

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**ADVANCED PLACEMENT LATIN**  
**Grade 12**  
**World Languages Department**  
**2018**

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**Advanced Placement Latin  
Grade 12  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## 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

Advanced Placement Latin is an option for 4<sup>th</sup>-year Latin students who wish to pursue an intensive, mid-level college-equivalent study of Latin through two notable authors of ancient Roman texts: Gaius Iulius Caesar and Publius Vergilius Maro. The course differs from other 4<sup>th</sup>-year Latin options in that (a) its primary focus is to develop proficiency in reading unadapted and authentic Latin text; (b) it encourages a focused exploration beyond just Latin language learning and into the broader field of Classics; and (c) it requires students to read full translations of some works alongside the Latin selections from those readings.

The course primarily follows the College Board's curricular requirements for Advanced Placement Latin, as well as the 2012 American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages, and the 2016 American Classical League (ACL) National Standards for Classical Language Learning. The course builds upon the prior knowledge of the Latin language and Roman culture, which students have mastered through Latin 3, and envelops eight themes through the two main works: *Civitas et Identitas Nationalis* (Citizenship and National Identity); *Bellum et Pax* (War and Peace); *Imperium et Res Publica* (Empire and the State); *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership); *Di et Mortales* (Gods and Mortals); *Historia et Memoria* (History and Memory); *Mores Romani* (Roman Values); and *Literatura* (Literature).

The traditional study of Classics and the ideas of modern language-learning are sometimes at odds, but Advanced Placement Latin offers a synthesis of the two, mixing language acquisition and production with interpretation, commentary, and criticism of Classical works, as well as exploration of the grammar and style of the two authors found in the course. Students, by the end of the course, will ideally (a) improve in their ability to read and understand written and spoken Latin; (b) want to read Latin for personal enjoyment; and (c) understand and engage in the basic types of academic work that Classicists perform.

The two core texts – *De Bello Gallico* and *Aeneis* – will be covered in one semester each, followed by a capstone project for the course. Each unit lists potential formative and summative assessments; in addition, both partial and full examinations similar to the College Board Examination for Advanced Placement Latin should be included throughout the year.

## COURSE GOALS

The following standards derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages and the 2016 National Standards for Classical Language Learning.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

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

Interpretive Communication (Standard 1.2)

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

Presentational Communication (Standard 1.3)

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

Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

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

Cultures: Relating Cultural Products to Perspectives (Standard 2.2)

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

Connections: Making Connections (Standard 3.1)

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

Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)

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

Comparisons: Cultural Comparisons (Standard 4.2)

Use the language to investigate, explain, and reflect on the concept of

culture through comparisons of the cultures studied and their own.

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

CCS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCS.ELA-Literacy.W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish that claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCS.ELA-Literacy.W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCS.ELA-Literacy.W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
CCS.ELA-Literacy.W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCS.ELA-Literacy.W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCS.ELA-Literacy.W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CCS.ELA-Literacy.W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCS.ELA-Literacy.W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the

organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCS.ELA-Literacy.L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).
CCS.ELA-Literacy.L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCS.ELA-Literacy.L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCS.ELA-Literacy.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCS.ELA-Literacy.L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
CCS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3)	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. 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
ISTE Creative Communicator (Standard 6)	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. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- there is a direct connection between the past and the present.
- a work can have multiple layers of meaning.
- there is a difference between literal translation and stylistic translation.
- writing can have many purposes and goals.
- texts with different purposes necessitate different reading strategies.
- cultural beliefs, ideas, and opinions can affect literary traditions.
- cultural identity and language can be related.
- the Romans faced cultural and political issues similar to contemporary issues.
- skills for language proficiency apply to all human languages, even ancient ones.
- their study of Latin can connect with other disciplines in tangible ways.

## **COURSE ESSENTIAL QUESTIONS**

- Why do we study Classics?
- How has Roman literature shaped contemporary thought, art, and literature?
- What did it mean to be Roman? What defines a culture, ethnicity, or race? How were these concepts viewed by the Romans, and how are they viewed today?
- What role does propaganda play in a government? Can it be used for good?
- How does society and culture prescribe what different groups of people can and cannot do? Should this be the case?



- How has literacy changed in the last ~2,000 years? What kinds of literacy existed in the past, and what kinds exist today?
- How did Roman imperialism shape the cultural and linguistic changes in Europe?
- What does it mean to be a hero? What is heroism? What is leadership?
- How does *pietas*, a sense of duty, shape a hero's journey? Do we each have our *pietas*?
- How does a shared cultural memory of the past affect the present?
- How are war and peace intertwined?
- What values did the Romans hold? Do we see those values present today?
- How does Roman religion fit into the idea of *Romanitas*, or “Roman-ness”?

## COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Publius Vergilius Maro and Gaius Iulius Caesar
- the format for Roman meter and poetry in dactylic hexameter
- the main characters from the *Aeneis*, including Aeneas, Anchises, Dido, Iuno, Venus, Creusa, Ascanius/Iulus, Turnus Superbus, Latinus, Lavinia, Amata, Evander, Pallas, Camilla, and Achates
- the main historical figures from *De Bello Gallico*, including Caesar, Quintus Titurius Sabinus, Lucius Aurunculeius Cotta, Ambiorix, Vercingetorix, Ariovistus, Diviciacus, Quintus Tullius Cicero, Dumnorix, Orgetorix, and Titus Labienus
- the main Latin literary and poetic devices, including alliteration, anaphora, apostrophe, asyndeton, chiasmus, enjambment, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synchysis, and tmesis.
- key terms related to the following themes:
  - *Civitas et Identitas Nationalis* (Citizenship and National Identity)
  - *Bellum et Pax* (War and Peace)
  - *Imperium et Res Publica* (Empire and the State)
  - *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)
  - *Di et Mortales* (Gods and Mortals)
  - *Historia et Memoria* (History and Memory)
  - *Mores Romani* (Roman Values)
  - *Literatura* (Literature)
- common vocabulary terms used in both main works of the course

Students will be able to . . .

