

Waterford Public Schools

Latin Curriculum



BOE Approved April 24, 2008



Latin Curriculum 2008-2015
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Waterford Public Schools Curriculum Development

Introduction

The Waterford model of curriculum development is based on the work of Grant Wiggins, Jay McTighe and Heidi Hayes Jacobs, nationally-recognized authors in the field of curriculum and instruction. For more detailed information about their work, readers are invited to explore Understanding by Design, published by the Association for Supervision and Curriculum Development (ASCD).

Curriculum is based on state and national standards to determine content. The State of Connecticut has published a framework for each content area to help guide the curriculum development process. These frameworks are based on state and national standards and are also the basis from which all statewide tests are derived. The first step in the curriculum revision process is to determine to what extent current curriculum and instructional practices are in alignment with the state framework.

Standards and frameworks do not give the specificity needed in a curriculum guide. Therefore, it is the duty of the curriculum writers to transform the concepts in the framework into a grade-by-grade or course-by-course sequence of goals and learning activities. These are developed to ensure that there is consistency at the same grade level or course. For example, third grade science is the same in all five elementary schools. Topics and learning objectives are also chosen and sequences so that there are no gaps or unnecessary overlap from one grade or course to the next. For example, we do not include Weather as a topic every year in elementary schools. However, Weather may be taught in more than one grade because we can teach it in greater depth in fifth grade than we can in kindergarten.

New curriculum, developed in units, is based on “Enduring Understanding.” These are the “big ideas” that give meaning and importance to contents. They can transfer to other topics, fields and adult life. They are usually not obvious, often are counterintuitive (to learners) and easily misunderstood. Enduring understandings may provide a conceptual foundation for “basic” skills and are deliberately framed as generalizations. They can also be thought of as themes that run through a unit to connect the various activities. (Examples: “Authors do not always say what they mean and mean what they literally say.” “History involves interpretation and historians can and do disagree.” “Correlation does not insure causality.” “True friendship is revealed during difficult times, not happy times.”)

Enduring Understandings essentially force us to ask the question, “Why am I teaching this unit?” If the answer is “we’ve always taught it,” then that is not sufficient. Sometimes longstanding units are dropped or drastically changed because the Enduring Understandings are not important enough to justify the time spent teaching the unit or the unit itself does not match in any meaningful way the state standards and frameworks.

Once Enduring Understandings have been identified, the next step in the process is to determine what would be acceptable evidence (to the teacher) that students actually grasp the Understanding. Usually this means a series of assessments collected over a period of time, not a single assessment. However, because Enduring Understandings are general in nature and deal with understandings of major concepts, each unit needs a Performance Assessment. This is usually the culminating activity for each unit and it ties directly into the Enduring Understandings. A Performance Assessment is of high quality if students who grasp the Enduring Understandings do well on it and those who do not understand the big ideas do less well. For curriculum development, only the Performance Assessment is written into the guide. It is understood that a good deal of ongoing assessment is part of teaching the unit. There are many ways of demonstrating understanding, so teachers are free to develop Performance Assessments different from the sample assessments in the guide.

Once the desired results (Enduring Understandings) and assessments are determined, only then is it logical to plan learning experiences and instruction – all geared toward helping students understand the big ideas and do well on the performance assessment. Teaching then becomes a means to an end rather than a series of disconnected activities that are loosely tied to a topic. Connecting learning activities and instruction directly to Enduring Understandings and Performance Assessments also provides a lens through which teachers can determine whether or not it is important to include an activity in a unit. Given that there is never enough time to teach all knowledge and skills associated with a topic, this lens helps filter out less important content.

Essential Questions guide instruction throughout the unit. They have no one obvious “right” answer and raise other important questions, often across subject-area boundaries. They often address the philosophical or conceptual foundations of a discipline and naturally recur throughout a course of study. These questions are deliberately framed to provoke student interest and responses reflect students’ understanding of the big ideas. (Examples: Does food that is good for you have to taste bad? Is history inevitably biased? What makes a great book great? Does art reflect culture or help to shape it?) Essential Questions serve as doorways into focused yet lively discussion, inquiry and research. They uncover a subject’s controversies, puzzles and perspectives.

Curriculum guides specify the major resources that teachers need to implement the curriculum, such as textbook or learning kit. However, a number of supplementary resources may be used but, because of space limitations, are not all written in the curriculum guide. Specific teaching strategies are also generally not written in the curriculum guide. There are too many to list and a strategy that works well for one teacher may not work as well for another.

Teachers write curriculum for their colleagues. The members of the committee put in long hours crafting a curriculum that will meet the state and national standards and suit our needs in Waterford. This task is not easy. The ultimate result, though, is a common understanding about what is important for students to learn and how we can determine whether or not students understand the major concepts of a unit.

Standards for Classical Language Learning

COMMUNICATION – GOAL 1 Communicate in a Classical Language

- Standard 1.1** Students read, understand, and interpret Latin or Greek.
Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
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CULTURE – GOAL 2 Gain Knowledge and Understanding of Greco-Roman Culture

- Standard 2.1** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
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CONNECTIONS – GOAL 3 Connect with Other Disciplines and Expand Knowledge

- Standard 3.1** Students reinforce and further their knowledge of other disciplines through their study of classical languages.
Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
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COMPARISONS – GOAL 4 Develop Insight into Own Language and Culture

- Standard 4.1** Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
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COMMUNITIES – GOAL 5 Participate in Wider Communities of Language and Culture

- Standard 5.1** Students use their knowledge of Latin or Greek in a multilingual world.
Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

From *Standards for Classical Language Learning*, a collaborative project of The American Classical League and The American Philological Association and Regional Classical Associations, 1997, 6. Format adapted. Reprinted with permission.

Waterford High School
Course Description

Latin I Advanced

This introductory course is designed for students who have had no previous instruction in Latin. Students receive a thorough grounding in basic Latin grammar, syntax and vocabulary. The value of Latin in enhancing students' understanding of English grammar and vocabulary is emphasized. The course of study incorporates an overview of Roman history and Roman culture during the first semester. Major myths and the Roman gods and goddesses are studied during the second semester. Connections to modern-day literature and art are made throughout.

