

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Latin I ACP Grades 9-12

2021

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Latin I ACP

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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

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading and writing of Latin as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Classical Language Learning. Students will also explore the many facets of daily life of ancient Romans, which provide the setting for many of the Latin stories in Latin I and in upcoming years of study in Latin II through AP.

As the first course of the Latin program at THS, the emphasis of this course is to provide the student with a solid foundation of the Latin language and culture: i.e. its grammatical forms, vocabulary and varied subject matter. Through the exploration of Latin texts, students will gain an understanding of the history of the ancient Romans and its enduring influence on western culture. This will be achieved through the reading of novice level Latin texts with comprehension activities, class projects and presentations. There is no pre-requisite for the course, however, students should demonstrate proficiency or higher in reading English.

The course curriculum guide embraces the holistic reading approach of the Cambridge Latin Course, which is the primary textbook used in the THS Latin program. The online platform of Cambridge Elevate, provides many differentiation opportunities for students to reach proficiency as well as video and cultural files for additional enrichment.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards for Literacy. At the end of this course, students will be able to:

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.R.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

CCSS.ELA-Literacy.W.9-10.2 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.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions(one on one, in groups, or teacher led)

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements)in presentations to enhance understanding of findings, reasoning and evidence to add interest.

The following standards derive from the 2016 International Society for Technology in Education Student Standards.

At the completion of this course, students will:

ISTE- S1: Empowered Learner	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE S2: Digital Citizenship	Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE S 3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE S4: Innovative Designer	Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE S7: Global Communicator	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The following standards derive from the 2015 American Council on the Teaching of Foreign Languages (ACTFL) World -Readiness Standards for Learning Languages:

At the completion of this course, students will:

ACTFL 1. COMMUNICATION - Communicate in Languages Other Than English

ACTFL Standard 1.1: (Interpersonal Communication) Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

ACTFL Standard 1.2: (Interpretive Communication) Understand and interpret written and spoken language on a variety of topics.

ACTFL Standard 1.3: (Presentational Communication) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

ACTFL 2. CULTURES - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: **Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

ACTFL Standard 2.2: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL 3. CONNECTIONS - Connect with Other Disciplines and Acquire Information

ACTFL Standard 3.1: Reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL 4. COMPARISONS - Develop Insight into the Nature of Language and Culture

ACTFL Standard 4.1: **Demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

ACTFL Standard 4.2: **Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

ACTFL 5. COMMUNITIES - Participate in Multilingual Communities at Home and Around the World

ACTFL Standard 5.1: Use the language both within and beyond the school setting.

ACTFL Standard 5.2: Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

COURSE ENDURING UNDERSTANDINGS

Enduring Understandings

Students will understand that...

- the Roman Empire was a vast and varied area with cultural diversity and many different ethnicities contributed to the culture.
- many aspects of ancient Roman society, such as: religion, entertainment, politics and law, architecture and science, influence our culture and history.

- the reading of the Latin language is composed of many grammatical forms that are different from English, which allow the author to express wide and varying ideas.
- the Latin language is connected to the English language through derivatives and cognates.

COURSE ESSENTIAL QUESTIONS

- How do the artifacts from Pompeii provide a window into daily life of the ancient Romans in the 1st century CE?
- What are all the components of the Latin language that come together in order to read and understand Latin?
- How are Latin vocabulary and English vocabulary connected?
- How does language change in order to express more complex ideas?

COURSE KNOWLEDGE & SKILLS

Students will know...

- vocabulary and English derivatives based on the family, daily life and activities in Pompeii.
- the following grammar: present, imperfect and perfect tense verbs, adjectives, prepositions, nouns, gender, number, declensions of nouns and conjugations of verbs.
- where Pompeii is located and the extent of the Roman Empire.
- ancient Roman culture and mythology influences many aspects of our own civilization today.

Students will be able to...

- identify and translate vocabulary in passages that pertain to Roman daily life in Pompeii.
- use the knowledge of the above grammar to read novice level Latin passages.
- discuss and compare topics relating to Roman daily life in Pompeii and their own cultures.
- read analytically and be able to answer comprehension questions by finding evidence in the Latin text.
- write short passages in an organized manner using the grammar above.

