

Classical Humanities

Theme	<i>This elective course is devoted to the study of classical Greek and Roman civilizations. Students will gain a better understanding of two of the most influential civilizations in world history. Through the study of history, mythology/religion, and culture, students will be able to identify ancient Greece and ancient Rome’s contributions to modern warfare, government, philosophy, religion, language, poetry, literature, art, and architecture.</i>		
Strand	Ancient Greek Civilization		
Topic	Ancient Greek History	Pacing	
This unit addresses ancient Greek history by starting with the geographic context and introducing the earliest civilized societies in Greece. It traces the emergence and evolution of the Greek poleis and their defense against the Persian invasion. The alliance between Athens and Sparta and their allies, forced under the Persian threat then collapsed due to Athenian imperialism, resulted in the devastating Peloponnesian War. This war left Greece vulnerable to invasion by the Macedonians, whose leader Alexander the Great spread Greek culture and merged it with the cultures of the East, thus preserving and expanding the influence of the Greeks. In this way, the Greeks, particularly the Athenian Greeks, became a foundation of Western (and ultimately world) civilization.		Weeks 1-4	
Content Statement		Content Elaborations	
<p>1. <i>The geography of ancient Greece gave rise first to a seafaring, trade-based civilization called the Minoans, and a culture of isolated palace kingdoms called the Mycenaeans. These two civilizations first clashed with each other, resulting in the decline of the Minoans, then the Mycenaean waged war with Troy. Disruptions of trade, piracy, and civil war finally ended the Mycenaean era and Greece entered a Dark Age.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none">a. I can describe the geography of Greece and the Aegean region and explain how it influenced Ancient Greek history.b. I can analyze the factors which contributed to and reflected the expansion and wealth of the Minoan Civilization.c. I can analyze the factors which contributed to the collapse of the Minoan Civilization.d. I can outline the key features of Minoan mythology.e. I can describe the Mycenaean culture and compare/contrast it with the Minoans culture.f. I can compare the characteristics of Mycenaean culture with that of the Trojans.		<p>Greece is a mountainous peninsula surrounded by islands, which caused isolation on one hand and, on the other, forced the ancient Greek civilizations to the sea for movement and interaction.</p> <p>The Minoan civilization rose on the islands and focused their efforts on the accumulation of wealth through trade. They lived lives of luxury and did not prepare for defense, believing that their island location would suffice. Their religion was matriarchal, and they worshipped symbols of fertility. But the eruption of the island of Thera ruined their fleet, crops, and palaces, and left them vulnerable.</p> <p>The Mycenaean civilization emerged on the Greek mainland and took the form of isolated palace kingdoms which were in competition with each other. They were warriors because of their mainland location, but they gradually adopted trade as well and took over the Minoan trade empire, its trade routes, and its trade rivalries.</p> <p>These brought them into conflict with other Greeks across the Aegean region; these Greeks had migrated in previous centuries to form a diaspora, including</p>	

Classical Humanities

- g. I can explain the historic/archaeological evidence that explains the causes and conduct of the Trojan War.
- h. I can describe the conditions which contributed to the coming of the Ancient Greek Dark Age and Ancient Greece's reemergence from the Dark Age.

2. The reestablishment of trade by the Dorians reintroduced civilized society to Greece, and multiple, geographically-isolated poleis (city-states) emerged. The people of the polis developed a concept of citizenship in which a balance of benefits and obligations between polis and demos (people) prevailed, though this balance took different forms in Athens and Sparta.

Learning Targets:

- a. I can describe the conditions which contributed to the coming of the Ancient Greek Dark Age and Ancient Greece's reemergence from the Dark Age.
- b. I can describe the features of the Ancient Greek polis.
- c. I can analyze and evaluate the Ancient Greek invention of citizenship.
- d. I can compare and contrast how Athens and Sparta's governments exercised civil power.

3. The expansive Persian Empire threatened the independence of the Greek poleis, which formed an alliance to defeat them. This victory left Athens as the dominant polis, which they parlayed into a trade empire. Fear of Athens' growing power led to a fracturing of the alliance and a mutually devastating war with Sparta. These events gave rise to the discipline of history.

Learning Targets:

- a. I can analyze the causes of conflict between the Ancient Greek city-states and the Persian Empire.
- b. I can evaluate the conduct of the Greek and Persian armies and explain the outcome of the Persian War.
- c. I can explain how the behaviors of Athens and Sparta following the Persian Wars led to the outbreak of the Peloponnesian War.
- d. I can explain the evolution of history as a discipline.

the powerful city of Troy in Asia Minor. War erupted between Mycenae and Troy over trade, and while the Mycenaean prevailed, the war introduced instability that the Mycenaean never overcame, leading to the collapse of civilization and the Greek Dark Age.

Trade was reestablished with the other eastern Mediterranean civilizations by a Greek civilization moving in from the northern mainland, the Dorians, whose mastery of iron allowed them to restore stability, and whose contact with the Phoenicians allowed them to develop a new Greek alphabet, thus reintroducing literacy.

Across Greece, independent, self-governing poleis emerged as the basis of Greek society. In all of these, civil liberty was safeguarded in exchange for the fulfillment of civic duties; this was the earliest known form of the social contract. Civil power was duly administered by leaders whose charge was to ensure the balance between benefits and obligations. In Athens, this impulse forced the evolution from a monarchy to a democracy, as the demos was increasingly seen as the most reliable authority to ensure this balance. In Sparta, a military state emerged, wherein the people's liberties were widely sacrificed for the preservation of their security and independence.

Athens, however, earned the hostility of the massive Persian Empire by assisting rebellious Ionian Greeks in Asia Minor. The Persian king Darius launched an invasion of Greece that was defeated at the Battle of Marathon by a force of Athenians and their allies, without the help of the Spartans. The Persian soldiers, forced into battle on behalf of their god-king, were no match for Greek citizen-soldiers fighting to preserve a system that they believed in.

Darius bequeathed his wrath to his son Xerxes, whose invasion of Greece dwarfed his father's. This time the Spartans assisted Athens, bravely stalling the Persian onslaught at Thermopylae and allowing the Athenians to devise a plan to defeat the Persian navy at Salamis. Further military defeats forced the Persians to give up their invasion, and in the wake of this, Athens' closest allies formed the Delian League. Athens, however, used its navy to dominate the league and form a trade empire.