Prerequisite: None
Credits: 1.0
Level: Advanced

Resources:
Latin via Ovid, Wayne State University Press. ISBN# 0-8143-1732-4

**WATERFORD PUBLIC SCHOOLS
LATIN CURRICULUM**

COURSE: Latin I Advanced

STAGE 1: IDENTIFY DESIRED RESULTS

Content Standard(s)

Generalizations about what students should know and be able to do

Established Goals:

State and National Standards:

- Classical Standards 1.1, 1.2: Communicate in a Classical Language
- Classical Standards 2.1, 2.2: Gain Knowledge and Understanding of Greco-Roman Culture
- Classical Standards 3.1, 3.2: Connect with other Disciplines and Expand Knowledge
- Classical Standards 4.1, 4.2: Develop Insight into Own Language and Culture
- Classical Standards 5.1, 5.2: Participate in Wider Communities of Language and Culture

Waterford High School Expectations for Student Learning:

Students will be able to:

1. Communicate in Standard English for a variety of purposes.
2. Read a variety of materials for the understanding, evaluation and synthesis of information.
3. Apply mathematical principles to organize data, draw accurate conclusions, and solve and justify problems.
4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses.
6. Utilize technology to obtain, organize, and communicate information and solve problems.

| Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i> | Essential Questions <i>Inquiry used to explore generalizations</i> |
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| <ol style="list-style-type: none"> 1. Latin is a language in which word order does not matter. 2. Latin does not use auxiliary words to show the person and tense of verbs. 3. Latin has a rich vocabulary that has influenced the vocabulary of other languages. 4. Languages change over time. 5. Although spoken by only select groups today, Latin can still be used to express thoughts, opinions and facts about the world around us. | <ol style="list-style-type: none"> 1. What is an inflected language? 2. How do Latin verbs indicate person and tense? 3. How has Latin vocabulary influenced the vocabulary of other languages, including English? 4. How did Latin change and influence the languages of Western Europe? 5. How can grammatically-correct Latin sentences be written to express modern thoughts, opinions, and facts? |

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| <p>6. When studying ancient cultures, scholars must use information from many disciplines – such as archaeology and comparative linguistics – to piece together a picture of the ancient world.</p> <p>7. Our knowledge of Roman history and our understanding of Roman culture – food, dress, art, literature, entertainment, and daily life – are based on fragmentary information which must be recognized as incomplete and potentially biased.</p> <p>8. Roman political thinkers greatly influenced the American founding fathers.</p> <p>9. Geography and climate affect the growth of empires.</p> <p>10. Rome and its empire greatly influenced the history, architecture, language and culture of the western world.</p> <p>11. Rome’s tremendous technological and architectural achievements contributed to its success.</p> <p>12. People in every society throughout history have had to solve the problems of how to clothe and feed themselves.</p> <p>13. Roman religion fulfilled the same basic human needs as modern-day religions.</p> <p>14. The religion of the ancient Romans differed greatly in many respects from modern religion.</p> | <p>6. What sources can we use to form a picture of ancient cultures?</p> <p>7. What kinds of bias are inherent in the archaeological and linguistic evidence that is the source of our information about the ancient world?</p> <p>8. How did Roman political thought influence the American system of government?</p> <p>9. How were Rome’s geography and climate advantageous to its growth and success first as an isolated city, later as head of an empire?</p> <p>10. Where was the Roman Empire, and what were its lasting effects upon the history, architecture, language and culture of the western world?</p> <p>11. How did Roman technology help to create and sustain the Roman Empire?</p> <p>12. How did the more limited resources of the ancient world affect Roman clothing and foods?</p> <p>13. How did Roman religion meet the psychological and social needs of Romans?</p> <p>14. How does Roman religion compare to modern religions?</p> |
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| <p>15. Roman mythology has influenced and continues to influence our modern culture.</p> | <p>15. What influence have the ancient gods and goddesses of Rome and their stories had on our modern culture?</p> |
| <p>Knowledge and Skills <i>What students are expected to know and be able to do</i></p> | |
| <p>Students will know that...</p> <ol style="list-style-type: none"> 1. the Romance languages are derived from regional dialects of Latin, and that English is heavily influenced by it. 2. the Latin language uses six different cases to indicate the grammatical use of nouns, pronouns and adjectives. 3. groups of nouns use different case endings. 4. the most common nouns are in the 1st, 2nd or 3rd declension. 5. adjectives in Latin must match their nouns in gender, case and number but may belong to a different declension. 6. adverbs in Latin are formed regularly from adjectives. 7. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate person and tense. 8. the active voice in Latin has its own set of personal endings. | <p>Students will be able to...</p> <ol style="list-style-type: none"> 1. identify the Romance languages as derived from Latin and English as a language heavily influenced by Latin but not derived from it. 2. list the six Latin cases in order and identify the Nominative Subject, the Genitive of Possession, the Dative of Indirect Object, the Accusative of Direct Object, the Ablative of Means, the Ablative of Place Where, and the Vocative Direct Address. 3. form the stem of a noun from its dictionary entry and identify its declension. 4. translate and decline nouns of the 1st, 2nd and 3rd declensions. 5. translate and choose the correct form of an adjective for each noun. 6. translate and form adverbs from Latin adjectives. 7. translate and describe actions using verbs of all conjugations in the present, imperfect, future, perfect, pluperfect and future perfect indicative. 8. translate and describe actions using the appropriate set of personal endings for the active voice. |