- read both adapted and unadapted Latin poetry and prose at sight and demonstrate understanding.
- scan lines of poetry in dactylic hexameter.
- write and recite lines of poetry in dactylic hexameter.
- write opinionated and evidence-based essays in both English and Latin that explore the themes and essential questions of the course.
- identify and use high-level grammar structures, including gerundive, supine, indirect statement and expressing second-hand information, conditional clauses, future tenses, various other complex subjunctive clauses, and advanced noun constructions.
- analyze not only the content of Latin texts but also the grammar, syntax, style, and meter.

# COURSE SYLLABUS

## Course Name

Advanced Placement Latin

## Level

Advanced Placement

## Prerequisites

Honors Latin III or teacher recommendation based on outstanding performance in ACP Latin III

## Materials Required

None

## General Description of the Course

This course will follow ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Classical Language Learning. It will provide students the opportunity to follow a curriculum in preparation for the College Board's Advanced Placement Examination in Latin. The course will focus primarily on the interpretive mode of communication, and is designed to bridge the gap between reading inauthentic texts and reading authentic texts (those written by native Latin speakers), specifically *De Bello Gallico (On the Gallic War)* by Gaius Julius Caesar and *Aeneis (The Aeneid)* by Publius Vergilius Maro. The course will have a secondary focus on the interpersonal and presentational modes of communication, again following the suggested Advanced Placement curriculum. Students will engage deeply with the two primary texts, exploring their themes and meanings, and will thereby develop a deeper understanding of their own contemporary lives through comparisons to the ancient world. In addition, the Roman form of poetry – dactylic hexameter – will be explored. In addition to taking the Advanced Placement Examination, students will be encouraged to take the National Latin Exam.

## Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Map drawing (Unit 1)
- Propaganda posters (Unit 1)
- Translation exercises (Units 3, 6)
- Multimedia presentations (Units 3, 4, 7)
- Creative skits (Unit 3)
- Poetry scansion exercises (Unit 5)
- Poetry writing (Unit 5)
- Class discussion (Units 8, 9)

Summative Assessments:

- Argumentative writing (Units 1, 3)
- Informative posterboard (Unit 2)

- Analytical writing (Units 4, 7)
- Creative writing (Units 5, 9)
- Creative skits and presentations (Units 6, 8)
- Capstone project

### **Core Texts**

- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2<sup>nd</sup> ed. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Fitzgerald, Robert, trans. *The Aeneid*. New York: Vintage, 1990. Print.
- Hammond, Carolyn, trans. *Caesar: The Gallic War: A New Translation*. New York: Oxford UP, 1996. Print.
- Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Williams, Rose, and Debra L. Nousek. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.

## UNIT 1

### *Omnis Galliae*

This unit introduces the work of *De Bello Gallico* and the historical figure of Caesar; it covers Book 1 of the text, which gives a geographical and ethnographical overview of the territories and peoples Caesar deals with; further, Caesar provides justification for his initial incursion into the region.

The following themes are touched on in this unit:

- *Civitas et Identitas Nationalis* (Citizenship and National Identity)
- *Bellum et Pax* (War and Peace)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) CCS.ELA-Literacy.SL.11-12.1	Discuss and debate the following topics: propaganda, the just war doctrine, leadership, “otherness,” and Roman ideas of cultural identity.
ACTFL Interpretive Communication (Standard 1.2)	Read and/or listen to a Latin description of a geographical area and attempt to draw it.
ACTFL Presentational Communication (Standard 1.3)	Create and present propaganda posters along with descriptions.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Use Latin to compare and contrast the various cultures present in <i>De Bello Gallico</i> and their own cultures.
CCS.ELA-Literacy.RL.11-12.1 CCS.ELA-Literacy.RL.11-12.6 CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.6 CCS.ELA-Literacy.W.11-12.1 CCS.ELA-Literacy.W.11-12.9	Conduct research into Caesar’s expedition into Gaul and write an essay either affirming or denying Caesar’s justifications for his action.
ISTE Empowered Learner (Standard 1)	Use digital and interactive versions of maps to compare and contrast regions Caesar writes about with the corresponding modern areas.

### Unit Essential Questions

- Who was Gaius Iulius Caesar?
- Why was *De Bello Gallico* written?
- Who are the main historical figures in *De Bello Gallico*?
- How did Caesar use *De Bello Gallico* as propaganda to support his illegal military endeavors into Gaul?
- What were the people in Gaul like? How do we know?

- What does the *subtext* of how Caesar writes about the different people of Gaul tell us about Roman opinions and ideas about non-Romans?
- How much can we trust Caesar’s account to be both accurate and precise?
- How should we interpret the words and actions of Caesar and the other important figures, like Orgetorix, from the selections in this unit? What judgments can be made about them?