This generated fear among the other Greeks, who aligned with Sparta and

Classical Humanities

<p>4. Though Athens suffered a defeat, all of the Greek poleis were weakened by the Peloponnesian War. This opened them up to invasion by the ambitious Macedonians whose leader Alexander conquered most of Greece and Persia, merging their cultures to form the Hellenistic Culture.</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> I can analyze how the results of the Peloponnesian War set up the conquest of Ancient Greece by the Macedonians. I can explain the factors which contributed to the formation and expansion of Alexander's empire. I can explain how Alexander's management of his empire contributed to the creation of the Hellenistic culture and ultimately to the empire's collapse. 	<p>waged war against Athens to restore the balance of power. The Peloponnesian War lasted for thirty years as the Spartans first besieged and finally (with the assistance of their former enemy the Persians) blockaded Athens. Though Athens lost the war, all of Greece had suffered and was now vulnerable.</p> <p>Chroniclers like Herodotus and Thucydides established the discipline of history in their efforts to understand and explain these wars.</p> <p>The vulnerability of Greece was exploited by the kingdom of Macedonia, as its young leader Alexander conquered most of Greece and then set his sights on the Persian Empire. His conquests took him as far east as India before he succumbed to a fever. In the meantime, he had spread Greek culture and merged it with that of the East to form the pluralistic Hellenistic Culture.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> geographic isolation Mediterranean climate palace kingdoms frescoes Linear A matriarchal Mother Goddess seal-stone Cult of the Bull Lion's Gate Treasury of Atreus Grave Circle A Linear B Bronze Age Greek diaspora Heinrich Schliemann Carl Blegen Troy VII Dorians Phoenician alphabet polis (city-state) hinterland hoplite agoge Apella Ephors Darius I Battle of Marathon god-king citizen-soldier Pheidippides Miltiades Xerxes I Battle of Thermopylae Leonidas Battle of Salamis Themistocles trireme Delian League Pericles Athenian Empire Peloponnesian League Siege of Athens Athenian plague Melian Dialogue 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze compare compare and contrast describe evaluate explain outline

Classical Humanities

<ul style="list-style-type: none"> • phalanx • acropolis • agora • stoa • demos • citizen • civil liberty • civil power • social contract • monarchy • aristocracy • oligarchy • tyrant • Draco • Solon • Cleisthenes • direct democracy • Assembly • helots • military state 	<ul style="list-style-type: none"> • war by proxy • Alcibiades • Persian blockade • Herodotus • <i>The Histories</i> • investigation • Thucydides • <i>History of the Peloponnesian War</i> • Philip II • Demosthenes • Alexander • Battle of Chaeronea • Macedonian phalanx • Darius III • Battle of Gaugamela • Bucephalus • Gordian Knot • intermarriage • cultural pluralism
<p>Formative Assessments</p> <p>Formative assessments will follow this format: For each assigned Learning Target, the student will...</p> <ul style="list-style-type: none"> • <u>write a thesis statement</u> that states what the student will prove in response to the target • follow up with multiple sentences that <u>provide evidence or specific examples</u> in support of the thesis statement • <u>incorporate all essential vocabulary</u>, used properly, into the response • write in complete sentences relatively free of errors in grammar or spelling 	<p>Summative Assessments</p> <p>Each unit will culminate in a unit test that includes items that are associated with each of the learning targets. These items may include multiple choice questions, matching exercises, true/false statements with corrections, map questions, short-answer questions, or extended response questions. These may be supported by images, passages from primary sources, or graphic organizers. All content included on unit tests will also be addressed in a cumulative final exam that will include multiple choice questions as well as primary source items that require students to identify the source, time period, and map location.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Cahill, Thomas. <i>Sailing the Wine-Dark Sea: Why the Greeks Matter</i>. • Connolly, Peter and Dodge, Hazel. <i>The Ancient City: Life in Classical Athens and Rome</i>. 	<p>Enrichment Strategies</p> <p>Students who wish to challenge themselves further will be invited to conduct independent research into specific topics addressed in the unit. Also, students may choose to read the complete original source materials to supplement the</p>

Classical Humanities

<ul style="list-style-type: none"> • Davison, Michael Worth. <i>Everyday Life Through the Ages</i>. • Hall, Sir Peter. <i>Cities in Civilization</i>. • Hamilton, Edith. <i>The Greek Way</i>. • Herodotus. <i>The Histories</i>. • Keegan, John. <i>The Mask of Command</i>. • Livesey, Anthony. <i>Great Commanders and Their Battles</i>. • Thucydides. <i>History of the Peloponnesian War</i>. • Time-Life Lost Civilizations: <i>Aegean</i> (video). • University of Cincinnati. Troy (website: http://www.cerhas.uc.edu/troy/) 	<p>extracts that are used in class. When available, study tours in the Mediterranean region will be offered to students who demonstrate an interest.</p>
<p>Integrations</p> <ul style="list-style-type: none"> • AP European History: background for emergence of modern Europe • AP U. S. History: basis for Founders' beliefs about government • ELA: historical background for the Trojan War mythology • Government: concepts of citizenship, civil liberty, civil power, civic duties, social contract; difference between direct and representative democracy 	<p>Intervention Strategies</p> <p>Students will be individually encouraged to take the full opportunity to make corrections to formative assessment responses that do not earn a complete score. Students may consult individually with the teacher or the academic assistant to gain support in making these corrections.</p> <p>Teachers may also conduct sessions outside of class time to provide individualized or group support. In some cases, students who struggle to read may be provided with simplified versions or summaries of difficult original source material.</p>

Classical Humanities

Theme <i>This elective course is devoted to the study of classical Greek and Roman civilizations. Students will gain a better understanding of two of the most influential civilizations in world history. Through the study of history, mythology/religion, and culture, students will be able to identify ancient Greece and ancient Rome's contributions to modern warfare, government, philosophy, religion, language, poetry, literature, art, and architecture.</i>	
Strand <i>Ancient Greek Civilization</i>	
Topic <i>Ancient Greek Mythology/Religion</i> Myths are created by societies to attempt to answer fundamental questions about their survival; not surprisingly mythologies of different cultures are similar. Greek mythology answers these questions by creating a pantheon of deities and heroes whose stories serve as a vehicle for individual Greeks to understand their place in the universe.	Pacing Weeks 5-8
Content Statement 1. Societies create myths to help them understand where they came from, what their place is in relation to each other and the universe, and what they value; archetypes in mythology cross boundaries of time, space, and culture. Learning Targets: <ul style="list-style-type: none"> a. I can explain the purposes and functions of mythology. b. I can explain how and why mythologies of different cultures are similar. c. I can explain how and why myths retain their value to human society over time. 2. The ancient Greeks' creation myth explains how everything came into existence, including the hierarchy of deities. Greek myths of fertility and flood further establish the cycles of destruction renewal that the Greeks experienced. Learning Targets: <ul style="list-style-type: none"> a. I can explain and interpret the ancient Greek creation myth. b. I can identify the Olympian gods and describe their character traits and areas of influence. c. I can describe the festivals associated with the Olympian gods and analyze the purposes of the festivals. d. I can explain and interpret the ancient Greek myths of fertility and the flood. 	Content Elaborations Mythology exists to help individuals and societies understand their reason for existence and the keys to their survival. Mythology offers universal responses to universal questions which prove to be similar across time, space, and culture – thus demonstrating a collective human unconscious as defined by comparative mythologist Joseph Campbell. This universality manifests itself as archetypes: creation, fertility, destruction and renewal (flood myths), and cultural values (hero myths). The ancient Greek creation myth, like most creation myths, begins with the separation of order from chaos and the emergence of all beings at the hands of deities. The Greek deities are first ruled over by Uranus, whose son Cronus conspires with his mother to overthrow him. In turn, Cronus and the generation of ruling Titans were overthrown by Zeus and his siblings who ruled as the Olympians. The Olympians were understood by the Greeks to share many human personality traits; they could be swayed by human actions and often interfered with human interactions. Because of this, ancient Greeks developed elaborate festivals and rites to try to win the Olympians' favor. Other early Greek mythology addresses the return of fertility in the spring through the return of Persephone from the Underworld and the cycle of destruction and renewal wrought by Zeus during the flood. Hero myths trace a journey from the ordinary to the extraordinary, as the hero must choose to reject or accept new wisdom and take it back to benefit his people. The Greek story of the labors of Herakles takes its hero through a series of trials he must endure in order to teach humanity about redemption.