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| <p>9. commands are expressed by verbs in the Imperative mood.</p> <p>10. many English words are derived from Latin.</p> <p>11. modern thought, opinions and facts can be expressed in Latin.</p> <p>12. we must draw upon many sources when considering the ancient world.</p> <p>13. fragmentary evidence is <i>ipso facto</i> incomplete and potentially biased.</p> <p>14. Roman political thought had a great influence upon the American founding fathers and our own system of government.</p> <p>15. Rome was well situated with many geographic and climatic advantages that contributed to its success.</p> | <p>9. translate and express commands using the Imperative mood.</p> <p>10. recognize and know the meaning of simple Latin words.</p> <p>11. read and translate simple passages from Latin into English, and English into Latin. Pose and answer simple questions in Latin.</p> <p>12. identify and discuss the basis for our conclusions about Roman language and culture, including the linguistic and archeological evidence.</p> <p>13. discuss the ways in which archeological and linguistic evidence is biased towards wealthy and educated men.</p> <p>14. identify Roman influence upon our system of government: <i>inter alia</i> voting and the secret ballot, a Senate, the use of the census as a political tool, the division of citizens into voting blocks.</p> <p>15. identify Rome's geographic and climatic advantages, including its central location in Italy, its location near the mouth of the Tiber River, its natural defenses, its proximity to large salt marshes, its fertile soil, long growing season and mild winters.</p> |
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| <p>16. most of modern day Europe was conquered by Rome and part of the Roman empire.</p> <p>17. Roman technology contributed to the success of the empire.</p> <p>18. Roman clothing was simpler and Roman foods more limited than our own.</p> <p>19. mythology and religion fulfill basic human social and psychological functions.</p> <p>20. Roman religion was very different from modern religions.</p> <p>21. the Roman gods and goddesses have been and continue to be depicted in many great paintings, sculptures, poems and stories in the western world.</p> <p>22. ancient stories and myths have been and continue to be the subject of many great paintings, sculptures, poems and stories in the western world.</p> | <p>16. name and locate on a map major landforms and the western Roman empire including Africa, Aegyptus, Britannia, Gallia, Germania, Graecia, Hispania, Italia, Sicilia, Sardinia, Corsica, Mare Nostrum, Mare Adriaticum, Apennini, Alpes, Rubico, Padus, and Tiber. Name and locate on a map major Roman architectural achievements and discuss their lasting effect upon the western world.</p> <p>17. identify Rome's major technological achievements – roads, aqueducts, arches and vaults – and describe their influence upon the Roman empire.</p> <p>18. name typical pieces of Roman clothing, and create a simple Roman tunic and Roman-style dish.</p> <p>19. discuss the ways in which Roman mythology and religion fulfilled basic social and psychological needs.</p> <p>20. describe the characteristics of ancient Roman religion and discuss how it differs from modern religions.</p> <p>21. name and recognize important myths and the major Roman gods and goddesses as depicted in both ancient and modern representations.</p> <p>22. translate important myths from Latin into English, and recognize them in both ancient and modern representations.</p> |
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| STAGE 2: DETERMINE ACCEPTABLE EVIDENCE | |
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| Performance Task(s) | Other Evidence |
| <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p> <p style="text-align: center;">Imperium Romanum Project</p> <p>Goal: To graphically illustrate the extent of the Roman empire.</p> <p>Role: You work for a tour company that specializes in historical tours, and your boss has given you the project (he knows you took Latin!) of developing a new tour with an ancient Roman theme.</p> <p>Audience: People considering signing up for the tour (history buffs, school groups, etc.)</p> <p>Setting: A tour company in modern-day America.</p> <p>Performance: Your first milestone is to select the sites to be visited, and create a map and sample travelogue for the brochure advertising the tour.</p> <p>Standards: The teacher will use a project-specific rubric to assess this work.</p> | <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p> <p>Quizzes and Tests Compositions Q & A Sessions Projects</p> |
| STAGE 3: SUGGESTED RESOURCES | |
| <p>Textbooks: <u>Latin for Americans Book I</u>, Glencoe McGraw-Hill <u>Latin via Ovid</u>, Wayne State University Press</p> <p>Videos: Rome: The Power and the Glory – the Rise Roman Roads The Clash of the Titans The Seven Wonders of the Ancient World</p> <p>Other books: <u>The Classical Cookbook</u>, Andrew Dalby and Sally Grainger <u>The Frugal Gourmet Cooks Three Ancient Cuisines</u></p> | |

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Field Trips: Connecticut State Latin Day
Higgins Armory
Isabella Stewart Gardner Museum
Metropolitan Museum of Art
Museum of Fine Arts in Boston
Slater Museum at Norwich Free Academy
Worcester Art Museum
Yale Art Museum

Waterford High School
Course Description

Latin II Advanced

This course continues the study of Latin grammar, syntax and vocabulary begun in Latin I. The application of Latin to English grammar and vocabulary continues to be emphasized. In the first semester, students study Pompeii, a World Heritage site, and what it has to tell us about Roman life and culture. In the second semester, students continue their study of Roman mythology and the Roman gods and goddesses by reading more advanced myths.

Prerequisite: Latin I

Credits: 1.0

Level: Advanced

Resources:

Latin via Ovid, Wayne State University Press. ISBN# 0-8143-1732-4

**WATERFORD PUBLIC SCHOOLS
LATIN CURRICULUM**

COURSE: Latin II Advanced

STAGE 1: IDENTIFY DESIRED RESULTS

Content Standard(s)

Generalizations about what students should know and be able to do

Established Goals:

State and National Standards:

- Classical Standards 1.1, 1.2: Communicate in a Classical Language
- Classical Standards 2.1, 2.2: Gain Knowledge and Understanding of Greco-Roman Culture
- Classical Standards 3.1, 3.2: Connect with other Disciplines and Expand Knowledge
- Classical Standards 4.1, 4.2: Develop Insight into Own Language and Culture
- Classical Standards 5.1, 5.2: Participate in Wider Communities of Language and Culture

Waterford High School Expectations for Student Learning:

Students will be able to:

1. Communicate in Standard English for a variety of purposes.
2. Read a variety of materials for the understanding, evaluation and synthesis of information.
3. Apply mathematical principles to organize data, draw accurate conclusions, and solve and justify problems.
4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses.
6. Utilize technology to obtain, organize, and communicate information and solve problems.

| Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i> | Essential Questions <i>Inquiry used to explore generalizations</i> |
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| <ol style="list-style-type: none"> 1. Latin is an inflected language with six different cases and five different declensions. 2. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate voice, person and tense. 3. Latin has a rich vocabulary that has influenced the vocabulary of other languages. 4. Although spoken by only select groups today, Latin can still be used to express thoughts, opinions and facts about the world around us. | <ol style="list-style-type: none"> 1. How does inflection change with declension? 2. How do Latin verbs indicate voice, person and tense? 3. How has Latin vocabulary influenced the vocabulary of other languages, including English? 4. How can grammatically-correct Latin sentences be written to express modern thoughts, opinions and facts? |