COURSE SYLLABUS

Course Name Latin I

Level ACP

Prerequisites None

General Description of the Course

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading, writing and culture. Latin is the foundation of the English language and complements the study of other Romance Languages, e.g. Italian, French and Spanish. Students will discover how Latin works by investigating the grammatical building blocks of the language. Cultural units of study will include: the Roman household and daily life, mythology,

entertainment, bathing, Roman schooling, and the city of Pompeii. Students will strengthen their English grammar and vocabulary skills through studies in derivatives, roots, prefixes and suffixes.

Assured Assessments

Formative Assessments:

- Reading Comprehension Questions/Activities for Latin passages
- Writing Prompts
- Vocabulary and Grammar Quizzes
- Level of Engagement Self Assessments

Summative Assessments:

- Unit Reading Assessments
- Performance Based Assessments
- Midterm/Final Examinations

Core Text

Cambridge Latin Course, Unit 2. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental Texts

- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit.* J. Weston Walch, 1997.
- Catto, Bonnie A. *Latina Mythica.* Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More.* Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course.* 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories.* 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook.* Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Hartnett, Matthew. *By Roman Hands - Inscriptions and Graffiti for Students of Latin.* Focus Publishing/r Pullins & C, 2012.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin.* Focus Publishing, R. Pullins Company, 2005.
- O'Halloran, Kate. *Hands-on Culture of Ancient Greece and Rome.* J. Weston Walch Publisher, 1997.

- Plautus, Titus Maccius, and Allan G. Gillingham. *Plautus for Production: Captivi, Curculio, Mostellaria, with Five Scenes from Other Comedies*. Phillips Academy, 1965. Print.
- The Latin Library. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

UNIT 1

The Roman Household

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: (Interpretive Communication) Understand and interpret written and spoken language on a variety of topics.

ACTFL Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

ACTFL Standard 4.2: Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

CCSS.ELA-Literacy.W.9-10.2 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.

CCSS.ELA-Literacy W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

ISTE S6: Creative Communicator Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- Who spoke Latin?
- How do basic Latin grammar and vocabulary manifest themselves in English?
- What was the structure of a Roman house and the family within it?
- Who were the primary gods that Romans believed in?

Unit Scope and Sequence

- Geography of Rome/Pompeii
- Roman Alphabet
- Latin Origins and Modern Romance Languages
- Introduction to Subjects, Verbs, Direct Objects and Prepositions
- Comparison of Latin and English Sentence Structure and Grammar
- Nominative, Accusative and Ablative Cases
- Family, Household and Daily Life Vocabulary and Derivatives
- *Caecilia Familia*
- Roman Villa
- Reading and Comprehension Activities for Latin Passages in Stages I and II.
- Roman Food and Dining
- Romulus and Remus-Origins of Rome Myth

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- *mea familia* presentation
- Writing prompt (*cena* image) response with revisions
- Visual Storytelling Slideshow of *In Triclinio* story which will be assessed according to the World Language Department's Presentational Rubric.

Summative Assessments:

- Stage I and II reading and culture assessment (available through Cambridge Elevate Teacher Resources), assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

- Roman and American Living Comparison, assessed by the World Language Department's Presentational Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stages I and II
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Video: Pompeii – The Last Day. BBC. 2003. Show the last chapter only.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.

Time Allotment

- Approximately 4 Weeks

UNIT 2

The Forum and Public Life

Unit Goals

At the completion of this unit, students will:

- | | |
|---|--|
| ACTFL Standard 1.1: | Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions |
| ACTFL Standard 1.2:
(Interpretive Communication) | Understand and interpret written and spoken language on a variety of topics. |
| ACTFL Standard 1.3:
(Presentational Communication) | Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| ACTFL Standard 3.1: | Reinforce and further their knowledge of other disciplines through the World Language. |
| ACTFL Standard 4.1: | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| | CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its |

development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, or teacher led)

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

ISTE- S1: Empowered Learner

Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE S2: Digital Citizenship

Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unit Essential Questions

- What was the *forum* in ancient Roman cities and what activities took place there?
- What were some of the most common occupations for people living in the Roman Empire?
- Why are the first and second person singular essential to enabling humans to engage in dialogue?