Classical Humanities

<p>3. The archetypal hero myth sees the hero through the stages of a journey that takes him beyond his normal realm and forces him to confront new knowledge or insight which he may reject or accept and return with as a gift to his society. The ancient Greeks developed many hero myths which were told and retold by writers like Homer to reinforce their cultural values.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can identify the characteristics of a hero myth. b. I can outline the events of the life and death of the hero Herakles and evaluate his character traits. c. I can outline the events of the hero Jason's quest and evaluate his character traits. d. I can trace the events detailed in the <i>Iliad</i> and explain the origins of the conflict. e. I can evaluate the character traits of the most influential figures found in the <i>Iliad</i>. f. I can explain the events of the <i>Odyssey</i>. g. I can evaluate the character traits of the most influential figures found in the <i>Odyssey</i>. h. I can compare and contrast the motives of the Greek heroes. i. I can evaluate the behaviors of the Olympian gods with special attention given to their roles in the <i>Iliad</i> and <i>Odyssey</i>. 	<p>Jason's quest for the Golden Fleece and his victory over the unrighteous usurper Pelias teach about the equilibrium which comes from justice. Homer's retelling of the Trojan War in The <i>Iliad</i> causes the reader to evaluate what makes a hero by exposing the struggle to find the proper balance between self-interest, the needs of the hero's community, and the will of the gods. Homer's The <i>Odyssey</i> traces the return of Odysseus from the Trojan War, a return interrupted by a series of obstacles and temptations that could have diverted him from his mission to return to his wife and child. Odysseus' determination to overcome these obstacles and temptations – and the fundamental temptation to give up his mission – teaches us about faith and the perseverance it inspires.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • oral tradition • archetype • creation • fertility • flood • hero • trickster • collective unconscious • Joseph Campbell • Chaos • Gaia • Uranus • Eros • Hero's Journey • departure • trial • return • gift • Herakles • Princess Megara • Theseus • King Eurystheus • Twelve Labors • Deianeira • Nessos • Phrixos 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • compare • compare and contrast • describe • evaluate • explain • outline

Classical Humanities

<ul style="list-style-type: none"> • Hesiod • Titans • Cronos • Rhea • Olympians • Zeus • Prometheus • Epimetheus • Poseidon • Hadês • Hestia • Hera • Arês • Hephaestus • Apollo • Artemis • Hermês • Athena • Aphroditê • Demeter • Dionysus • ritual • sacrifice • hymns • sanctuary city • Persephonê • The Five Ages of Man • Lycaon • Deucalion • Pyrrha • Themis 	<ul style="list-style-type: none"> • Golden Fleece • Jason • Pelias • Argonauts • Harpies • King Aiêtês (Aeetes) • Medeia • Eris and the golden apple • Paris and Helen • Meneleus • Agamemnon • Achillês • Thetis • Priam • Hector • Patroclus • Homer • Paris • Odysseus • Phaeacians • Polyphemus • Circê • Sirens • Scylla and Charybdis • Calypso • Penelope • Telemachus • the suitors • the swine herd • the nurse
<p>Formative Assessments</p> <p>Formative assessments will follow this format: For each assigned Learning Target, the student will...</p> <ul style="list-style-type: none"> • <u>write a thesis statement</u> that states what the student will prove in 	<p>Summative Assessments</p> <p>Each unit will culminate in a unit test that includes items that are associated with each of the learning targets. These items may include multiple choice questions, matching exercises, true/false statements with corrections, map</p>

Classical Humanities

<p>response to the target</p> <ul style="list-style-type: none"> • follow up with multiple sentences that <u>provide evidence or specific examples</u> in support of the thesis statement • <u>incorporate all essential vocabulary</u>, used properly, into the response • write in complete sentences relatively free of errors in grammar or spelling 	<p>questions, short-answer questions, or extended response questions. These may be supported by images, passages from primary sources, or graphic organizers. All content included on unit tests will also be addressed in a cumulative final exam that will include multiple choice questions as well as primary source items that require students to identify the source, time period, and map location.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Cahill, Thomas. <i>Sailing the Wine-Dark Sea: Why the Greeks Matter</i>. • Campbell, Joseph. <i>The Hero With a Thousand Faces</i>. • Campbell, Joseph and Moyers, Bill. <i>The Power of Myth</i> (video). • Davison, Michael Worth. <i>Everyday Life Through the Ages</i>. • Hamilton, Edith. <i>The Greek Way</i>. • Hamilton, Edith. <i>Mythology</i>. • Hesiod. <i>Works and Days</i>. • Homer. <i>Iliad</i>. • Homer. <i>Odyssey</i>. • Rosenberg, Donna (ed). <i>World Mythology: An Anthology of the Great Myths and Epics</i>. • Rouse, W. H. D. <i>Gods, Heroes, and Men of Ancient Greece</i>. • Time-Life Lost Civilizations: <i>Aegean</i> (video). • Time-Life Lost Civilizations: <i>Greece</i> (video). • University of Cincinnati. Troy (website: http://www.cerhas.uc.edu/troy/) 	<p>Enrichment Strategies</p> <p>Students who wish to challenge themselves further will be invited to conduct independent research into specific topics addressed in the unit. Also, students may choose to read the complete original source materials to supplement the extracts that are used in class. When available, study tours in the Mediterranean region will be offered to students who demonstrate an interest.</p>
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: All Mythology, specifically the <i>Odyssey</i> 	<p>Intervention Strategies</p> <p>Students will be individually encouraged to take the full opportunity to make corrections to formative assessment responses that do not earn a complete score. Students may consult individually with the teacher or the academic assistant to gain support in making these corrections.</p> <p>Teachers may also conduct sessions outside of class time to provide individualized or group support. In some cases, students who struggle to read may be provided with simplified versions or summaries of difficult original source material.</p>