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| <p>5. Writing confers power upon societies, and the Roman adoption and spread of the alphabetic writing system contributed greatly to later European success and dominance.</p> <p>6. When studying ancient cultures, scholars must use information from many disciplines – such as archeology and comparative linguistics – to piece together a picture of the ancient world.</p> <p>7. Pompeii is one of the world’s great archeological heritage sites whose existence is due to an accident of history and whose archeological remains are a major source of our knowledge and understanding of the ancient Roman world.</p> <p>8. Geography and climate affect the design of houses.</p> <p>9. All societies have naming conventions that reflect how society organizes itself.</p> <p>10. Roman architectural elements have inspired Western architects for centuries and continue to inspire them today.</p> <p>11. Modern theatre and sports traditions can be traced to Roman beginnings.</p> <p>12. Much of Christian thought and tradition was derived from Roman religious belief and practice.</p> <p>13. Roman gods, goddesses and heroes have been and continue to be the subject of many great paintings, sculptures, poems and stories in the western world.</p> | <p>5. How does writing contribute to a society’s success? What makes some writing systems superior to others?</p> <p>6. What sources can we use to form a picture of ancient cultures?</p> <p>7. Where and what is Pompeii, and how did it come to be preserved? How do Pompeian archeological remains help us to piece together a picture of the ancient world?</p> <p>8. How were Roman houses influenced by Italian geography and climate?</p> <p>9. What do Roman naming conventions indicate about how Roman society was organized?</p> <p>10. How have Roman architectural elements been used by Western architects?</p> <p>11. How have Roman theatre and spectacle influenced those of the modern day?</p> <p>12. How did Roman religious belief and practice influence Christian thought and tradition?</p> <p>13. What influence have the Roman gods, goddesses and heroes had on our modern culture?</p> |
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| Knowledge and Skills | |
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| <i>What students are expected to know and be able to do</i> | |
| <p>Students will know that...</p> <ol style="list-style-type: none"> 1. case endings differ by declension but still indicate grammatical relationships between nouns, pronouns and adjectives. 2. there are five declensions in Latin, each with its own set of endings. 3. adjectives in Latin must match their nouns in gender, case and number but may belong to a different declension. 4. the Accusative case has many uses in Latin. 5. the Ablative case has many uses in Latin. 6. demonstrative pronouns are used for emphasis. 7. comparisons are expressed by changing the forms of adjectives. 8. adverbs in Latin are formed regularly from adjectives and can also be compared. 9. relative clauses provide more information about a person, place or thing. | <p>Students will be able to...</p> <ol style="list-style-type: none"> 1. list the six Latin cases in order and identify their basic uses. 2. translate and decline nouns of the 1st, 2nd and 3rd declensions. 3. decline nouns using the correct form of 1st, 2nd and 3rd declension adjectives. 4. identify and use appropriately the Accusative of Motion Towards and the Accusative of Duration of Time and Extent of Space. 5. identify and use appropriately the Ablative of Agent, the Ablative of Means, the Ablative of Time When, the Ablative of Accompaniment and the Ablative of Separation. 6. translate and express emphasis using the appropriate form of the demonstrative pronouns hic/haec/hoc and ille/illa/illud. 7. translate and compare objects using the appropriate form of the adjective. 8. translate and form adverbs from Latin adjectives in their positive, comparative and superlative forms. 9. translate and describe a person, place or thing using a relative clause introduced by the appropriate form of the relative pronoun qui/quae/quod. |

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| <p>10. questions are introduced by interrogative pronouns or adjectives.</p> <p>11. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate person and tense.</p> <p>12. the active and passive voices in Latin each have their own set of personal endings.</p> <p>13. different conjugations use different tense markers for the present and future tenses.</p> <p>14. commands are expressed by verbs in the Imperative mood.</p> <p>15. infinitives and participles in Latin follow regular rules.</p> <p>16. many English words are derived from Latin.</p> <p>17. modern thought, opinions and facts can be expressed in Latin.</p> <p>18. it was the Roman adoption and spread of the alphabet (as developed by the Phoenicians and Greeks) that enabled Western European societies to be successful.</p> | <p>10. translate and ask questions using the appropriate form of the interrogative pronoun or adjective.</p> <p>11. translate and describe actions using verbs of all conjugations in the present, imperfect, future, perfect, pluperfect, and future perfect indicative.</p> <p>12. translate and describe actions using the appropriate set of personal endings for the active and passive voices.</p> <p>13. translate and describe actions using the appropriate tense markers for verbs of all conjugations.</p> <p>14. translate and express commands using the Imperative mood.</p> <p>15. translate and form infinitives and participles for verbs of all conjugations.</p> <p>16. recognize and know the meaning of intermediate Latin words.</p> <p>17. read and translate intermediate passages from Latin into English, and English into Latin. Pose and answer intermediate-level questions in Latin.</p> <p>18. identify the Sumerians as originators of writing, the Phoenicians as the inventors of the alphabet, the Greeks as the people responsible for adding vowels, and the Romans as the people responsible for the spread of the alphabet throughout Western Europe.</p> |
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| <p>19. we must draw upon many sources when considering the ancient world.</p> <p>20. Pompeii is an ancient Roman town located near Naples and buried by the eruption of Mt. Vesuvius whose buildings and <i>in situ</i> objects provide a fascinating glimpse into the ancient world.</p> <p>21. the climate of Italy permitted and indeed encouraged houses to be designed with open-air rooms.</p> <p>22. Roman naming conventions show the importance of family lineage and connections in Roman society.</p> <p>23. Roman architectural elements appear in many of the buildings around us.</p> <p>24. the staging, traditions and social value of modern theatre and spectacles go back to Roman roots.</p> <p>25. Roman attitudes towards death and the afterlife greatly influenced Christian thought and tradition.</p> | <p>19. identify and discuss the basis for our conclusions about Roman language and culture, including the linguistic and archeological evidence.</p> <p>20. name and locate on a map Naples, Pompeii, Mt. Vesuvius and Herculaneum. Discuss the types of archeological finds at Pompeii that shed light upon the ancient world.</p> <p>21. draw and name the rooms in a typical Roman house, including the atrium, tablinum, cubiculum, triclinium, culina, hortus and peristylum.</p> <p>22. name the three parts of an upperclass Roman name, and give clan and kinship information based upon the name.</p> <p>23. identify in a modern building Roman-inspired features such as colonnades, atria and column orders.</p> <p>24. identify the contributions of theatres and spectacles to society including entertainment, the reinforcement of cultural and social values, the spread of culture, and the sparking of creativity and thought. Draw and label the parts of an ancient theatre, racetrack and arena.</p> <p>25. describe the Roman concept of death and contrast it with modern ideas. Read and write a typical tomb epitaph.</p> |
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| <p>26. art and advertising in the Western world continues to be filled with references to Roman gods, goddesses and heroes.</p> | <p>26. summarize the stories of Apollo and Daphne, Pyramus and Thisbe, Atalanta and Midas. Identify them in modern artistic contexts, and describe their relevance to the modern world.</p> |
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