Unit Scope and Sequence

- Pompeii and Roman Cities
- The Forum
- Introduction to Declensions
- Introduction to Verb Person and Number
- Personal Pronouns and Present Tense Verb Endings
- Present Tense of the Verb To Be (*esse*)
- Business and City Vocabulary and Derivatives

- Reading and Comprehension Activities for Latin Passages in Stages III and IV
- Olympian Deities in Mythology

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Verb ending assignments/ quizzes
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Create a guided tour of Pompeii, assessed according to the World Language Department's Presentational Rubric.

Summative Assessments:

- Stage III and IV reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Novice Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Performance skit, "In Basilica", assessed according to the World Language Department's Speaking Rubric.
- Level of Engagement Student Self Assessment

Resources

Core

- *Cambridge Latin Course*, Unit I 5th ed. Cambridge: Cambridge University Press, 2015. Stages III and IV.
- *Cambridge Latin Course*, Unit I Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Google Earth Tour of Pompeii
- Cloakis, Marianne and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.
- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit*. J. Weston Walch, 1997.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin*. Focus Publishing, R. Pullins Company, 2005.

Time Allotment

- Approximately 5 Weeks

UNIT 3

Entertainment in the Roman World

Unit Goals

At the completion of this unit, students will:

- ACTFL Standard 1.2: (Interpretive Communication)** **Understand and interpret written and spoken language on a variety of topics.**
- ACTFL Standard 1.3: (Presentational Communication)** **Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**
- Standard 2.1:** **Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 4.1: **Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

CCSS.ELA-Literacy.RST.9-10.2 **Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

CCSS.ELA-Literacy.W.9-10.2 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.

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements)in presentations to enhance understanding of findings, reasoning and evidence to add interest.

ISTE S 3: Knowledge Constructor Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What did Roman citizens enjoy for entertainment and why?
- Who were the entertainers and what status did they have in Roman society?
- How does one recognize the imperfect and perfect tenses in Latin, and how are they different from each other?

Unit Scope and Sequence

- Plural Noun and Verb Forms
- Roman Plays, Theaters and Playwrights
- Imperfect and Perfect Tense Verbs
- Imperfect Tense of the Verb To Be (*esse*)
- The Flavian Amphitheater
- Gladiators and Spectacles
- The Riot in Pompeii
- Emperor Nero, Vespasian and Titus
- Entertainment Vocabulary and Derivatives

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on plurals and verb tenses
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Create a Roman theater mask in the style of a stock character
- Write a skit that uses the stock characters in a traditional Roman comedy
- Cultural comparison of ancient Roman and modern entertainment
- Entertainment Review Writing Assignment, assessed according to the World Language Department's Writing Rubric.
- Comic presentation of *gladiatores* and *in arena* story, assessed according to the World Language Department's Presentational Rubric.
- Writing prompt (arena image) response with revisions

Summative Assessments:

- Stage V and VIII reading and culture assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

- Write a skit that uses the stock characters in a traditional Roman comedy.
- From the perspective of an entertainment reporter, create a review of a day at the Flavian Amphitheater, assessed by the Presentational Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stages 5 and 8.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Plautus, Titus Maccius, and Allan G. Gillingham. *Plautus for Production: Captivi, Curculio, Mostellaria, with Five Scenes from Other Comedies*. Phillips Academy, 1965.
- Video excerpts: Lester, Richard, director. *A Funny Thing Happened on the Way to the Forum*. United Artists, 1966.
- Video: Pennington, Michael, and Laurence Rees. *A Gladiator's Story: Colosseum: Rome's Arena of Death*. British Broadcasting Corporation (BBC), 2003.
- Video excerpts of amphitheater scenes: Scott, Ridley, director. *Gladiator*. Dreamworks L.L.C and Universal Studios, 2000.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>

Time Allotment

- Approximately 5 Weeks

UNIT 4

Slaves and Freedmen in the Roman Empire

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: (Interpretive Communication) Understand and interpret written and spoken language on a variety of topics.