Classical Humanities

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Strand <i>Ancient Greek Civilization</i>	
Topic <i>Ancient Greek Culture</i> The culture of the Ancient Greeks set the foundations for Western Civilization and ultimately modern world culture. Ancient Greek values, language, philosophy, theater, athletics, poetry, sculpture, and architecture all have their influence in the modern world. All of these were set in and therefore influenced by a context of daily life unique to the ancient Greeks.	Pacing Weeks 9-12
Content Statement <ol style="list-style-type: none"> <i>The ancient Greeks valued excellence but tempered it with a warning not to defy the gods (hubris); they expressed these values through an alphabet that made communication more accessible.</i> Learning Targets: <ol style="list-style-type: none"> I can explain and evaluate the common cultural values of the Ancient Greeks. I can analyze the evolution of the Ancient Greek alphabet and its influence on Greek culture. <i>Ancient Greek philosophy first rejected the idea that truth could only be gained from the gods and replaced it with a disciplined inquiry, first into nature then into human thought.</i> Learning Targets: <ol style="list-style-type: none"> I can compare and contrast the teachings of the traditionalists, pre-Socratics, and the Sophists. I can compare and contrast the teachings of Socrates to those of his predecessors. I can trace the evolution of the Ancient Greek's pursuit of truth through philosophy. <i>Greek playwrights evolved the art of theater to allow the public to experience the cycle by which tragic heroes rise and fall and to question authority and traditional social order through comedy.</i> 	Content Elaborations <p>The ancient Greeks valued the pursuit of excellence (areté) through the spirit of competition (agon). Excellence thus achieved, however, could tempt one to adopt the belief that he is equal to or better than the gods (hubris). This leads to a fatal act (até) and the hero's fall (nemesis). Yet the hero who falls may still be admired through a dignified acceptance of his fate. These and all of the ancient Greeks' ideas could be shared widely because the Greeks adopted an alphabet that was easy to learn, which facilitated collaboration.</p> <p>The Greeks at once attributed all wisdom to the gods and held that the only way for a man to comprehend truth was by consulting an oracle. But the pre-Socratic philosophers pursued truth in a systematic investigation of nature and its patterns, the foundation of modern science. The Sophists responded to this development by claiming that truth is all relative, but Socrates rejected this nihilistic view in favor of the pursuit of truth in a serious self-examination through questioning and refinement of one's understanding. Plato and Aristotle carried on this work, debating whether truth is best sought inside or outside the mind.</p> <p>Born in the festivals to honor Dionysus, the invention of theater by Thespis offered a venue for creative outlet and cultural expression. The works of the great tragedians Aeschylus, Sophocles, and Euripides traced the rise and fall of tragic heroes in an effort to provide a cathartic release for the audience. Comedy, such as the works of Aristophanes, gave voice to dissent in the form of satire.</p>

Classical Humanities

<p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can trace the origins and evolution of Ancient Greek theater. b. I can identify the elements of an Ancient Greek tragedy and evaluate the works of the famous tragedians. c. I can identify the elements of an Ancient Greek comedy and evaluate the works of the famous comedians. <p>4. The Greeks cherished excellence (areté) in an effort to be as close to the gods as possible, and pursued it in every possible context.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can explain the role of athletics in Ancient Greece. b. I can explain the purpose of poetry and sculpture in Ancient Greek culture and evaluate the works of the famous Greek poets and sculptors. c. I can trace the evolution of Ancient Greek sculpture. d. I can identify the architectural elements found in Ancient Greek temples. e. I can analyze how the Ancient Greeks developed an architectural style that reflected the order found in nature. <p>5. The Greeks decorated their pottery with images of daily life, which reveal their social interactions and cultural traits.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can describe the evolution and analyze the functions of Ancient Greek pottery. b. I can describe the daily experiences of an Ancient Greek household. c. I can describe the public lives of Ancient Greeks. 	<p>The Greek value of excellence led them to pursue it in every possible context. Events which started with religious purposes soon came to take on their own value because they became a medium for the pursuit of excellence. Athletics is an obvious example, as competition inspired extraordinary performances born in god-given talents. Poets and sculptors were cherished because they could capture and communicate to those who could not be present the moment when areté was achieved. Soon their works were honored as examples of areté. Sculpture evolved from expressing a generic ideal to honor specific exemplars of areté. Greek temples expressed the orderliness and harmony seen to be desired by the gods and manifested in nature as created by the gods, and like the works of poets and sculptors, the works of architects also were honored as examples of areté.</p> <p>Much of what is known about the daily lives of the ancient Greeks has been gleaned from the images found on pottery, which though at first featured only geometric patterns evolved to present detailed scenes of daily life. The ancient Greeks' private social interactions focused on entertainment and wide-ranging conversation at home. Economic and political exchange and discourse took place in the agora, the center of public life in each polis.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • agon • areté • hubris • até • nemesis • ideographic system • Aeschylus • <i>Prometheus Bound</i> • Sophocles • <i>Oedipus Rex</i> • Euripides • <i>Medea</i> 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • compare and contrast • describe • evaluate • explain • identify

Classical Humanities

<ul style="list-style-type: none"> • alphabet • Phoenicians • oracles • Thales • Anaxagoras • Democritus • Protagoras • relativism • rhetoric • truth • Socratic method • gnothi seauton • Plato • world of ideas • world of objects • Platonic ideals • The Republic • Aristotle • form and matter of an object • Platonic solids • drama • chorus • orchestra • theatron • skene • Thespis • actors • tragic flaw (hubris) • the fall (até and nemesis) • the acceptance • catharsis 	<ul style="list-style-type: none"> • satire • Aristophanes • Olympic games • stade • Pindar • ode • Phidias • Myron • Praxiteles • Kouros and Korē • Pre-Classical • Kritian Boy • classical • acropolis • trabeation • base • column • capital • frieze • pediment • the orders • Doric • Ionic • Corinthian • Golden Section/Rectangle • Geometric • Oriental • black-figure pottery • red-figure pottery • symposium • agora
<p>Formative Assessments</p> <p>Formative assessments will follow this format: For each assigned Learning Target, the student will...</p> <ul style="list-style-type: none"> • <u>write a thesis statement</u> that states what the student will prove in 	<p>Summative Assessments</p> <p>Each unit will culminate in a unit test that includes items that are associated with each of the learning targets. These items may include multiple choice questions, matching exercises, true/false statements with corrections, map</p>