| Performance Task(s) | Other Evidence |
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| <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i> | <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i> |

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| <p style="text-align: center;">Theatrum Pompeianum Project</p> <p>Goal: To identify Roman elements in a modern theatrical work.</p> <p>Role: You are the artistic director of a theatre in Pompeii, responsible for recommending to management new plays.</p> <p>Audience: Management at the Theatrum in Pompeii.</p> <p>Setting: Pompeii in the year 77 A.D.</p> <p>Performance: A playwright has sent you a scene from his new play. Based on your knowledge about the kinds of theatrical productions enjoyed by Roman and Pompeian theatre-goers, write a memo to management in which you either recommend or advise against producing this play next season.</p> <p>Standards: The teacher will use a project-specific rubric to assess this work.</p> | <p>Quizzes and Tests Compositions Q & A Sessions Projects</p> |
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STAGE 3: SUGGESTED RESOURCES

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| Textbooks: | <p><u>Cambridge Latin Course Unit I</u>, Cambridge University Press <u>Latin via Ovid</u>, Wayne State University Press</p> |
| Videos: | <p>Pompeii: Buried Alive The Seven Wonders of the Ancient World</p> |

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Other books: The Classical Cookbook, Andrew Dalby and Sally Grainger
The Frugal Gourmet Cooks Three Ancient Cuisines

Field Trips: Connecticut State Latin Day
Higgins Armory
Isabella Stewart Gardner Museum
Metropolitan Museum of Art
Museum of Fine Arts in Boston
Slater Museum at Norwich Free Academy
Worcester Art Museum
Yale Art Museum

Waterford High School
Course Description

Latin III/IV Honors Latin Poetry

Offered in alternate years, this course is designed for the student who has completed Latin I and Latin II and wishes to continue the study of Latin and Roman history through the reading of authentic Latin poetry. The course oversees the completion and review of Latin grammar and syntax, and continues to expand student vocabulary while emphasizing its application to English. The course of study concentrates on the golden age in Roman literature under the Emperor Augustus. Students will read authentic Latin poetry by Catullus, Horace and Virgil.

Prerequisite: Latin II
Credits: 1.0
Level: Honors

Resources:

Latin Poetry for the Beginning Student, Longman. ISBN# 0-8013-0133-5
Catullus and Horace: Selections from their Lyric Poetry, Longman Prentice Hall. ISBN# 0-582-36750-6
Catullus and Horace: Selections from their Lyric Poetry (Teacher's Guide), Longman Prentice Hall. ISBN# 0582367700
A Song of War: Readings from Virgil's Aeneid, Pearson Prentice Hall. ISBN# 0130534501
A Song of War (Teacher's Guide), Pearson Prentice Hall. ISBN# 013053451X
The Aeneid, translation by Christopher Cranch, Barnes & Nobles Classics. ISBN# 978-1-59308-237-6

**WATERFORD PUBLIC SCHOOLS
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COURSE: Latin III/IV Honors Latin Poetry

STAGE 1: IDENTIFY DESIRED RESULTS

Content Standard(s)

Generalizations about what students should know and be able to do

Established Goals:

State and National Standards:

Classical Standards 1.1, 1.2: Communicate in a Classical Language
 Classical Standards 2.1, 2.2: Gain Knowledge and Understanding of Greco-Roman Culture
 Classical Standards 3.1, 3.2: Connect with other Disciplines and Expand Knowledge
 Classical Standards 4.1, 4.2: Develop Insight into Own Language and Culture
 Classical Standards 5.1, 5.2: Participate in Wider Communities of Language and Culture

Waterford High School Expectations for Student Learning:

Students will be able to:

1. Communicate in Standard English for a variety of purposes.
2. Read a variety of materials for the understanding, evaluation and synthesis of information.
4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses.
6. Utilize technology to obtain, organize, and communicate information and solve problems.

Enduring Understandings

Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)

Essential Questions

Inquiry used to explore generalizations

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| <ol style="list-style-type: none"> 1. Latin is an inflected language with six different cases and five different declensions. 2. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate mood, voice, person and tense. 3. Latin poetry makes use of a richer, more varied vocabulary than does Latin prose. 4. Although spoken by only select groups today, Latin can still be used to express thoughts, opinions and facts about the world around us. 5. The study of Latin grammar and vocabulary has direct application to English. | <ol style="list-style-type: none"> 1. How does inflection change with declension? 2. How do Latin verbs indicate mood, voice, person and tense? 3. What are the differences in vocabulary between poetry and prose? 4. How can grammatically-correct Latin sentences be written to express modern thoughts, opinions and facts? 5. How can Latin be used to illuminate grammar and vocabulary in English? |
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| <p>6. People throughout history have considered some literary works to be so exceptional they are considered “great.”</p> <p>7. Poetry throughout history has explored universal themes.</p> <p>8. Roman poetry has been a major source of literary inspiration for thousands of years.</p> <p>9. Certain social conditions encourage the arts to flourish.</p> <p>10. Great poets use language in skillful, surprising and varied ways.</p> <p>11. Many gaps remain in our knowledge of Roman literature and poets.</p> | <p>6. What literary characteristics make a poem “great?”</p> <p>7. What topics have always occupied the minds of men?</p> <p>8. What Roman poetry has influenced and inspired later artists?</p> <p>9. What social and cultural circumstances contributed to Rome’s Golden Age of literature?</p> <p>10. What meters, rhetorical devices, and originality of language can be found in great Latin poetry?</p> <p>11. What do we know of the Romans who wrote these literary works, and when and where they were composed?</p> |
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Knowledge and Skills

