

WORLD LANGUAGE

LEVEL 4 UNIT 15

Roman Values

Latin | Intermediate High | Level 4 | HS 8 weeks



ESSENTIAL QUESTION

BIG IDEAS

What benefit do Roman values have to contemporary societies?

Students use the target language to understand and communicate about:

- Roman views on gender and sexuality
- Commitments to state, gods, family (*pietās*)
- The relationship of the individual to society

What detriment?

GUIDING QUESTIONS

What do the concepts of individuality and sense of self mean to the Romans, and how important were they overall?

How did Roman values correlate with and/or differ from Western values?

What were the foundational moral qualities each Roman was expected to uphold?

How did Romans view and employ the institution of slavery? Was this view homogenous among all Romans?

What was a woman's role in Roman society, and how were her societal expectations different from a man's?

How did Roman religion intersect with both daily life and with Roman government?

FOCUS STANDARDS

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

ACL/ACTFL Standards for Classical Language Learning

Interpretive Listening Intermediate Mid	Understand the main idea in Latin or Greek presentations on a variety of topics. They can understand the main idea of a narrative or conversation that they hear. I can <ul style="list-style-type: none">• understand basic information in stories, dialogues, and other spoken or recorded messages• understand the main idea of what they listen to for personal enjoyment• understand messages related to everyday life
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Interpersonal Speaking Novice High	<p>Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read.</p> <p>I can</p> <ul style="list-style-type: none"> • formulate simple responses to questions about a reading or lesson • formulate simple questions relevant to a reading or lesson • interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> • present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions • talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate High	<p>Easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames</p> <p>I can</p> <ul style="list-style-type: none"> • understand accounts of familiar events or experiences • usually follow short, written descriptions or instructions supported by visuals • understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events • sometimes deduce meaning of unfamiliar Latin or Greek words from context • sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text
Presentational Writing Intermediate Mid → High	<p>Write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time</p> <p>I can</p> <ul style="list-style-type: none"> • write about school and social experiences • write about history topics • write about basic narrative texts

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** honorary tombstones, penates
- **Practice:** didactic history, treatment of slaves
- **Perspective:** Importance of individuality in Roman vs. Greek vs. Modern times

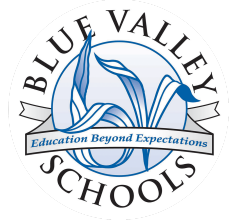
CONNECTIONS	<p>Build, reinforce and expand knowledge of other disciplines.</p> <ul style="list-style-type: none"> ● ELA - vocabulary with connotations of certain morals and values ● Social Studies - Modern Values vs. Roman 	<p>Access and evaluate information and diverse perspectives available through Latin and its culture.</p> <ul style="list-style-type: none"> ● Which Roman values should be criticized or celebrated in modern times.
COMPARISONS	<p>Develop insight into the nature of language to interact with cultural competence.</p> <ul style="list-style-type: none"> ● Awareness of Latin word choice and syntax that embodies certain Roman values 	<p>Develop insight into the nature of culture to interact with cultural competence.</p> <ul style="list-style-type: none"> ● Family organization and kinship ties, then and now
COMMUNITIES	<p>School & Global Communities</p> <ul style="list-style-type: none"> ● Consider your personal values and how it impacts your life at school and in the community 	<p>Lifelong Learning</p> <ul style="list-style-type: none"> ● Self assess progress toward unit goal ● Using Latin Language and rhetoric to decode technical and literary language

WORLD LANGUAGE

LEVEL 4 UNIT 16

Views of Non-Romans

Latin | Intermediate High | Level 4 | HS 8 weeks



ESSENTIAL QUESTION

How do Roman identity and values interact with their perception and depiction of foreign nations?

BIG IDEAS

Students use the target language to understand and communicate about:

- The construction of *Rōmānitās* by comparison and in contradistinction to other European, African and Near Eastern cultures
- Perceptions of foreigners as “lesser” in tension with their nobility
- Literary commentary on contemporary events using allegorical style

GUIDING QUESTIONS

- In what ways do the authors portray the various non-Roman peoples that appear in the works?
What criteria do they use to evaluate these groups?
To what extent do the authors reinforce or challenge stereotypes of these groups?
How do the authors use these portrayals in their works?
What values of non-Roman peoples do the Romans reject or accept into their own culture?

FOCUS STANDARDS

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

ACL/ACTFL Standards for Classical Language Learning

Interpretive Listening Intermediate Mid	<p>Understand the main idea in Latin or Greek presentations on a variety of topics. They can understand the main idea of a narrative or conversation that they hear.</p> <p>I can</p> <ul style="list-style-type: none">• understand basic information in stories, dialogues, and other spoken or recorded messages• understand the main idea of what they listen to for personal enjoyment• understand messages related to everyday life
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Interpersonal Speaking Novice High	<p>Communicate and exchange information about familiar topics using Latin or Greek phrases and simple sentences, supported by words and phrases in the text they have read.</p> <p>I can</p> <ul style="list-style-type: none"> • formulate simple responses to questions about a reading or lesson • formulate simple questions relevant to a reading or lesson • interact with others in formulaic social situations
Presentational Speaking Novice High	<p>Present information in Latin or Greek on themselves and very familiar topics using phrases or simple sentences that they have practiced in class.</p> <p>I can</p> <ul style="list-style-type: none"> • present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions • talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences
Interpretive Reading Intermediate High	<p>Easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames</p> <p>I can</p> <ul style="list-style-type: none"> • understand accounts of familiar events or experiences • usually follow short, written descriptions or instructions supported by visuals • understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events • sometimes deduce meaning of unfamiliar Latin or Greek words from context • sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text
Presentational Writing Intermediate Mid → High	<p>Write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time</p> <p>I can</p> <ul style="list-style-type: none"> • write about school and social experiences • write about history topics • write about basic narrative texts