Classical Humanities

<p>response to the target</p> <ul style="list-style-type: none"> • follow up with multiple sentences that <u>provide evidence or specific examples</u> in support of the thesis statement • <u>incorporate all essential vocabulary</u>, used properly, into the response • write in complete sentences relatively free of errors in grammar or spelling 	<p>questions, short-answer questions, or extended response questions. These may be supported by images, passages from primary sources, or graphic organizers. All content included on unit tests will also be addressed in a cumulative final exam that will include multiple choice questions as well as primary source items that require students to identify the source, time period, and map location.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Aeschylus. <i>Prometheus Bound</i>. • Aristophanes. Selections. • Burke, James. <i>The Day the Universe Changed</i>. • Cahill, Thomas. <i>Sailing the Wine-Dark Sea: Why the Greeks Matter</i>. • Connolly, Peter and Dodge, Hazel. <i>The Ancient City: Life in Classical Athens and Rome</i>. • Davison, Michael Worth. <i>Everyday Life Through the Ages</i>. • Euripides. <i>Medea</i>. • Hall, Sir Peter. <i>Cities in Civilization</i>. • Hamilton, Edith. <i>The Greek Way</i>. • Pearson, Anne. <i>Eyewitness: Ancient Greece</i>. • Pindar. Selections from <i>Odes</i>. • Sophocles: <i>Oedipus Rex</i>. • Time-Life Lost Civilizations: <i>Greece</i> (video). 	<p>Enrichment Strategies</p> <p>Students who wish to challenge themselves further will be invited to conduct independent research into specific topics addressed in the unit. Also, students may choose to read the complete original source materials to supplement the extracts that are used in class. When available, study tours in the Mediterranean region will be offered to students who demonstrate an interest.</p>
<p>Integrations</p> <ul style="list-style-type: none"> • Engineering: Construction of public and private structures • ELA: Works of poetry, theater, and philosophy • Mathematics: Golden Section as mathematical principle • Science: Golden Section in nature • Visual Arts: Golden Rectangle/Section/Spiral as aesthetic principle 	<p>Intervention Strategies</p> <p>Students will be individually encouraged to take the full opportunity to make corrections to formative assessment responses that do not earn a complete score. Students may consult individually with the teacher or the academic assistant to gain support in making these corrections.</p> <p>Teachers may also conduct sessions outside of class time to provide individualized or group support. In some cases, students who struggle to read may be provided with simplified versions or summaries of difficult original source material.</p>

Classical Humanities

Theme <i>This elective course is devoted to the study of classical Greek and Roman civilizations. Students will gain a better understanding of two of the most influential civilizations in world history. Through the study of history, mythology/religion, and culture, students will be able to identify ancient Greece and ancient Rome's contributions to modern warfare, government, philosophy, religion, language, poetry, literature, art, and architecture.</i>	
Strand <i>Ancient Roman Civilization</i>	
Topic <i>Ancient Roman History</i> This unit addresses ancient Roman history by starting with the geographic context and introducing the earliest societies on the Italian Peninsula. It traces the conquest of the Latins by the Etruscans and the Etruscans' influence on the development of the city of Rome. The rejection of the Etruscan monarchy led to the founding of the Roman Republic and its evolution of a system of checks and balances. This republic did not survive the stresses caused by the Punic Wars, and a series of dictators ruled as Rome expanded into a Mediterranean Empire. This Empire's size made it unwieldy and pressure from Germanic tribes caused economic, political, and social crises that led to the collapse of Roman authority in the West and the continuation of Roman culture in the Byzantine Empire of the east. In this way, the Romans became a foundation of Western (and ultimately world) civilization.	Pacing Weeks 12-15
Content Statement <ol style="list-style-type: none"> <i>The geography of the Italian Peninsula gave rise to pre-civilized societies like the Latin, but interaction with eastern cultures allowed for the civilized Etruscans to emerge as the dominant society.</i> Learning Targets: <ol style="list-style-type: none"> I can describe the geography of Italy and the Mediterranean region and explain how it influenced Ancient Roman history. I can compare and contrast the Etruscans with the Latins and analyze the Etruscans' influence on the development of Ancient Rome. <i>Abuse by their Etruscan overlords led the people of Rome to revolt and form a government more responsive to their interests, a Republic. This Republic evolved a system of checks and balances between branches of the government and social classes. This balance gave Rome a fiercely loyal populace who formed a citizen-army that both defended the city from invasion and expanded its territory to include the entire Italian Peninsula. When this expansion led to conflict with Carthage in the Punic Wars, Rome's citizen army defeated the Carthaginians and expanded</i> 	Content Elaborations The Italian Peninsula, with its coastal plains in the south, leant itself to agriculture and easier interaction between north and south. Thus, when the Etruscans, probably descendants of eastern civilization, established Italy's first civilized society, they were able to conquer the pre-civilized Latins and establish the city of Rome. The Etruscans ruled Rome as a monarchy until they became abusive under the rule of Lucius Tarquinius Superbus. His abuse incited Publius Valerius Publicola to lead a revolution and to subsequently create a government more responsive to the people: the Republic. Its senate, an assembly of Patricians (city fathers) who formerly advised the king, made laws and appointed Consuls to carry out the laws and command the armies. The citizen-army held limited powers. In time, however, the army on behalf of the plebeians demanded increased influence, and this led first to the creation of tribunes and a plebeian assembly. These reforms established a system of checks and balances to maintain equilibrium between branches of the government and social classes. Rome's citizen-army was thus motivated to defend and support the system

Classical Humanities

Rome's empire across the region.

Learning Targets:

- I can analyze the reasons for the establishment of the early Roman Republic and describe the structure of the early republic.
- I can explain why and how the structure of the Roman Republic evolved into a system of balanced power.
- I can explain how Ancient Rome was able to expand and dominate the entire Italian Peninsula.
- I can analyze the causes of the Punic Wars and trace the military outcomes.
- I can analyze the impact the Punic Wars had on the expansion of Rome.

3. Following the Punic Wars, economic crises led to civil unrest which brought about the end of the Republic and a transition to autocracy.

Learning Targets:

- I can analyze the connection between the outcome of the Punic Wars and the collapse of the Roman Republic.
- I can trace the rise and fall of Julius Caesar.
- I can trace the rise of Octavian and analyze his consolidation of power.

4. Augustus' leadership restored stability to Rome through the establishment of an imperial monarchy, which in turn contributed to an era of economic prosperity, military dominance, and social tranquility known as Pax Romana.

Learning Targets:

- I can evaluate the reign of Augustus.
- I can describe the economic, political, and cultural elements of the empire during Pax Romana.
- I can describe the boundaries of the Roman Empire during Pax Romana.

5. The prosperity of Pax Romana helped to mask the crumbling foundations of the Roman Empire, including bad leadership, decadence and loss of self-reliance, borders under pressure, economic decline, and political

that had evolved to serve the people's interests. This army successfully defended Rome against invasions and defeated the Greek colonies of the south to expand its territory to include all of the Italian Peninsula. The Romans bound their empire together with a network of roads that facilitated trade and interdependence. Having done so, Rome came into conflict with Carthage over trade. In a series of wars called the Punic Wars, Rome defeated Carthage and established its dominance over the Mediterranean region.