### Scope and Sequence

- Core text readings from *De Bello Gallico* Book 1
- Linguistic features: gerundive, relative clause, supine
- Historical figures: Caesar, Orgetorix, Dumnorix
- Vocabulary: high-frequency and key terms from *De Bello Gallico* Book 1
- Discussion and analysis of the following themes stemming from the text: propaganda; the just war doctrine; leadership; “otherness” and Roman ideas about non-Romans; and the slippery slope logical fallacy
- Geography of Northern Italy/Gaul through both print maps and digital maps; comparison/contrast of ancient regions to corresponding countries and regions today
- Scholarly articles: how to find them, how to use them to help support or refute arguments, and how to cite them

### Assured Assessments

#### Formative Assessment:

Students will read and/or listen to Caesar’s description of Gaul from *De Bello Gallico* Book 1.1 and draw a map based on their interpretations of the text and background knowledge, if any. Students will then compare their maps with others and then be shown a professional map, followed by a class discussion on the geography of the region during Caesar’s time, as well as how Caesar himself describes the region. The activity can be self-assessed by students’ comparisons of their work among themselves and to the professional map; it need not be graded. The activity can be differentiated by (a) providing text, audio, both, or just one type of medium for the description; and/or (b) providing students an organizer, for instance, a map with the boundaries already drawn, and/or some features already filled in.

Students will also write propaganda posters with Latin text that aim to recruit soldiers from surrounding Roman territories to join Caesar’s campaign in Gaul. Along with the poster, students must write an English explanation of the propaganda and how it fits into the events of *De Bello Gallico* Book 1.7. The writing should be assessed using the THS School-Wide Writing Rubric. Teachers may choose to grade this assignment as part of the informal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by (a) students writing the explanation piece in Latin; (b) students presenting their posters to the class; and/or (c) students creating digital posters.

#### Summative Assessment:

Students will write an essay in Latin arguing that Caesar’s reasoning for his initial military action was either (a) justified or (b) not justified. Their arguments should reference Caesar’s writing as well as other historical events. Students should conduct research into one or more scholarly sources. This assignment should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by (a) students

writing in English instead of Latin (with a lengthier and more complex argument); (b) students being provided an organizer – or being asked to complete their own – before starting the essay; (c) students being provided time to hand in a draft and receive teacher and/or peer feedback for revision; and/or (d) alteration of the scope of the essay (e.g., having the essay be more or less focused, having student-selected themes based loosely around the original prompt, etc.).

## **Resources**

### Core

- Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 1.1-7.
- Hammond, Carolyn, trans. *Caesar: The Gallic War: A New Translation*. New York: Oxford UP, 1996. Print. Book 1 translation.

### Supplemental

- Williams, Rose, and Debra L. Nousek. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- Digital maps of the regions covered (including Google Earth or Google Maps)
- Youtube videos from [the channel Historia Civilis](#) dealing with some of Caesar's actions prior to and during Book 1

## **Time Allotment**

- Approximately 4 weeks

## UNIT 2

### *Ad Britanniam*

This unit serves to describe Caesar in the context of a military strategist; it covers *De Bello Gallico* Book 4, which deals with Caesar as a military tactician. The unit asks students to interpret Caesar's actions and justifications related to the continued invasion of the peoples and territories of Gaul, and to pass judgment on them.

The following themes are touched on in this unit:

- *Civitas et Identitas Nationalis* (Citizenship and National Identity)
- *Bellum et Pax* (War and Peace)
- *Imperium et Res Publica* (Empire and the State)
- *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)

### Unit Goals

At the completion of this unit, students will:

ACFTL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)  
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)  
CCS.ELA-Literacy.SL.11-12.1

Discuss and debate, after reading about Caesar's continued encroachment into sovereign territory, Roman imperialism and colonialism, comparing and contrasting it with imperialism and colonialism of the United States.

ACTFL Connections: Making Connections (Standard 3.1)  
CCS.ELA-Literacy.W.11-12.4  
CCS.ELA-Literacy.SL.11-12.4

Work in groups to create a trifold posterboard with information about Caesar's campaign into Britain, including a written statement.

### Unit Essential Questions

- Why is Caesar considered a master military tactician?
- What pretexts did Caesar use to *continue* his invasion and encroachment into Gaul – and now Britain?
- What was the set-up and organization of the Roman army?
- How did Rome use the slave-trade to profit from war?
- How does the way other and minority groups/cultures/ethnicities are presented in the media affect their perception by dominant and native groups? What purposes might propaganda to this effect serve?
- Are there similarities between the way Caesar positioned Rome as a “liberator” of the Gauls and the way the United States has positioned itself as a “liberator” of other countries throughout its history?
- How does Caesar use religion and duty to the state to shape his narrative?

## Scope and Sequence

- Core text readings from *De Bello Gallico* Book 4
- Linguistic features: deponent verbs, indirect statement
- The Roman’s army’s organization
- Vocabulary: high-frequency and key terms from *De Bello Gallico* Book 4
- Discussion and analysis of the following themes stemming from the text: colonialism/imperialism; effective armies propaganda; the just war doctrine; leadership; “otherness” and Roman ideas about non-Romans; and the slippery slope logical fallacy
- Geography of Britain/Northern Gaul and how Caesar’s troop movements were affected by the geography

## Assured Assessments

### Formative Assessment:

Students will complete a literal translation of a teacher-selected section of *De Bello Gallico* Book 4. This assignment should be assessed using the Translating Authentic Texts Rubric, and should count as a grade in the informal assessments category of the gradebook, if the teacher chooses to grade it. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by (a) students having access to a dictionary; (b) students being allowed to use the translation section of their textbooks to check their own translations; (c) students being given guided notes to complete the translation; and/or (d) students being given modified texts to work with based on the tiered text modification system.

### Summative Assessment:

Students will work in groups, acting as Caesar’s military advisors. In their capacity as advisors, they will come up with a “plan of attack” (and excuses) to invade Britain. Students will create a trifold posterboard with information, maps, charts, pictures, and other military intelligence, as well as a 1-page written Latin statement to Caesar, giving him their report. This assignment should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by students writing in English instead of Latin.