What students are expected to know and be able to do

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| <p>Students will know that...</p> <p>1. Latin case endings differ by declension but still indicate grammatical relationships between nouns, pronouns and adjectives.</p> <p>2. the Accusative case has many uses in Latin.</p> <p>3. the Ablative case has many uses in Latin.</p> | <p>Students will be able to...</p> <p>1. list the six Latin cases and their basic uses.</p> <p>2. identify and use appropriately the Accusative of Motion Towards and the Accusative of Duration of Time and Extent of Space.</p> <p>3. identify and use appropriately the Ablative of Respect and the Ablative of Comparison as well as the Ablative of Agent, the Ablative of Means, the Ablative of Time When, the Ablative of Accompaniment and the Ablative of Separation.</p> |
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| <p>4. the Locative case is used to express Place Where with names of towns, small islands, <i>domus</i> and <i>rus</i>.</p> <p>5. there are five declensions in Latin, each with its own set of endings.</p> <p>6. not all Latin adjectives have regular endings.</p> <p>7. not all Latin adjectives are compared regularly.</p> <p>8. not all Latin adverbs are compared regularly.</p> <p>9. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate mood, voice, person and tense.</p> <p>10. Latin frequently uses verbs in the subjunctive mood to express wishes, thoughts, feelings and intentions.</p> <p>11. commands are often expressed in Latin using the subjunctive mood.</p> <p>12. indirect statements are expressed in Latin using accusatives and infinitives.</p> <p>13. indirect questions are expressed in Latin using the subjunctive mood.</p> | <p>4. describe location using the appropriate case.</p> <p>5. translate and decline nouns of all five declensions.</p> <p>6. translate and describe objects using the correct form of the irregular adjectives <i>unus, alius, alter, ullus, nullus, solus, totus, uter, uterque, and neuter</i>.</p> <p>7. translate and form comparatives and superlatives for the adjectives <i>bonus, malus, magnus, parvus, multus</i> and <i>multi, inferus, and superus</i>.</p> <p>8. translate and form comparatives and superlatives for the adverbs <i>bene, male, magnopere, multum</i> and <i>multi, diu, prope</i> and <i>saepe</i>.</p> <p>9. translate and conjugate verbs of all conjugations in the present, imperfect, future, perfect, pluperfect and future perfect active and passive indicative. Translate and form imperatives, participles and infinitives from verbs of all conjugations.</p> <p>10. translate and conjugate verbs in the present, imperfect, perfect, and pluperfect subjunctive.</p> <p>11. translate and express commands using the present subjunctive.</p> <p>12. translate and make indirect statements using the appropriate tense of the infinitive with accusative subject.</p> <p>13. translate and ask indirect questions using the appropriate tense of the subjunctive.</p> |
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| <p>14. intentions or purpose are expressed in Latin using the subjunctive mood.</p> <p>15. the desired result of an action is expressed in Latin using the subjunctive mood.</p> <p>16. some Latin verbs are irregular.</p> <p>17. many English words are derived from poetic Latin.</p> <p>18. modern thoughts, opinions and facts can be expressed in Latin.</p> <p>19. some Latin poetry has been copied and preserved for thousands of years because men have considered it great.</p> <p>20. Latin poetry treats universal themes such as love and loss, courage and cowardice, loyalty and betrayal.</p> <p>21. great Latin poetry, such as Catullus's Lesbia poems, Ovid's <i>Metamorphoses</i> and Vergil's <i>Aeneid</i>, has inspired artists throughout history.</p> <p>22. Rome's Golden Age of literature occurred during the Augustan era.</p> | <p>14. express purpose using the appropriate conjunctions and tense of the subjunctive.</p> <p>15. express the desired result of an action using the appropriate conjunctions and tense of the subjunctive.</p> <p>16. translate and conjugate irregular Latin verbs such as <i>fero</i>, <i>volo</i>, <i>nolo</i> and <i>malo</i>.</p> <p>17. recognize and know the meaning of Latin words used in authentic poetry.</p> <p>18. read and translate authentic passages from Latin into English, and English into Latin. Pose and answer complex questions in Latin.</p> <p>19. identify and describe the qualities that caused some ancient poems to be preserved while others were not.</p> <p>20. identify universal themes in ancient poetry and draw connections to modern poetry, songs, movies, etc.</p> <p>21. recognize and identify major characters and events from ancient Roman poetry as depicted in both ancient and modern representations.</p> <p>22. identify the social and cultural circumstances under the rule of Augustus that allowed poetry and literature to flourish.</p> |
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| <p>23. Roman poetry contains unusual imagery and striking characterizations while relying upon meter rather than rhyming or stress for building rhythm.</p> <p>24. we know only a few facts about the lives of Rome's greatest poets.</p> | <p>23. read selections from Vergil's <i>Aeneid</i>, and the poetry of Catullus and Horace, and discuss the poet's use of language to build setting and character, and the contribution of meter to the poem's overall effect.</p> <p>24. give basic biographical information about selected Roman poets.</p> |
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

| Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i> | Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i> |
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| <p style="text-align: center;">Rock On! Project</p> <p>Goal: To identify universal themes in great Latin poetry and make connections to modern culture.</p> <p>Role: You are both a Classicist and a media specialist.</p> <p>Audience: Foreign language students at a conference.</p> <p>Setting: A conference for Latin teachers and students in modern-day America.</p> <p>Performance: The American Classical League is hosting a conference for foreign language students whom it hopes to persuade to enter the teaching profession in Latin. To attract students to its booth, the League has hired you to illustrate selected ancient poems by means of a Power Point presentation and modern music.</p> <p>Standards: The teacher will use a project-specific rubric to assess this work.</p> | <p>Quizzes and Tests Compositions Q & A Sessions Projects</p> |