However, Rome's victories were costly in that they required its citizen-soldiers to abandon their lands, which became overrun by weeds and unfarmable. These lands were acquired by the wealthy patrician officers who formed a new class of very wealthy, the latifundia. The landless poor crowded into the city seeking jobs but found only poverty and crime. The Gracchus brothers proposed land reform but were murdered by the Senate, inciting a civil uprising from which Lucius Cornelius Sulla emerged as dictator. He stripped the plebeians of power, and they had no advocate until the rise of Gaius Julius Caesar as dictator. He too fell to the Senate when he sought to usurp their power, and his adopted son Octavian fought to claim the mantle of power against Marc Antony and his Egyptian allies.

Following Octavian's victory, he established his own dictatorship but managed his relationship with the Senate well, allowing him to reign for 41 years. During this period, he managed to quell internal strife, establish secure borders, and promote trade, all leading to an era of Roman prosperity and dominance called Pax Romana. During this era, Rome's borders stretched from Britain in the northwest across Europe south of the Rhine and Danube Rivers, across North Africa ending at the Persian Empire in the east.

Rome, however, could not sustain the responsibilities and obligations of maintaining a large empire. Though some emperors followed the model of Augustus, others like Caligula and Nero sought personal glory and luxurious lifestyles. This model inspired the same from Rome's people who became decadent and lost their self-reliance in the wake of government handouts. In the meantime, the capital of the empire moved to Constantinople and the wealth of the east stopped flowing to support the west, which was also suffering from overcultivation. The Germanic tribes of northern Europe also began to put pressure on Rome's borders as they fled the oncoming Huns. The

Classical Humanities

<p><i>disintegration. Following the collapse of Roman authority in the west, the Roman system was continued in the east as the Byzantine Empire.</i></p> <p>Learning Targets:</p> <ol style="list-style-type: none"> I can evaluate the quality of leadership during Pax Romana and illustrate with specific examples. I can compare and contrast the western and eastern portions of the Roman Empire and explain the shift of power from west to east. I can explain the military, political, economic, and social problems which led to the fall of the Roman authority in western Europe. I can describe the process by which Rome's territories in the west were overrun by the barbarians and analyze how these events led to the loss of the Greek and Roman heritage in the west. I can explain the role of the Byzantine Empire in the continuation of the Roman Empire and its heritage. 	<p>Roman's sought first to pay off these Goths with devalued currency, but this only created crippling inflation that resulted in corruption and an inability to recruit and retain soldiers since they had long been forced to hire mercenaries to supplement the citizen-army. Finally, Rome could no longer defend its western territories, which were overrun by 476 AD, leading to the loss of the Greek and Roman heritage in western Europe. This heritage, however, was preserved in the continuation of the empire in the east, in the form of the Byzantine Empire, until 1453.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> pre-civilized society vs. civilized society the Seven Hills Cloaca Maxima absolute monarchy Lucius Tarquinius Superbus Publius Valerius Publicola Patricians Plebeians Senate Consuls Comitia Centuriata Tribunes Law of the Twelve Tables Plabian Assembly checks and balances Republic vs. Representative Democracy dictator Cincinnatus virtue citizen soldier Pompey Galic Wars public works Ides of March Marcus Brutus Second Triumvirate Mark Antony Cleopatra Battle of Actium Princes Imperator Augustus Pax Romana barbarian Germanic tribes Bread and Circuses decadence Tiberius Caligula Claudius 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze compare and contrast describe evaluate explain trace

Classical Humanities

<ul style="list-style-type: none"> • tolerance • tribute • interdependence • full citizenship • partial citizenship • trade rivalry • Hamilcar Barca • Hannibal • Battle of Cannae • Quintus Fabius Cunctator • Scipio • Cato • razed • latifundia • urbanization • landless poor • Tiberius and Gaius Gracchus • land reform • Lucius Cornelius Sulla • dictatorship • First Triumvirate • Crassus 	<ul style="list-style-type: none"> • Nero • Five Good Emperors • Marcus Aurelius • Diocletian • Constantine • Huns • barbarians • mercenaries • inflation • corruption • coloni • Goths • Battle of Adrianople • Visigoths • Alaric • Attila • Odoacer • Justinian • Church of St. Sophia • Corpus Juris Civilis • Justinian's Code
<p>Formative Assessments</p> <p>Formative assessments will follow this format: For each assigned Learning Target, the student will...</p> <ul style="list-style-type: none"> • <u>write a thesis statement</u> that states what the student will prove in response to the target • follow up with multiple sentences that <u>provide evidence or specific examples</u> in support of the thesis statement • <u>incorporate all essential vocabulary</u>, used properly, into the response • write in complete sentences relatively free of errors in grammar or spelling 	<p>Summative Assessments</p> <p>Each unit will culminate in a unit test that includes items that are associated with each of the learning targets. These items may include multiple choice questions, matching exercises, true/false statements with corrections, map questions, short-answer questions, or extended response questions. These may be supported by images, passages from primary sources, or graphic organizers. All content included on unit tests will also be addressed in a cumulative final exam that will include multiple choice questions as well as primary source items that require students to identify the source, time period, and map location.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Connolly, Peter and Dodge, Hazel. <i>The Ancient City: Life in Classical</i> 	<p>Enrichment Strategies</p> <p>Students who wish to challenge themselves further will be invited to conduct</p>

Classical Humanities

<p><i>Athens and Rome.</i></p> <ul style="list-style-type: none"> • Davison, Michael Worth. <i>Everyday Life Through the Ages.</i> • Hall, Sir Peter. <i>Cities in Civilization.</i> • Hamilton, Edith. <i>The Roman Way.</i> • Livesey, Anthony. <i>Great Commanders and Their Battles.</i> • Payne, Robert. <i>Ancient Rome.</i> • Time-Life Lost Civilizations: <i>Rome</i> (video). 	<p>independent research into specific topics addressed in the unit. Also, students may choose to read the complete original source materials to supplement the extracts that are used in class. When available, study tours in the Mediterranean region will be offered to students who demonstrate an interest.</p>
<p>Integrations</p> <ul style="list-style-type: none"> • AP European History: Background for emergence of modern Europe • AP U. S. History: Basis for Founders' beliefs about government • Latin: All original source material • Government: Structure of republic with checks and balances; difference between republic and representative democracy 	<p>Intervention Strategies</p> <p>Students will be individually encouraged to take the full opportunity to make corrections to formative assessment responses that do not earn a complete score. Students may consult individually with the teacher or the academic assistant to gain support in making these corrections.</p> <p>Teachers may also conduct sessions outside of class time to provide individualized or group support. In some cases, students who struggle to read may be provided with simplified versions or summaries of difficult original source material.</p>