## Resources

### Core

- Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 4.24-36:2.
- Hammond, Carolyn, trans. *Caesar: The Gallic War: A New Translation*. New York: Oxford UP, 1996. Print. Book 4 translation.

### Supplemental

- Williams, Rose, and Debra L. Nousek. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- Excerpts from Sun Tzu’s *The Art of War* or Machiavelli’s *The Prince* dealing with being an effective military leader/commander



- Youtube videos from [the channel \*Historia Civilis\*](#) dealing with some of Caesar's battles in Gaul as told in Book 4

**Time Allotment**

- Approximately 4 weeks

## UNIT 3

### *Calamitas*

This unit is based on *De Bello Gallico* Book 5, which covers a period during Caesar’s war in which “everything goes wrong” for one of Caesar’s winter camps and the soldiers stationed there. Students learn about Caesar’s generals and how they handled the situations with various levels of success.

The following themes are touched on in this unit:

- *Imperium et Res Publica* (Empire and the State)
- *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)
- *Mores Romani* (Roman Values)

### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.SL.11-12.4 CCS.ELA-Literacy.SL.11-12.5	Create and present a Google Slides document in Latin that defends one of the two sides in an argument from <i>De Bello Gallico</i> .
ACTFL Presentational Communication (Standard 1.3) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) CCS.ELA-Literacy.SL.11-12.4	Write and present a skit based on the historical figures from the unit’s readings.
CCS.ELA-Literacy.W.11-12.1 CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.4 CCS.ELA-Literacy.W.11-12.9	Conduct research on and write an analysis of the actions of Caesar’s generals during the unit’s readings, concluding with an argument related to which general had the best idea irrespective of the outcome.

### Unit Essential Questions

- Who is Quintus Cicero and why are he and his family important to the story of Caesar?
- Who are Quintus Titurius Sabinus and Lucius Aurunculeius Cotta? How does Caesar use them as foils?
- How can logistics make or break military operations? How are military logistics different today than in Caesar’s time?
- How does an effective leader deal with revolt, rebellion, and catastrophe?

### Scope and Sequence

- Core text readings from *De Bello Gallico* Book 5
- Linguistic features: subjunctive uses
- Historical figures: Quintus Cicero, Quintus Titurius Sabinus, Lucius Aurunculeius Cotta, Tasgetius, Ambiorix
- Vocabulary: high-frequency and key terms from *De Bello Gallico* Book 5

- Discussion and analysis of the following theme stemming from the text: leadership in the face of adversity

### **Assured Assessments**

#### Formative Assessment:

Students will read the text arguments made by both Sabinus and Cotta about whether to abandon to camp or stay and fight. Then students will choose (or be assigned) sides in the argument. Working in collaborative teams, students will create Google Slides documents in Latin to make their case and present any data they think might help them, including visuals. This assignment should be assessed using the THS World Languages Presentational Speaking Rubric, and should count as a grade in the informal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by (a) students, instead of doing a presentation, writing a paper; (b) students working individually instead of in groups; and/or (c) students making a video ahead of time and showing it in class instead of doing a live presentation.

Students will also take the roles of Sabinus, Cotta, and other soldiers who were present in the passage where the argument takes place and write and present a skit to the class. The skit must be based on what happened in the passage, but students should be given creative freedom to work within those bounds. This assignment should be assessed using the THS World Languages Presentational Speaking Rubric, and should count as a grade in the informal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The skit can be differentiated by, instead of allowing students to write and practice the skit beforehand, assigning them to do a smaller chunk of the argument in a spontaneous (or with little preparation) fashion (in which case they should be assessed on the THS World Languages Interpersonal Speaking Rubric).

#### Summative Assessment:

A variety of Classical scholarship has centered on the problems faced by Caesar in Book 5 of *De Bello Gallico*. After completing their reading of Book 5, students will conduct and compile research (both based on their readings of Latin and their readings of at least one scholarly article) about the crises faced by Caesar and his soldiers in this text. The paper should analyze the actions taken by the important figures, and conclusions should be made about the best course of action, given the hindsight of history. This assignment should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by (a) students writing in Latin instead of English (with a lengthier and more complex analysis); (b) students being provided an organizer – or being asked to complete their own – before starting the essay; (c) students being provided time to hand in a draft and receive teacher and/or peer feedback for revision; and/or (d) alteration of the scope of the essay altered (e.g., having the essay be more or less focused, having student-selected themes based loosely around the original prompt, etc.).

### **Resources**

#### Core

- Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 5.24-48.

- Hammond, Carolyn, trans. *Caesar: The Gallic War: A New Translation*. New York: Oxford UP, 1996. Print. Book 5 translation.

#### Supplemental

- Williams, Rose, and Debra L. Nousek. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- Audio excerpt from [the podcast episode of \*Hardcore History\* by Dan Carlin entitled “The Celtic Holocaust”](#)
- Youtube videos from [the channel \*Historia Civilis\*](#) dealing with some of Caesar’s battles in Gaul as told in Book 5

#### **Time Allotment**

- Approximately 5 weeks

## UNIT 4

### *De Gallis*

This unit explores the selections from Book 6 of *De Bello Gallico*, in which Caesar takes a break from writing about the war to go into great detail describing the culture and customs of the Gauls.

The following themes are touched on in this unit:

- *Civitas et Identitas Nationalis* (Citizenship and National Identity)
- *Di et Mortales* (Gods and Mortals)
- *Mores Romani* (Roman Values)

### Unit Goals

At the completion of this unit, students will:

ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)

Read about and then analyze and discuss the religious rituals of the Gauls.