ACTFL Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 4.2:

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ISTE S2: Digital Citizenship

Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE S4: Innovative Designer Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unit Essential Questions

- Who were slaves and freedmen in the Roman Empire and what positions did they hold in Roman society?
- What are the similarities and differences between Roman slavery and slavery in Antebellum America?
- Why are the principle parts of a Latin verb essential to learn?

Unit Scope and Sequence

- Imperfect and Perfect Tenses
- Three Principle Parts of Verbs
- Vocabulary and Derivatives Relating to Slaves and Freedmen
- *Manmissio*
- *Paterfamilias, Salutatio, Clientes and Patronus*
- Reading and Comprehension Activities for Latin Passages in Stage VI

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Imperfect and Perfect Tenses assignments/ quizzes
- Create a visual chart/memory aid to help understand verb tense endings
- Complete comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

- Written Comparison: Similarities and Differences between American and Roman Slavery

Summative Assessments:

- Stage VI reading and culture assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Video excerpts: Kubrick, Stanley, director. *Spartacus*. Universal Pictures Co., 1960.

Time Allotment

- Approximately 3 Weeks

Unit 5

Roman Beliefs about Superstition, Death and the Afterlife

Unit Goals

At the completion of this unit, students will:

- | | |
|---|---|
| ACTFL Standard 1.1: | Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions |
| ACTFL Standard 1.2:
(Interpretive Communication) | Understand and interpret written and spoken language on a variety of topics. |
| ACTFL Standard 2.2: | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| ACTFL Standard 3.1: | Students reinforce and further their knowledge of other disciplines through the World Language. |

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy .SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

Unit Essential Questions

- What did Romans believe about the afterlife?
- How did the Romans' belief in superstitions affect their daily lives?

Unit Scope and Sequence

- Third Conjugation Irregular Perfect Tense Forms
- Review of Accusative Plural Forms
- Roman Numbers 1-20
- Roman Numerals
- Vocabulary and Derivatives Relating to the Supernatural, Death and Life
- Roman Funerary Practices
- The Underworld and Afterlife in Graeco-Roman Mythology
- Reading and Comprehension Activities for Latin Passages in Stage VII

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on plural nouns
- Roman Numeral Activities
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

Summative Assessments:

- Stage VII Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- A re-telling of a Spirit's Journey through the Underworld assessed using the WL Writing Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Cloakis, Marianne and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

Time Allotment

- Approximately 2 Weeks

Unit 6

Thermae

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: Understand and interpret written and spoken language on a variety of topics.
(Interpretive Communication)

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign

language and its cultures.

ACTFL Standard 4.1:

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ISTE S 3: Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Scope and Sequence

- The Dative and Genitive Cases
- Full First and Second Declensions
- Personal Pronouns
- Roman Numbers 21-100, 1000
- Vocabulary and Derivatives Relating to the Baths, Exercise and Shopping
- Roman Aqueducts and Water in Rome
- Reading and Comprehension Activities for Latin Passages in Stage IX

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on the Dative and Genitive Cases

- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Written response: Hygiene and the Roman Bathing Process, assessed according to the World Language Department's Writing Rubric.
- Image Board: Pros and Cons of growing up as a child in ancient Rome.
- Writing prompt (*thermae* image) response with revisions, assessed according to the World Language Department's Writing Rubric.