Classical Humanities

Theme <i>This elective course is devoted to the study of classical Greek and Roman civilizations. Students will gain a better understanding of two of the most influential civilizations in world history. Through the study of history, mythology/religion, and culture, students will be able to identify ancient Greece and ancient Rome's contributions to modern warfare, government, philosophy, religion, language, poetry, literature, art, and architecture.</i>	
Strand <i>Ancient Roman Civilization</i>	
Topic <i>Ancient Roman Mythology/Religion/Culture</i> Roman mythology began with native deities that soon merged with Etruscan and Greek contributions to create a formalistic state religion. This offered little religious solace or inspiration, and dissident Romans turned to Christianity which, at first outlawed, came to be the official religion of the empire. The culture of the ancient Romans helped set the foundations for Western Civilization and ultimately modern world culture. Ancient Roman values, philosophy, poetry, engineering, and architecture all have their influence in the modern world. All of these were set in and therefore influenced by a context of daily life unique to the ancient Romans.	Pacing Weeks 16-18
Content Statement 1. <i>The primitive deities of the Latins were more personal, and while they survived contact with the Etruscans and Greeks, the more universal deities of these cultures took root. Rome soon had its own pantheon of Olympian deities, the Dei Consentes. The Romans worshipped these gods in formalistic rites that soon lost their spiritual significance.</i> Learning Targets: a. I can explain the Ancient Romans' early religious beliefs. b. I can explain how exposure to Ancient Greek and Etruscan culture transformed Roman religious beliefs. c. I can correlate the Ancient Roman gods with their Ancient Greek equivalents and describe their character traits and areas of influence. d. I can analyze how the Ancient Romans practiced their religion. 2. <i>The Roman foundation myth evolved from a more primitive and less appealing story of Rome's founding by outlaws Romulus and Remus to Vergil's more elegant and respectable Aeneid which posited that Rome had been founded by the Trojan descendants of the goddess Venus.</i> Learning Targets: a. I can explain the foundation myth of Romulus and Remus. b. I can trace the events detailed in the Aeneid.	Content Elaborations Roman religion began with the primitive, personal deities of the Latins, lares, and penates who oversaw the well-being of families. Contact with the Etruscans and Greeks brought the introduction of more universal deities, which evolved into the Dei Consentes, led by the stern, grave, dignified Jupiter who came to occupy a dominant position among the gods, the only god whom the Romans truly respected in the long run. An elaborate system of ritual evolved to honor the deities, and this systematic ritual constituted the Roman state religion, which over time lost its spiritual relevance to the more secular mindset of a public desiring to be simply entertained. Roman creation mythology also evolved from a native origin to a more elaborate form influenced by foreign cultures. The myth of Romulus and Remus, outlaw figures who founded Rome, was the original creation myth. Augustus, however, who envisioned the Roman state and himself as embodiments of Jupiter's virtue, found this appalling and commissioned a more dignified founding myth. This was provided by the poet Vergil, who connected Rome's founding to the storied heroes of Troy and their champion Aeneas, who was of divine origin having been a child of Venus. The Roman public became less engaged with the traditional state religion, in part because it had lost its meaning in the atmosphere of public entertainment

Classical Humanities

- c. I can compare and contrast the *Aeneid* with the *Iliad* and the *Odyssey*, and I can analyze how Ancient Roman cultural values at the time of Augustus are reflected in the story of the *Aeneid*.

3. ***The formalism of the Roman state religion led Romans to seek higher spiritual fulfillment in the form of Christianity. Roman authorities at first outlawed the faith which seemed a threat but eventually accepted it as the official religion of Rome.***

Learning Targets:

- a. I can analyze the factors that made Christianity appealing to Ancient Romans.
- b. I can trace the evolution of the relationship between the early Christians and the Ancient Roman government.

4. ***Some Romans embraced Greek culture as a model while others saw it as a pathway to decadence. Greek styles of poetry were mobilized to celebrate Roman values, and Roman philosophy, though inspired by the Greeks, reflected the evolving values of the Roman culture and leadership.***

Learning Targets:

- a. I can analyze the debate over whether Romans should embrace Greek culture or adhere to a purely Roman culture.
- b. I can explain the styles of Ancient Rome's most noted poets and analyze the spirit in which they embraced Ancient Greek culture.
- c. I can explain the core beliefs of Rome's most noted philosophers and how these beliefs reflected the evolution of Roman culture.

5. ***The Romans used concrete arches, vaults, and domes to build structures needed to serve the growing Roman population. Some of these served essential needs, like the provision of food and water; others provided spaces for public life and government administration; still others provided needed distractions in the form of entertainment.***

Learning Targets:

- a. I can analyze how Ancient Roman advances in construction technology made new types of structures possible.

but also because it did not offer the spiritual guidance that they were exposed to by many of the people whom they conquered. Christianity gained notoriety because of its adherents' persistence and faith in the face of intense persecution and because of Christianity's universal messages of equality, justice, and hope. Over time, persecution gave way to legal acceptance under Constantine, which allowed the faith to spread across the empire until it was declared the official religion of the empire by Theodosius.

The growing influence of Greek culture on Roman culture was embraced by some, like Scipio, and opposed by others, like Cato. Its proponents saw Greek culture as uplifting, while its critics saw it as a path to decadence. Ultimately, the Greek influence could not be purged; it was already entrenched. Roman poets like Horace embraced the Greek ode and epic, though they used it to glorify Rome and its traditional values rather than to glorify individuals. Satirical poets like Ovid mirrored Greek comic authors but ran afoul of the state when they went too far into mocking Jupiter and other gods. Roman philosophers like Cicero reflected civic values as had the early Greeks, while Marcus Aurelius reflected Greek stoicism as the empire appeared to run itself during Pax Romana. As this mentality contributed to the fall of Roman authority, Augustine of Hippo reflected the Roman turn toward a higher power.

The Romans were early on faced with the need to provide for a large and growing urban population. They borrowed from the emerging Greek practice of using arches to support their structures and perfected this practice by introducing concrete. This allowed for the construction of bridges to carry Rome's expertly-built roads across rivers so that food could be imported to the urban populations. Fresh water collected from the nearby foothills was transported into cities in aqueducts, using arches to maintain a constant slope. This was distributed throughout cities by use of a gravity-fed plumbing system, which provided a constant source of water for fountains and baths, even within the houses of the wealthy.