ACTFL Interpretive Communication (Standard 1.2)  
Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)  
CCS.ELA-Literacy.RL.11-12.1  
ISTE Knowledge Constructor (Standard 3)

Conduct research and write a paper comparing and contrasting religious customs from various cultures.

CCS.ELA-Literacy.SL.11-12.5  
ISTE Creative Communicator (Standard 6)

Select imagery to align with excerpts from textual passages, and synthesize the materials in a Google Slides presentation.

CCS.ELA-Literacy.SL.11-12.5  
CCS.ELA-Literacy.SL.11-12.6

Read and write based on the format, meter, technique, and stylistics of Latin poetry and dactylic hexameter.

### Unit Essential Questions

- How did various groups of Gallic people practice religion? What are the similarities and differences?
- What similarities existed among the gods of different groups?
- Who were the druids? What are their practices?
- What can we infer about Roman values and customs from the way Caesar talks about the practices of the Gauls?
- How can we compare and contrast Roman cultural values with Gallic ones and with our own?
- What is moral relativism and how has it historically impacted the study of other cultures?

## Scope and Sequence

- Core text readings from *De Bello Gallico* Book 6
- Linguistic features: ablative uses / adverbs
- Roman and Gallic religious and cultural practices
- Vocabulary: high-frequency and key terms from *De Bello Gallico* Book 6
- Discussion and analysis of the following themes stemming from the text: religion; culture; morality; and ethics

## Assured Assessments

### Formative Assessment:

Students, in groups, will be given excerpts from the syllabus readings about the Gallic practices. Then, in a collaborative Google Slides document, students will find art/images online to align with each excerpt. Each group will present its Google Slides to the class. This assignment need not be assigned a grade, but can be assessed using the THS World Languages Presentational Speaking Rubric. It can be differentiated by students creating their own artistic interpretations of the excerpts instead of finding them online.

### Summative Assessment:

Students will write an English paper comparing and contrasting typical Roman religious practices and Gallic religious practices; the paper should be informed not only by students' syllabus readings and class discussion, but also by additional research. This assignment should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery should be considered a "goal" (3) on the rubric. The assignment can be differentiated by (a) students writing in Latin instead of English, although the complexity and content of this paper may be too difficult for this; (b) students, instead of writing a paper, engaging in a formal, in-class, moderated debate wherein one group would be assigned to be Gauls and one to be Romans; and/or (c) students being provided time to hand in a draft and receive teacher and/or peer feedback for revision.

## Resources

### Core

- Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 6.13-30.
- Hammond, Carolyn, trans. *Caesar: The Gallic War: A New Translation*. New York: Oxford UP, 1996. Print. Book 6 translation.

### Supplemental

- Williams, Rose, and Debra L. Nousek. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- Excerpts from the dialogues of Plato and Socrates concerning morality/ethics (e.g., the dialogue *Euthyphro* to align with the context of Book 6 of *De Bello Gallico*)

## Time Allotment

- Approximately 3 weeks

## UNIT 5

### *Arma Virumque*

This unit introduces students to Latin poetry: how to properly read, recite, interpret, and write it within the context of *Aeneis*. Furthermore, it introduces students to the historical figures of Vergilius and Augustus, and the literary characters of Aeneas and the others present in Book 1 of *Aeneis*.

The following themes are touched on in this unit:

- *Civitas et Identitas Nationalis* (Citizenship and National Identity)
- *Bellum et Pax* (War and Peace)
- *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)
- *Di et Mortales* (Gods and Mortals)
- *Historia et Memoria* (History and Memory)
- *Literatura* (Literature)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Scan, recite, interpret, and translate lines of dactylic hexameter, paying special attention to the words used, how they fit into the text, and their multiple meanings and contexts.
ACTFL Connections: Making Connections (Standard 3.1)	
CCS.ELA-Literacy.L.11-12.4	
CCS.ELA-Literacy.L.11-12.5	
CCS.ELA-Literacy.L.11-12.6	
ACTFL Presentational Communication (Standard 1.3)	Write in dactylic hexameter, paying special attention to the words used, how they fit into the text, and their multiple meanings and contexts.
ACTFL Connections: Making Connections (Standard 3.1)	
CCS.ELA-Literacy.W.11-12.3	Discuss and write about heroism through creative writing pieces.
CCS.ELA-Literacy.SL.11-12.1	

### Unit Essential Questions

- How did Latin poetry differ from prose?
- What did Latin poetry sound like, and how was it performed?
- How does poetry scansion work?
- Why was the Aeneid written?
- What is *pietas*? What is Aeneas's *pietas* and how does it shape his voyage?
- What does it mean to be a hero?

### Scope and Sequence

- Core text readings from *Aeneis* Book 1
- Linguistic feature: dactylic hexameter

- History and background of *Aeneis*
- Historical figures: Augustus, Maecenas, Publius Vergilius Maro
- Fictional characters: Aeneas, Iuno, Aeolus, Dido, Acestes, Neptuneus
- Vocabulary: high-frequency and key terms from *Aeneis* Book 1
- Geography: general overview of the ancient Mediterranean as it related to Aeneas' *pietas*

### Assured Assessments

#### Formative Assessment:

Students will scan and recite a small number of lines of the poetry from Book 1 of *Aeneis*. This assignment need not be graded, but it can be assessed by correcting student work and pronunciation in order to give feedback. It can be differentiated by students being asked to translate (in writing or orally) the lines in addition to reciting them.

Students will write a small number of lines of dactylic hexameter that scan correctly. This assignment need not be graded, but it can be assessed by correcting student work in order to give feedback. It can be differentiated by students also being asked to translate (in writing or orally) the lines.