Summative Assessments:

- Stage IX Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Write and Perform a Skit about a Day at the Baths, assessed according to the World Language Department's Presentational Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Laurence, Ray. *Four Sisters in Ancient Rome. YouTube*, YouTube, 14 May 2013, www.youtube.com/watch?v=RQMgLxVxsrw.
- Laurence, Ray. *A Glimpse of Teenage Life in Ancient Rome. YouTube*, YouTube, 29 Oct. 2012, www.youtube.com/watch?v=juWYhMoDTN0.
- Class Google Classroom

Time Allotment

- Approximately 3 Weeks

Unit 7

Roman Schooling and Greek Influence on Roman Life

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1: (Interpersonal Communication)	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
ACTFL Standard 1.2: (Interpretive Communication)	Students understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 1.3: (Presentational Communication)	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Standard 2.1:	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
ACTFL Standard 3.2:	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
ACTFL Standard 4.1:	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
ACTFL Standard 5.1:	<p>Students use the language both within and beyond the school setting.</p> <p>CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the</p>

organization, development, substance and style are appropriate to purpose and task.

CCSS.ELA-Literacy.R.19-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

ISTE S6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Questions

- Where did students receive their education in Rome, and who attended school?
- What subjects of study formed the backbone of Roman education?
- What aspects of Greek culture did the Romans adopt?

Unit Scope and Sequence

- Review of Plural Verbs in All Tenses
- Full Third Declension
- Comparison of Adjectives
- Vocabulary and Derivatives Relating to Schooling and Communication
- Roman Education/Schooling
- Children and Teens in Roman Society
- Debate and Rhetoric
- Greek Contributions to Roman Society
- Reading and Comprehension Activities for Latin Passages in Stage X
- The Labors of Hercules

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on the third declension and adjectives
- Comprehension and/or extension activities for each Latin story read.
- Create a game that includes all three declension endings
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Research topics and participate in a Roman style class debate

Summative Assessments:

- Stage X Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- *Quis ego sum?* Describing yourself presentation

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

Time Allotment

- Approximately 4 Weeks

Unit 8

Roman Politics

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1: (Interpersonal Communication) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

ACTFL Standard 1.2: (Interpretive Communication) **Students understand and interpret written and spoken language on a variety of topics.**

ACTFL Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 5.1: Students use the language both within and beyond the school setting.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R.19-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

Essential Questions

- How did local elections work in cities throughout the Empire?
- What types of offices existed, and who was eligible to run for them?
- Why is mastery of language so important in politics?

Unit Scope and Sequence

- Interrogatives and Asking Questions in Latin
- Verbs that Take the Dative Case
- Vocabulary and Derivatives Relating to Elections and Politics
- Local Roman Politics and the Cursus Honorum
- Political Graffiti
- Reading and Comprehension Activities for Latin Passages in Stage XI

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on interrogatives
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Writing Like a Roman: Exploring ancient Roman Handwriting
- Latin Moments presentations

Summative Assessments:

- Stage XI Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Hartnett, Matthew. *By Roman Hands - Inscriptions and Graffiti for Students of Latin*. Focus Publishing/r Pullins & C, 2012.

Time Allotment

- Approximately 2 Weeks

Unit 9

Vesuvius and the Destruction of Pompeii

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: (Interpretive Communication) **Understand and interpret written and spoken language on a variety of topics.**

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence to add interest.

ISTE S6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Questions

- When and how was Pompeii destroyed?
- Why is the excavated city of Pompeii so important for our understanding of the ancient world?
- Why is the first and second person of the imperfect and perfect tenses essential for human communication?

Unit Scope and Sequence

- Locating Subject Based Upon the Verb/Dropping of Subjects
- Eruption of Vesuvius
- Pliny the Younger
- Vocabulary and Derivatives Relating to the Eruption, Flight, Destruction
- Herculaneum and Pompeii Excavations
- Review and Fate of Cambridge Characters
- Reading and Comprehension Activities for Latin Passages in Stage XII

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on interrogatives
- Comprehension and/or extension activities for each Latin story read.

- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Visual Storytelling: *in villa et in urbe*, assessed by the WL Presentational Rubric.

Summative Assessments:

- Stage XII Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Pliny the Younger: Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Video: Pompeii – The Last Day. BBC. 2003.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>

Time Allotment

- Approximately 3 Weeks

CREDIT

One credit in World Language
One class period daily for a year

PREREQUISITES

None

CURRENT REFERENCES

“Cambridge Latin Course Scope and Sequence.” *North American Cambridge Classics Project*, 2021, cambridgelatin.org/wp-content/uploads/2018/03/5e-Scope-and-Sequence.pdf.