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STAGE 3: SUGGESTED RESOURCES

Textbooks: Catullus and Horace: Selections from their Lyric Poetry, Longman
Latin Poetry for the Beginning Student, Longman
A Song of War: Readings from Vergil's Aeneid, Prentice Hall

Field Trips: Connecticut State Latin Day
Higgins Armory
Isabella Stewart Gardner Museum
Metropolitan Museum of Art
Museum of Fine Arts in Boston
Slater Museum at Norwich Free Academy
Worcester Art Museum
Yale Art Museum

Waterford High School
Course Description

Latin III/IV Honors Latin Prose

Offered in alternate years, this course is designed for the student who has completed Latin I and Latin II and wishes to continue the study of Latin and Roman history through the reading of authentic Latin prose. The course oversees the completion and review of Latin grammar and syntax, and continues to expand student vocabulary while emphasizing its application to English. The course of study concentrates on the development, history and eventual overthrow of the Roman Republic with particular emphasis upon the roles played by Caesar, Cicero and Augustus. Students will read authentic Latin prose selections from the writing of these three authors.

Prerequisite: Latin II

Credits: 1.0

Level: Honors

Resources:

Caesaris Augusti Res Gestae et Fragmenta, Wayne State University Press.
ISBN# 0-8143-2138-0

Civis Romanus, Bolchazy-Carducci. ISBN# 978-0-86516-569-4

Civis Romanus (Teacher's Pack), Bolchazy-Carducci. ISBN# 5696KE

O Tempora! O Mores!, University of Oklahoma Press. ISBN# 978-0-8061-3661-5

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COURSE: Latin III/IV Honors Latin Prose

STAGE 1: IDENTIFY DESIRED RESULTS

Content Standard(s)

Generalizations about what students should know and be able to do

Established Goals:

State and National Standards:

Classical Standards 1.1, 1.2: Communicate in a Classical Language
 Classical Standards 2.1, 2.2: Gain Knowledge and Understanding of Greco-Roman Culture
 Classical Standards 3.1, 3.2: Connect with other Disciplines and Expand Knowledge
 Classical Standards 4.1, 4.2: Develop Insight into Own Language and Culture
 Classical Standards 5.1, 5.2: Participate in Wider Communities of Language and Culture

Waterford High School Expectations for Student Learning:

Students will be able to:

1. Communicate in Standard English for a variety of purposes.
2. Read a variety of materials for the understanding, evaluation and synthesis of information.
4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses.
6. Utilize technology to obtain, organize, and communicate information and solve problems.

Enduring Understandings

Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)

1. Latin is an inflected language with six different cases and five different declensions.
2. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate mood, voice, person and tense.
3. Latin has a rich vocabulary that has influenced the vocabulary of other languages.
4. Although spoken by only select groups today, Latin can still be used to express thoughts, opinions and facts about the world around us.
5. The study of Latin grammar and vocabulary has direct application to English.

Essential Questions

Inquiry used to explore generalizations

1. How does inflection change with declension?
2. How do Latin verbs indicate mood, voice, person and tense?
3. How has Latin vocabulary influenced the vocabulary of other languages, including English?
4. How can grammatically-correct Latin sentences be written to express modern thoughts, opinions and facts?
5. How can Latin be used to illuminate grammar and vocabulary in English?

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| <p>6. The Roman Republic was based upon Greek ideals.</p> <p>7. The Roman Republic was one of the few and most successful of the ancient world’s democratic governments.</p> <p>8. The Roman Republic was a significant source of inspiration to the American Founding Fathers, and is the basis for our own government.</p> <p>9. Just before the time of Christ, the Roman Republic was consumed by civil war, and eventually overthrown.</p> <p>10. History is made by individual men who are both products of their social and political milieu and actors that bring about social and political change.</p> <p>11. People throughout history have considered some men to be so exceptional that they are considered “great.”</p> | <p>6. What and when was the Greek experiment with democracy?</p> <p>7. How was the Roman Republic set up, and what factors made it so successful?</p> <p>8. How did the Roman Republic inspire the American Founding Fathers?</p> <p>9. What factors contributed to the collapse and overthrow of the Roman Republic?</p> <p>10. Who were some of the individual Romans that played a significant role in the collapse, overthrow and replacement of the Roman Republic with a military dictatorship?</p> <p>11. What characteristics have always been and continue to be necessary for other people to consider a man “great?”</p> |
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Knowledge and Skills