#### Summative Assessment:

Students will complete a creative writing assignment in Latin that features a hero starting a new journey. The hero can be a mythical hero like Aeneas or Hercules, a hero of the student's own creation, or another character. Students should focus on using key vocabulary from the unit to complete the prompt. This assignment should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a "goal" (3) on the rubric. The assignment can be differentiated by students being provided time to hand in a draft and receive teacher and/or peer feedback for revision.

### Resources

#### Core

- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 1.1-209.
- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 1.418-440.
- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 1.498-578.
- Fitzgerald, Robert, trans. *The Aeneid*. New York: Vintage, 1990. Print. Book 1 translation.

#### Supplemental

- Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2<sup>nd</sup> ed. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- Interactive website [Hexameter.co](http://Hexameter.co) and accompanying videos/activities
- [Skupin, Michael. How Latin Poetry Should Be Read Aloud. Youtube. Web.](https://www.youtube.com/watch?v=...)

### Time Allotment

- Approximately 5 weeks



## UNIT 6

### *Bellum Troianum*

This unit covers *Aeneis* Book 2, which presents Aeneas' retelling of the Trojan War to Dido.

The following themes are touched on in this unit:

- *Civitas et Identitas Nationalis* (Citizenship and National Identity)
- *Bellum et Pax* (War and Peace)
- *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Work collaboratively to translate a passage from the unit's readings.
ACTFL Interpretive Communication (Standard 1.2)	
CCS.ELA-Literacy.SL.11-12.1	Write and act out skits depicting a scene from the unit's readings.
CCS.ELA-Literacy.SL.11-12.5	Choose examples of poetic or literary devices from their texts and explain why the author might have used those devices.

### Unit Essential Questions

- Many stories (and real life) use “closing one door and opening another” as a plot device; how does Vergilius use that device?
- How did Romans regard prophecy and fortune-telling?
- How is Aeneas portrayed as a character in Book 2? Is he a role model?
- How does the quote “All's fair in love and war” apply to *Aeneis*?
- How does Vergilius try to reconcile the story of the Trojans losing the war with their becoming the heroes of the future empire of Rome?

### Scope and Sequence

- Core text readings from *Aeneis* Book 2
- Linguistic features: poetic figures of speech / literary devices
- Fictional characters: Laocoon, Ulixes (Odysseus), Cassandra, Achilles, Hector, Priamus (Priam), Creusa, Paris, Ascanius, Anchises
- Vocabulary: high-frequency and key terms from *Aeneis* Book 2
- Discussion and analysis of the following themes stemming from the text: war; battle tactics; and prophecy and fortune-telling

## Assured Assessments

### Formative Assessment:

Students will work in groups to produce a translation of the passage where the serpents come for Laocoon and his sons. This assignment should be assessed using the Translating Authentic Texts Rubric, and should count as a grade in the informal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by (a) modifying the text so that it becomes less complex than the original; (b) students doing an English-to-Latin translation instead of a Latin-to-English translation; and/or (c) providing footnotes and vocabulary.

### Summative Assessment:

Students will write and perform skits depicting a scene from the Trojan War as told in Aeneas’ flashback. The skits should accurately portray the characters and events from the unit’s readings. Students may, for example, use the serpents coming for Laocoon, Aeneas’s run-in with Helen, or Aeneas’s escape from the city as the basis for their skits. This assignment should be assessed using the THS World Languages Interpersonal Speaking Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. This assignment can be differentiated by students filming their skit and showing the films in class instead of acting out the skits in front of the class; in this case, the product may be assessed with the Presentational Speaking Rubric instead.

## Resources

### Core

- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 2.40-56.
- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 2.201-249.
- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 2.268-297.
- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 2.559-620.
- Fitzgerald, Robert, trans. *The Aeneid*. New York: Vintage, 1990. Print. Book 2 translation.

### Supplemental

- Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2<sup>nd</sup> ed. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- English text selections from Homer’s *Ilias* for comparison to *Aeneis*

## Time Allotment

- Approximately 4 weeks

## UNIT 7

### *Cors Fractum*

This unit covers *Aeneis* Book 4, which describes Aeneas and Dido’s love affair, their disputed marriage, and their tragic breakup.

The following themes are touched on in this unit:

- *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)
- *Mores Romani* (Roman Values)

### Unit Goals

At the completion of this unit, students will:

ACTFL Presentational Communication (Standard 1.3) ISTE Creative Communicator (Standard 6)	Create a presentation mixing quotes from the unit’s readings with various multimedia.
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ACTFL Interpersonal Communication (Standard 1.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) CCS.ELA-Literacy.W.11-12.4 CCS.ELA-Literacy.SL.11-12.1	Discuss the concepts of love, marriage, and attraction within the context of Aeneas and Dido’s “wedding,” and use this discussion to inform the writing of a paper on the topic.
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### Unit Essential Questions

- What were the traditional Roman marriage customs and ceremonies?
- How is marriage now different from marriage during Vergilius’ time? How is marriage different across cultures today?
- What is love? Are there different kinds of love? What is the difference between love and attraction?
- How are female characters written and used in *Aeneis*? How are female characters in the text different from male characters? Why?
- What kinds of romantic relationships do other Greco-Roman heroes have? How is Aeneas’ situation similar or different from theirs?