Cambridge School Classics Project. *Cambridge Latin Course Teacher's Manual*. 5th ed., vol. 1 4, Cambridge University Press, 2015.

Gruber-Miller, John. *When Dead Tongues SPEAK: Teaching BEGINNING Greek and Latin*. Oxford University Press, 2006.

LaFleur, Richard A. *Latin for the 21st Century: From Concept to Classroom*. Scott Foresman-Addison Wesley, 1998.

ASSURED STUDENT PERFORMANCE RUBRICS

- WL-Latin Level of Engagement Rubric
- ACTFL Novice Level Interpretative Rubric
- Latin Writing Rubric
- Latin Translation Rubric
- WL Presentational Rubric
- Latin Speaking Rubric

Latin - Level of Engagement Rubric

Topic	4	3	2	1
Interactive participation <ul style="list-style-type: none"> ● on task ● group work/pair work,/Teacher (T) ● listening ● raising hands 	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively 3--Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T 1-- Rarely listens attentively 1-
Responsibility for learning <ul style="list-style-type: none"> ● class materials ● extra help 	-Always brings required materials to class -Always asks for assistance if needed	-Usually brings required materials to class -Usually asks for assistance if needed	-Occasionally brings required materials to class -Occasionally asks for	1- materials to class 1- -Rarely initiates independent learning

<ul style="list-style-type: none"> outside reading etc. 	- Always initiates independent learning	- Usually initiates independent learning	assistance if needed - Occasionally initiates independent learning	
Attendance/promptness	- Always arrives on time to class - Always ready to fulfill assigned opening task - All absences are excused	- Usually arrives on time to class - Usually ready to fulfill assigned opening task - All absences are excused	- Occasionally arrives on time to class - Occasionally ready to fulfill assigned opening task -Absences are generally excused	- Rarely arrives on time to class - Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility <ul style="list-style-type: none"> electronic devices following directions respectful of others obeys classroom and school rules 	- Always displays positive behavior in the classroom - Always respectful of others - Always follows school and classroom rules	- Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

Student Comments: _____

Score _____ **Teacher Comments** _____

ACTFL Interpretive Rubric Novice Learner

Text types: short narratives within highly predictable and familiar contexts related to personal experiences

Category	Exceeds Expectations	3 Meets Expectations	1 Does Not Meet Expectations	0 Does Not Demonstrate Novice-Level Knowledge
Literal Comprehension				
Word recognition		Recognizes key words or phrases.	Recognizes a few key words or phrases.	Recognizes two or three key words or phrases.
Main idea detection		Identifies the main idea(s) of the novice-level text.	Identifies part of the main idea(s) of the novice-level text.	Does not identify the main idea of the novice-level text.
Supporting detail detection		Identifies most or significant important ideas expressed in words or phrases embedded in familiar contexts.	Identifies a few important ideas expressed in words or phrases embedded in familiar contexts.	Identifies two or three important ideas expressed in words or phrases embedded in familiar contexts.
Interpretive Comprehension				
Word inferences				
Concept inferences				
Author/cultural perspectives				
Organizational principles				

*Note: Due to the limited nature of the text type used for novice learners, performance beyond “meets expectations” is not assessed in the current version of the IPA.