What students are expected to know and be able to do

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| <p>Students will know that...</p> <p>1. Latin case endings differ by declension but still indicate grammatical relationships between nouns, pronouns and adjectives.</p> <p>2. the Accusative case has many uses in Latin.</p> | <p>Students will be able to...</p> <p>1. list the six Latin cases and their basic uses.</p> <p>2. identify and use appropriately the Accusative of Motion Towards and the Accusative of Duration of Time and Extent of Space.</p> |
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| <p>3. the Ablative case has many uses in Latin.</p> <p>4. the Locative case is used to express Place Where with names of towns, small islands, <i>domus</i> and <i>rus</i>.</p> <p>5. there are five declensions in Latin, each with its own set of endings.</p> <p>6. not all Latin adjectives have regular endings.</p> <p>7. not all Latin adjectives are compared regularly.</p> <p>8. not all Latin adverbs are compared regularly.</p> <p>9. Latin verbs use personal endings and tense markers rather than auxiliary words to indicate mood, voice, person and tense.</p> <p>10. Latin frequently uses verbs in the subjunctive mood to express wishes, thoughts, feelings and intentions.</p> | <p>3. identify and use appropriately the Ablative of Respect and the Ablative of Comparison as well as the Ablative of Agent, the Ablative of Means, the Ablative of Time When, the Ablative of Accompaniment and the Ablative of Separation.</p> <p>4. describe location using the appropriate case.</p> <p>5. translate and decline nouns of all five declensions.</p> <p>6. translate and describe objects using the correct form of the irregular adjectives <i>unus, alius, alter, ullus, nullus, solus, totus, uter, uterque</i>, and <i>neuter</i>.</p> <p>7. translate and form comparatives and superlatives for the adjectives <i>bonus, malus, magnus, parvus, multus</i> and <i>multi, inferus</i>, and <i>superus</i>.</p> <p>8. translate and form comparatives and superlatives for the adverbs <i>bene, male, magnopere, multum</i> and <i>multi, diu, prope</i>, and <i>saepe</i>.</p> <p>9. translate and conjugate verbs of all conjugations in the present, imperfect, future, perfect, pluperfect and future perfect active and passive indicative. Translate and form imperatives, participles and infinitives from verbs of all conjugations.</p> <p>10. translate and conjugate verbs in the present, imperfect, perfect, and pluperfect subjunctive.</p> |
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| <p>11. commands are often expressed in Latin using the subjunctive mood.</p> <p>12. indirect statements are expressed in Latin using accusatives and infinitives.</p> <p>13. indirect questions are expressed in Latin using the subjunctive mood.</p> <p>14. intentions or purpose are expressed in Latin using the subjunctive mood.</p> <p>15. the desired result of an action is expressed in Latin using the subjunctive mood.</p> <p>16. some Latin verbs are irregular.</p> <p>17. many English words are derived from Latin.</p> <p>18. modern thoughts, opinions and facts can be expressed in Latin.</p> <p>19. Athens was where the world's first documented democracy arose.</p> | <p>11. translate and express commands using the present subjunctive.</p> <p>12. translate and make indirect statements using the appropriate tense of the infinitive with accusative subject.</p> <p>13. translate and ask indirect questions using the appropriate tense of the subjunctive.</p> <p>14. express purpose using the appropriate conjunctions and tense of the subjunctive.</p> <p>15. express the desired result of an action using the appropriate conjunctions and tense of the subjunctive.</p> <p>16. translate and conjugate irregular Latin verbs such as <i>fero</i>, <i>volo</i>, <i>nolo</i> and <i>malo</i>.</p> <p>17. recognize and know the meaning of Latin words used in authentic prose.</p> <p>18. read and translate authentic passages from Latin into English, and English into Latin. Pose and answer complex questions in Latin.</p> <p>19. identify the time and characteristics of the Athenian democratic experiment, including voting and majority rule in the assemblies and courts.</p> |
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| <p>20. the Roman Republic was a modification of the Greek system of direct majority-rule, based as it was on the election of magistrates with specific authority to govern and legislate.</p> <p>21. the Roman Republic is the basis for much of our American government.</p> <p>22. changes in Rome's economy and social make-up increasingly destabilized the Roman Republic.</p> <p>23. Caesar, Cicero, Pompey, Mark Antony, and Augustus were prominent Romans who all influenced the outcome of the civil war that engulfed Rome around the time of Christ.</p> | <p>20. define the Roman concept of <i>imperium</i>, and identify the major features of the Republican government including the division of the Romans into tribes for voting, the use of a periodic census for enrolling Romans into tribes, secret ballots, and official vetoes. Name and identify the duties of the Senate, consuls, quaestors, praetors and aediles.</p> <p>21. identify the major ways in which American democracy was based upon the Roman Republic, including <i>inter alia</i> the division of the electorate into districts (Roman tribes), use of the census in creating districts, the secret ballot, elected representatives (magistrates), a Senate House (the Roman Senate), and an elected chief executive with limited tenure (consuls).</p> <p>22. identify the impact on the Roman Republic of the loss of the small farmer, an influx of foreign slaves, the growth of the urban unemployed, and the development of a professional standing army.</p> <p>23. read selected prose passages from Roman authors such as Caesar, Cicero, and Augustus, and describe their roles in the final days of the Roman Republic.</p> |
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| <p>24. many ancient Romans – most prominently Julius Caesar and Cicero – are still considered to be among the great men of history.</p> | <p>24. identify the personal qualities of a “great” man, such as charisma, creativity, bravery, etc., and describe whether and to what degree famous Romans such as Caesar, Cicero, Pompey, Mark Antony and Augustus had these qualities.</p> |
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

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| <p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p> | <p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p> |
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| <p style="text-align: center;">Vote for Caesar! Project</p> <p>Goal: To identify and describe what made Caesar great.</p> <p>Role: You are Caesar’s election strategist charged with creating a political ad for his consular campaign.</p> <p>Audience: Roman citizens who will vote in the next consular election.</p> <p>Setting: 59 B.C.</p> <p>Performance: Caesar is running for consul. He has hired you to create a political ad (print or video) that will convince people to vote for him. The ad must highlight his qualifications for office and his previous accomplishments.</p> <p>Standards: The teacher will use a project-specific rubric to assess this work.</p> | <p>Quizzes and Tests Compositions Q & A Sessions Projects</p> |
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STAGE 3: SUGGESTED RESOURCES

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| Textbooks: | <u>Caesaris Augusti Res Gestae et Fragmenta</u> , Wayne State University Press <u>Civis Romanus</u> , Bolchazy-Carducci <u>Latin for Americans Book II</u> , Glencoe McGraw-Hill <u>Latin for Americans Book III</u> , Glencoe McGraw-Hill <u>O Tempora! O Mores!</u> , University of Oklahoma Press |
| Videos: | Biography: Augustus Biography: Cleopatra, Destiny's Queen Biography: Hail Caesar Caesar and the Battle of Alesia Cleopatra Unsolved Mysteries: Who Killed Julius Caesar? |
| Other books: | <u>A Mist of Prophecies</u> , Steven Saylor <u>Everybody Loves a Centurion</u> , John Roberts <u>Julius Caesar</u> , Shakespeare <u>Life of Caesar</u> , Plutarch <u>Rubicon</u> , Steven Saylor <u>The Judgment of Caesar</u> , Steven Saylor |
| Field Trips: | Connecticut State Latin Day Higgins Armory Isabella Stewart Gardner Museum Metropolitan Museum of Art Museum of Fine Arts in Boston Slater Museum at Norwich Free Academy Worcester Art Museum Yale Art Museum |