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** *pilleus*
- **Practice:** *manūmissiō*, battle, diplomacy
- **Perspective:** justification of Empire; relationship of Romans to other peoples, rulers

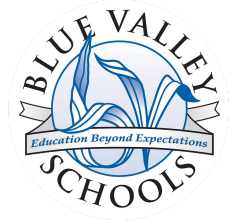
CONNECTIONS	<p>Build, reinforce and expand knowledge of other disciplines.</p> <ul style="list-style-type: none"> ● ELA - vocabulary, grammar, and parts of speech, argument, rhetoric ● Social Studies - Historic and contemporary diplomatic, economic, military interactions with other nations 	<p>Access and evaluate information and diverse perspectives available through Latin and its culture.</p> <ul style="list-style-type: none"> ● How do we Other non-American cultures? ● Can literature with “problematic” views of non-Romans or non-Americans be habilitated?
COMPARISONS	<p>Develop insight into the nature of language to interact with cultural competence.</p> <ul style="list-style-type: none"> ● Awareness of Latin word choice and syntax in highlighting subtle qualities of similarity or difference in non-Roman actors 	<p>Develop insight into the nature of culture to interact with cultural competence.</p> <ul style="list-style-type: none"> ● Institutional difference between the Roman citizen, the Roman subject, and the <i>barbarus</i>
COMMUNITIES	<p>School & Global Communities</p> <ul style="list-style-type: none"> ● Engage earnestly in a community not your own that welcomes your ingenuous participation 	<p>Lifelong Learning</p> <ul style="list-style-type: none"> ● Self-assess progress toward unit goal ● Using Latin Language and rhetoric to decode technical and literary language

WORLD LANGUAGE

LEVEL 4 UNIT 17

Human Beings and the Gods

Latin | Intermediate High | Level 4 | HS 8 weeks



ESSENTIAL QUESTION

BIG IDEAS

What was the typically Roman relationship to the supernatural?

Students use the target language to understand and communicate about:

- The public and civil nature of Roman religion
- The relationship between the mythography of the Romans and their cult practices
- Romans', especially of the first centuries, self-understanding as a divine people, children of the gods in a peculiar way
- Moral qualities as pertaining to divine reward and punishment

In what ways does it compare to our own?

GUIDING QUESTIONS

What is the nature of mankind, and how does it differ from the nature of the gods?

Are the gods exemplars of human behavior?

How do humans curate their relationship to the supernatural, then and now?

What cultural practices, both everyday and on special occasions, involved the gods?

What effect did Roman syncretism (and *interpretātiō Graeca*) have on myths and cult practices?

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CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** ārae, iecora, aedēs/templa/nemora, lituī, mola salsa
- **Practice:** caput velātum, augurium, haruspicium
- **Perspective:** “dō ut dēs”

CONNECTIONS Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary and linguistic style of religious texts
- Social Studies - comparison of modern world religions

COMPARISONS Develop insight into the nature of language to interact with cultural competence.

- Awareness of the heightened specificity of Latin lexical items for correct ritual practice
- Stock, agrammatical religious incantations

COMMUNITIES School & Global Communities

- Experience a religious service that you haven't attended before.

Access and evaluate information and diverse perspectives available through Latin and its culture.

- What stories did the Romans tell? What might have preoccupied them?
- What stories do we tell? What preoccupies us?

Develop insight into the nature of culture to interact with cultural competence.

- Relationship to the divine as maintainer or approbator of the state—where does that crop up in Roman society? American? Others worldwide?

Lifelong Learning

- Self assess progress toward unit goal
- Using Latin Language and rhetoric to decode technical and literary language

WORLD LANGUAGE

LEVEL 4 UNIT 18

History and Memory

Latin | Intermediate High | Level 4 | HS 8 weeks



ESSENTIAL QUESTION

How did the Romans recall and celebrate their history, both actual and legendary?

BIG IDEAS

Students use the target language to understand and communicate about:

- The role of history in storytelling throughout different genres
- The ways Romans preserved and recounted their history
- The blending, intentional or otherwise, of authentic and fictitious history in Roman literature

GUIDING QUESTIONS

What are the key events in Roman history, and how are those stories preserved in Latin literature?

What underlying historical knowledge would the average Roman have, and what impact would that have on their appreciation or understanding of Latin literature?

How did Romans generally feel about their history and origins? Was it an important part of their lives?

How do mythology, philosophy, and history interact with one another in Latin literature?

Through what cultural products would Romans construct and share their social history?

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CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** statues, coins
- **Practice:** oral tradition, ekphrasis
- **Perspective:** Importance of history in everyday Roman life

CONNECTIONS Build, reinforce and expand knowledge of other disciplines.

- ELA - Use of historical reference in modern English literature
- Social Studies - Modern recollection of history vs. Roman recollection

Access and evaluate information and diverse perspectives available through Latin and its culture.

- Roman opinions on the importance and veracity of historical events
- Contemporary conceptions of history

COMPARISONS Develop insight into the nature of language to interact with cultural competence.

- Awareness of difference in writing styles when discussing history in epic, histories, and *comentarii*

Develop insight into the nature of culture to interact with cultural competence.

- Methods by which Romans learned about and celebrated history.
- The role and influence of storytellers in Roman vs. modern times.

COMMUNITIES School & Global Communities

- Think about the ways you learn about history, both in the classroom and in your life in general.
- Embody the Roman memory tradition by teaching a friend or family member about an event in Roman history.

Lifelong Learning

- Self assess progress toward unit goal
- Using Latin Language and rhetoric to decode technical and literary language