The arch also allowed for structures to grow to multiple stories, and variations on the arch such as the vault and dome allowed large spaces to be enclosed. These allowed for the construction of arenas and theaters for public entertainment, apartment buildings for public housing, bathhouses for public

Classical Humanities

<p>b. I can explain how bridges and aqueducts were constructed, identify their function, and analyze their influence on Ancient Roman culture.</p> <p>c. I can explain how stadiums were constructed, identify their function, and analyze their influence on Ancient Roman culture.</p> <p>d. I can explain how baths were constructed, identify their function, and analyze their influence on Ancient Roman culture.</p> <p>e. I can explain how official buildings and temples were constructed, identify their function, and analyze their influence on Ancient Roman culture.</p> <p>6. The Romans also constructed dwellings to accommodate the swelling populations of cities and replicated their model of urban life throughout the empire. The remains of Pompeii and Herculaneum reveal the daily social interactions and cultural traits of the Romans.</p> <p>Learning Targets:</p> <p>a. I can explain how residential buildings were constructed, identify the function of each room, and analyze their influence on Ancient Roman culture.</p> <p>b. I can explain how the Ancient Romans planned their cities.</p> <p>c. I can describe the daily experiences of an Ancient Roman household.</p> <p>d. I can describe the public lives of Ancient Romans.</p> <p>e. I can explain how the eruption of Mt. Vesuvius in 79 A.D. has contributed to current understanding of Ancient Roman culture.</p>	<p>gathering and hygiene, basilicas for public administration, and temples for public worship. With all of these advances to be proud of, the Romans still turned to the aesthetic influence of the Greeks, employing Greek architectural motifs to adorn their structures.</p> <p>The average Roman lived in an apartment in a crowded city block, eating at fast-service restaurants on the first floor, while wealthier families owned single-family dwellings on the outskirts of the city and staffed by slaves. Cities came to take on standard characteristics as the Romans sought to replicate the orderliness of their military camps across their empire. Roman families entertained, conducted business, and worshipped at home but also attended public events to gather and share news, discuss politics, and do business in the forum. A trip to the bathhouse was a daily ritual that could involve exercise, reading, bathing, and public debate and gossip. All of these can be seen in the preserved ruins of cities buried by the eruption of Mount Vesuvius in 79 AD. The frozen images of Pompeii and Herculaneum provide glimpses into the daily lives of the Romans.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • lares • penates • paterfamilias • Janus • Diana • Vesta • Jove/Jupiter • Tinia/Zeus • Juno • Uni/Hera • Minerva • Theodosius • Scipio • Cato • virtue/gravitas • frivolity/decadence • pluralism • Horace • Odes • Ovid • The Metamorphoses • Marcus Tullius Cicero 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • compare and contrast • correlate • describe • explain • identify • trace

Classical Humanities

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| <ul style="list-style-type: none"> • Athena/Minerva • Jupiter • Neptune • Pluto • Mars • Vulcan • Apollo • Mercury • Venus • Ceres • Bacchus • Dei Consentes • Gravititas • formalistic rites • Pontifex Maximus • state religion • Rhea Silvia • Numitor • Amulius • she-wolf • Rape of the Sabine Women • Titus Titius • Vergil • Aeneus • Dido • Trojan Horse • Sibyl • Anchises • Turnus • Pallas • cults • universalism • Jesus • Peter • Paul • persecution • crucifixion | <ul style="list-style-type: none"> • <i>On the Laws</i> • <i>On Duties</i> • Marcus Aurelius • Meditations • Augustine of Hippo • City of God • concrete • arch • vault • dome • slope • reservoir • Circus Maximus • Colosseum • arena • theater • amphitheater • Baths of Caracalla • thermae • apodyterium • gymnasium • frigidarium • tepidarium • caldarium • hypocaust • basilica • Pantheon • Temple of Jupiter • Capitoline Hill • Palatine Hill • atrium style • domus • insulae • tabernae • cardo • decumanus • Forum |
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Classical Humanities

<ul style="list-style-type: none"> • martyrdom • home churches • Ichthys (ΙΧΘΥΣ) • catacombs • prohibition • Nero • Diocletian • Constantine • Edict of Milano • vigiles • theatrical competitions • chariot races • gladiatorial games • triumphal parades • ash fall • surge cloud • pyroclastic flow 	
<p>Formative Assessments</p> <p>Formative assessments will follow this format: For each assigned Learning Target, the student will...</p> <ul style="list-style-type: none"> • <u>write a thesis statement</u> that states what the student will prove in response to the target • follow up with multiple sentences that <u>provide evidence or specific examples</u> in support of the thesis statement • <u>incorporate all essential vocabulary</u>, used properly, into the response • write in complete sentences relatively free of errors in grammar or spelling 	<p>Summative Assessments</p> <p>Each unit will culminate in a unit test that includes items that are associated with each of the learning targets. These items may include multiple choice questions, matching exercises, true/false statements with corrections, map questions, short-answer questions, or extended response questions. These may be supported by images, passages from primary sources, or graphic organizers. All content included on unit tests will also be addressed in a cumulative final exam that will include multiple choice questions as well as primary source items that require students to identify the source, time period, and map location.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Augustine. <i>City of God</i>. • Cicero, Marcus. <i>On Duties</i> and <i>On the Laws</i>. • Connolly, Peter and Dodge, Hazel. <i>The Ancient City: Life in Classical Athens and Rome</i>. • Davison, Michael Worth. <i>Everyday Life Through the Ages</i>. • Giavonetti, Nino. <i>Lecture on the Colosseum</i> (video). • Hall, Sir Peter. <i>Cities in Civilization</i>. • Hamilton, Edith. <i>Mythology</i>. • Hamilton, Edith. <i>The Roman Way</i>. • Horace. <i>Odes</i>. • Marcus Aurelius. <i>Meditations</i>. • Ovid. <i>Metamorphoses</i>. • Payne, Robert. <i>Ancient Rome</i>. • Pellegrino, Richard. <i>Ghosts of Vesuvius</i>. 	<p>Enrichment Strategies</p> <p>Students who wish to challenge themselves further will be invited to conduct independent research into specific topics addressed in the unit. Also, students may choose to read the complete original source materials to supplement the extracts that are used in class. When available, study tours in the Mediterranean region will be offered to students who demonstrate an interest.</p>

Classical Humanities

<ul style="list-style-type: none"> Rosenberg, Donna (ed). <i>World Mythology: An Anthology of the Great Myths and Epics</i>. Time-Life Lost Civilizations: <i>Rome</i> (video). Vergil. <i>Aeneid</i>. 	
<p>Integrations</p> <ul style="list-style-type: none"> Engineering: Construction of public and private structures; materials and techniques ELA: All works of mythology, theater, poetry, and philosophy Latin: All original source materials Science: Eruption of Mt. Vesuvius; volcanism 	<p>Intervention Strategies</p> <p>Students will be individually encouraged to take the full opportunity to make corrections to formative assessment responses that do not earn a complete score. Students may consult individually with the teacher or the academic assistant to gain support in making these corrections.</p> <p>Teachers may also conduct sessions outside of class time to provide individualized or group support. In some cases, students who struggle to read may be provided with simplified versions or summaries of difficult original source material.</p>