### Scope and Sequence

- Core text readings from *Aeneis* Book 4
- Fictional characters: Anna, Iarbas
- Vocabulary: high-frequency and key terms from *Aeneis* Book 4
- Discussion and analysis of the following themes stemming from the text: love and marriage; keeping and breaking promises; duty and obligation; and sexism, gender, and representation of women in the ancient world

## Assured Assessments

### Formative Assessment:

Students will create a multimedia presentation associating Latin quotes from the unit's readings with images, videos, or sounds. The goal is to create an emotionally evocative presentation that succinctly summarizes the feelings of the unit's readings. This assignment should be assessed using the THS World Languages Presentational Speaking Rubric, and should count as a grade in the informal assessments category of the gradebook. Mastery would be considered a "goal" (3) on the rubric.

### Summative Assessment:

Students will write a paper in Latin focusing on the debate within *Aeneis* as to whether or not Aeneas and Dido were truly "married," citing evidence and examples from the reading selections. This assignment should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a "goal" (3) on the rubric. The assignment can be differentiated by (a) students writing in English instead of Latin; (b) students, instead of writing a paper, engaging in a formal, in-class, moderated debate wherein one group would be assigned to argue in favor of marriage and the other would be against it; and/or (c) students being provided time to hand in a draft and receive teacher and/or peer feedback for revision.

## Resources

### Core

- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 4.160-218.
- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 4.259-361.
- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 4.659-705.
- Fitzgerald, Robert, trans. *The Aeneid*. New York: Vintage, 1990. Print. Book 4 translation.

### Supplemental

- Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2<sup>nd</sup> ed. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- English text selections from Homer's *Odyssea* for comparison to *Aeneis*
- Information about sexism and its representation in literature
- Music video of Taylor Swift's *Blank Space*

## Time Allotment

- Approximately 4 weeks

## UNIT 8

### *Tartarus*

This unit covers *Aeneis* Book 6, in which Aeneas travels to the underworld, and meets several people from his past. The text selections are emotionally powerful, and this energy can be channeled into powerful assignments and assessments.

The following themes are touched on in this unit:

- *Virtus, Heroicitas, et Ducatus* (Virtue, Heroism, and Leadership)
- *Historia et Memoria* (History and Memory)
- *Mores Romani* (Roman Values)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) View and discuss visual themes in a variety of artwork from different media depicting the underworld, and relate that artwork to the core text readings.

ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)

ACTFL Connections: Making Connections (Standard 3.1)

ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)

ACTFL Interpersonal Communication (Standard 1.1) Write and perform Latin skits related to Aeneas' interactions with other characters in the underworld.

ACTFL Presentational Communication (Standard 1.3)

### Unit Essential Questions

- What views on death and afterlife did the Romans have? How do those views compare to other cultures' views on death and afterlife?
- Does our interpretation of the character of Aeneas change based on how he is received by other characters in this segment of the text? If so, how?
- As seen through Aeneas's trip to the underworld, our actions can affect others in many unforeseen and delayed ways. How can we work to be kinder, more caring, and more aware of others?
- What does the imagery seen by Aeneas in Elysium tell us about how the Romans thought of themselves and their ancestors?
- How does this book of *Aeneis* serve to further Augustus' propaganda?

### Scope and Sequence

- Core text readings from *Aeneis* Book 6

- Fictional characters: The Sibyl Deiphobe, Apollo, Charon, Romulus, Gaius Julius Caesar
- Vocabulary: high-frequency and key terms from *Aeneis* Book 6
- Background information about the underworld and its parts: Tartarus and Elysium
- Discussion and analysis of the following themes stemming from the text: Roman death rites and customs; the (after)lives of Greco-Roman heroes; and Roman values and mores

### **Assured Assessments**

#### Formative Assessment:

After reading the first segment of Aeneas’s journey into the underworld, students will view various works of art in different forms (including paintings but also other media, including digital media) that relate to or depict the Greco-Roman underworld. Students will then discuss the key features and forms of the underworld as depicted in the art. This assignment need not be graded, but it can be used to inform the writing of a paper exploring visual themes common to the art, and how those themes relate to the text.

#### Summative Assessment:

Students will write a dialogue in Latin between Aeneas and one of the characters Aeneas meets in the underworld. It could be someone Aeneas actually meets in the text, or another character (such as another hero). Students will then dramatize and act out the dialogue in the form of a skit or play. This assignment should be assessed using the THS World Languages Presentational Speaking Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. This assignment can be differentiated by having the skit written as a dialogue, but not presented.

### **Resources**

#### Core

- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 6.295-332.
- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 6.384-425.
- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 6.450-476.
- Boyd, Barbara Weiden. *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 6.847-899.
- Fitzgerald, Robert, trans. *The Aeneid*. New York: Vintage, 1990. Print. Book 6 translation.

#### Supplemental

- Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2<sup>nd</sup> ed. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- Teacher-selected artwork representing the Greco-Roman conception of the underworld (both ancient and modern multimedia works)

### **Time Allotment**

- Approximately 4 weeks

## UNIT 9

### *Bellum Pro Italia*

This unit presents text additional selections from *Aeneis* that help one understand the total work and its themes.

The following themes are touched on in this unit:

- *Bellum et Pax* (War and Peace)
- *Di et Mortales* (Gods and Mortals)
- *Mores Romani* (Roman Values)

### Unit Goals

At the completion of this unit, students will:

ACTFL Presentational Communication      Write alternate endings for *Aeneis*.  
(Standard 1.3)  
CCS.ELA-Literacy.W.11-12.3

ACTFL Connections: Making Connections      Read core and supplementary material on free will  
(Standard 3.1)      and determinism from Roman philosophers, and  
discuss their ideas within the context of *Aeneis*.

### Unit Essential Questions

- How did religion culturally fit into the everyday lives of Romans? In what ways did Romans interpret their gods?
- What does Vergilius' portrayal of fate tell us about Roman ideas about free will and determinism?
- How has Aeneas grown as a character throughout *Aeneis*?

### Scope and Sequence

- Core text readings from *Aeneis* Books 9 and 12
- Fictional characters: Nisus, Euryalus, Turnus, Pallas, Lavinia, Amata, Latinus, Camilla
- Vocabulary: high-frequency and key terms from *Aeneis* Books 9 and 12
- Discussion and analysis of the following themes stemming from the text: free will, determinism, destiny, and gods' interaction with mortals; treatment of refugees/immigrants
- Readings of supplementary materials from other Greek and Latin authors about free will and determinism (e.g., *De Natura Deorum* by Marcus Tullius Cicero)

### Assured Assessments

Formative Assessment:

Students will read the passage in *Aeneis* where Nisus and Euryalus are discussing the gods and how they may or may not impact mortal affairs; the teacher will lead a guided discussion about the content of the passage. This assignment should be graded on the THS World Languages Interpersonal Speaking Rubric, and should count as a grade in the informal assessments category

of the gradebook. Mastery would be considered a “goal” (3) on the rubric. The assignment can be differentiated by students using their discussion to develop a paper arguing a particular point.

#### Summative Assessment:

Students will engage in a creative writing assignment in which they will write an alternate ending to *Aeneis*. The endings should be written in Latin prose, and students should use their knowledge of the characters and story to inform their writing. This assignment should be assessed on the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook. Mastery would be considered a “goal” (3) on the rubric. This assignment can be differentiated by (a) students writing in English instead of Latin; (b) students writing in dactylic hexameter instead of prose; and/or (c) students being provided time to hand in a draft and receive teacher and/or peer feedback for revision.

#### Resources

##### Core

- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 9.176-196.
- Boyd, Barbara Weiden. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012. Print. Book 12.889-952.
- Fitzgerald, Robert, trans. *The Aeneid*. New York: Vintage, 1990. Print. Books 9 and 12 translation.

##### Supplemental

- Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2<sup>nd</sup> ed. Mundelein, IL: Bolchazy-Carducci, 2012. Print.
- Audio recordings of the core texts
- *The Avenger: The Story of Aeneas*. Dir. Giorgio Venturini. Mercury, 1962. Film.
- Excerpts from *De Natura Deorum* by Marcus Tullius Cicero
- Excerpts from *De Rerum Natura* by Lucretius

#### Time Allotment

- Approximately 2 weeks



## UNIT 10

### Capstone Project

The culmination of Advanced Placement Latin is the Capstone Project described below.

#### Description

This project is the culmination of four years of Latin at Trumbull High School, and asks students to contend with all the knowledge they have acquired thus far – not only from AP Latin.

#### Task, Audience and Purpose

**Your Role:** You will take the role of a Roman poet

**The Task:** You will write a Latin poem and conduct a *recitatio* (traditional Roman recitation) in front of the class

**Your Audience:** The class and teacher are your audience, waiting to hear some great Latin poetry

**How You Intend To Impact Your Audience:** You want your audience to feel something, some emotion, whether your poem is about love, war, good memories, the gods, or something else (hint: any of the AP Themes are good topics to consider).

**Background for This Project:** General knowledge about Roman poetry and dactylic hexameter; background info on Roman and Greek epic poems from class; standard Latin poetic conventions; new vocabulary and grammar knowledge; background readings on Roman poetry; and, of course, prior Latin content knowledge

**Assessment of Your Work:** The THS School-Wide Writing Rubric will be used to assess the written poem; the THS World Languages Presentational Speaking Rubric will be used to assess its delivery. Students will be asked to listen to and read over others' poems and have a discussion in class on their meanings.

#### Procedure

1. Students select a genre/topic for their poem. Examples of genera are love poems; satire; comedy; or mini-epics. Examples of topics are any of the AP Themes, but students may select another topic. All topics must be approved by the teacher.
2. Students should select 15 key vocabulary terms that they are using in their poems, write definitions of them in Latin, and submit them along with their poem's draft. This is to ensure that vocabulary selected is both topically and metrically appropriate.
3. Students should write a draft of a 15-line poem in dactylic hexameter about their topic. Students may solicit feedback. The draft does not have to scan perfectly, as part of the feedback process can be working the lines into correct meter.
4. Students should meet individually with the teacher to discuss the draft during class time.

5. Students should revise the draft based on teacher feedback.
6. Students should submit the final poem and present it, along with their vocabulary terms.
7. Student should make copies of their poem in advance and pass them out to each audience member.
8. Audience should hold a small discussion about the poem and its meaning.

For initiating a poem in dactylic hexameter, students may want to begin the process in the following ways:

- Write lines of about 15 syllables, then scan, and fix the lines so they fit into the correct meter.
- Write a prose composition first and then re-work it into meter.

### **Grading**

- Content of the poem is graded on the THS School-Wide Writing rubric
- Delivery of the poem is graded on the THS World Languages Presentational Speaking Rubric
- These grades combined count for a x3 weighted assessment in the “formal assessments” category

## THE TIERED TEXT MODIFICATION SYSTEM

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

Tier 1: completely unmodified Latin text

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

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

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

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

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

## **COURSE CREDIT**

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

## **PREREQUISITES**

Honors Latin III or teacher recommendation based on outstanding performance in ACP Latin III

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading & Writing Rubrics
- Trumbull High School World Languages Interpersonal & Presentational Speaking Rubrics

## Trumbull High School School-Wide Reading Rubric

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

## Trumbull High School School-Wide Writing Rubric

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

## Trumbull High School World Languages Interpersonal Speaking Rubric

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

## Trumbull High School World Languages Presentational Speaking Rubric

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

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