation model & perform prepared skits May occasionally be able to spontaneously speak on a familiar topic & be able to act out a skit without prior preparation	Is able to follow a conversation model & perform prepared skits
Oral Efficacy	Practices proper rhetorical methods modeled on Quintilian and Cicero Can engage in sustained conversation on a variety of topics and situations	Pronunciation contains few errors, & the errors are not typically repeated; if errors are made, may try to correct those errors when speaking Can engage in sustained conversation in a limited array of situations, speaking in a purposeful way	Pronunciation is inconsistent, although may try to correct errors when speaking May occasionally attempt to engage in sustained conversation, occasionally speaking in a purposeful way	Pronunciation is inconsistent & has numerous, repeated errors May lack the confidence to engage in sustained conversation, and does not speak in a purposeful way
Interference from L1 (native language)	Output looks, sounds, & feels like it approaches a native Latin speaker's language, & hardly shows interference from the L1; student does not think of Latin in equivalencies to his/her L1, but rather as its own language	Output has little interference from the L1	Output has some interference from the L1	Output has a high level of interference from the L1
Comprehension	Can read a text or listen to an audio & be able to summarize it in student's L1 & in Latin, or answer questions about it with minimal to no interference from a dictionary or other aid; can support answers with evidence from the text or audio in both Latin and L1	Can read a text or listen to an audio & be able to summarize it in student's L1, or answer questions about it with some interference from a dictionary or other aid; may be able to summarize or answer questions in Latin also; can support answers with evidence from the text or audio in L1, and occasionally in Latin	Can read a text or listen to an audio & be able to summarize it or answer questions about it in student's L1 with some interference from a dictionary or other aids	Can read a text or listen to an audio & be able to summarize it or answer questions about it in student's L1, although frequent interference from a dictionary or other aids is common
Use of Aids	Almost no use of aids, except for obscure words or forms	Infrequent use of aids	Occasional use of aids	Frequent use of aids (dictionary, charts, written rules)

NB: L1 = First Language(s), as in the language(s) someone grows up speaking at home.