9 = 100%
8 = 95%
7 = 89%

6 = 85%
5 = 79%
4 = 75%

3 = 69%
2 = 65%
1 = 55%

Adapted from 2003 ACTFL Integrated Performance Assessment Rubric

Name _____ Assignment _____

Latin Writing Rubric

Category	Exceeds Goal 100%	Goal 90%	Working Toward Goal 80%	Needs Support 70%
Flow <i>Is what you wrote easy to read? Do your thoughts easily flow? Or is it choppy and disjointed?</i>	Writing flows smoothly, making it very easy for the reader to follow.	Writing generally flows smoothly, but is occasionally choppy or disjointed; this, however, does not detract in any meaningful way from the reader's ability to follow the text.	Writing shows some flow, but is still choppy and disjointed, making it hard for the reader to follow at times.	Writing is overall very choppy and disjointed, making it hard for the reader to follow.
Elaboration <i>Do you add details to your writing? Do you use describing words? Do you give examples? Are you both explicit and specific? Are you using vocabulary words we have learned this school year?</i>	There are many supporting details and examples which paint a vivid picture for the reader.	There are some supporting details and examples.	Few supporting details or examples are included.	There are no supporting details or examples included.
Content <i>Does what you write support your goal or thesis? Are you following the prompt?</i>	The writing not only fulfills the prompt or supports the thesis, but shows critical, independent, creative, or original thought.	The writing accurately fulfills the prompt or supports the thesis.	The writing does not completely fulfill the prompt or support the thesis, but an effort is made to do so.	The writing does not address the prompt or support the thesis in any meaningful way.
Mechanics <i>Do your words have the correct endings to convey your thoughts? Are your sentences in a logical Latin word order? Are you using grammar and stylistics that we have learned this school year?</i>	<p>The writing exhibits level-appropriate mechanics that have little to no errors, and those errors do not detract in any meaningful way from the reader's ability to understand the text.</p> <p>The author may engage in risk-taking, i.e. attempting to use structures and devices that are more advanced than the current level; if used, these structures may contain some errors, but in general enhance the text.</p>	The writing exhibits level-appropriate mechanics; errors made are infrequent and do not detract in any meaningful way from the reader's ability to understand the text.	The writing is either too simplistic (does not exhibit level-appropriate mechanics); or uses level-appropriate mechanics but with numerous errors that make it hard for the reader to understand at times.	The writing is either too simplistic (does not exhibit level-appropriate mechanics); and uses level-appropriate mechanics but with numerous errors that make it hard for the reader to understand in general.

Teacher Comments:

Assessment/Score:

Nomen _____ Labor _____

Latin Translation Rubric

	4 - Exceeds Goal 95 - 100	3 - Goal 85	2 - Working Toward Goal 75	1 - Needs Support 0 - 65
Flow	Student's translation masterfully demonstrates flow; there is seamless transition between clauses, sentences, and paragraphs; student is able to provide insight into a higher meaning or sense; the English translation is well-written	Student's translation has flow; sentences are smooth, clauses transition well into one another; student is able to provide insight into a higher meaning or sense	Student's translation at times demonstrates flow, but in places resorts to verbatim mutation of the words from the target language into English; at times the student demonstrates understanding of a higher meaning or sense	Student's translation is nothing more than a verbatim mutation of the words from the target language into English; no effort is made to provide a higher meaning or sense
Author's Intent	Student demonstrates masterful understanding of author's intended meaning or sense throughout the translation (e.g., sarcasm is maintained, jokes work in both languages, unique idioms are met with unique idioms; the tone of the work is preserved)	Student demonstrates understanding of the author's intended meaning or sense throughout the translation	Student at times demonstrates understanding of author's intended meaning or sense	Student makes little to no effort to preserve the author's intended meaning or sense
Diction	Student's diction shows masterful understanding of the content and context of the work; student's diction allows for creativity without deviating from the meaning.	Student's diction is based on the context of the work; words with multiple sentiments are used in a way that provides understanding of the content and context	Student's diction at times demonstrates understanding of the work's context	Student's diction is not context-sensitive

Feedback:

Nomen _____ Labor _____

World Language Presentational Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1/0 Needs Support
Purpose	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	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	Highly effective use and control of level appropriate vocabulary	Effective use of level appropriate vocabulary	Some use of level appropriate vocabulary	Limited or no use of simple vocabulary
Language Structure	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
Visuals	Visual(s) was/were used effectively and for creative purposes. Thoroughly realistic and enhanced the presentation.	Visual(s) was/were used. Realistic and interesting.	Visual(s) was/were used. Realistic and somewhat interesting.	Visual(s) was/were not used.

Student Assessment:

Teacher Assessment and Comments:

