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<td>Students Engage in Conversations, Provide and Obtain Information, Express Feelings and Emotions, and Exchange Opinions Students Understand and Interpret Written and Spoken Language on a Variety of Topics Students Will Demonstrate Understanding of the Nature of Language through Comparisons of the Language Studied and Their Own</td>
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<td>A. Grammar</td>
<td>1.</td>
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<tr>
<td>• Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level</td>
<td>• Recognize the different pronouns and how to use them correctly</td>
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<tr>
<td>• Write simple phrases and sentences in Latin</td>
<td>• Recognize the target pronoun and translate it into English</td>
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<tr>
<td>• Compare and contrast the language patterns of Latin to the structure and grammar of English</td>
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Alignments:
CCSS: 1.L.1; 2.L.1; 11-12.L.3
Performance: 1.5, 1.6, 1.8, 2.2, 3.5
Knowledge: (CA) 1-3,7
WLCLE: WL.1.1; WL.1.2; WL.4.1
NETS: 3
DOK: 2

Instructional Strategies
- Teacher models correct inflectional forms; student reviews via recitation
- Student reviews by reading model sentences in textbook (practices in book)
- Teacher produces parallel sentence translations, for students to practice deductive and inductive reasoning, such as:
  - The master himself gives dinner to the slave
  - Response: Dominus ipse servo cenam donat
  - Parallel: Servus ipse puero aquam donat
  - The slave himself gives water to the boy
### Assessments/Evaluations

- Teacher created written comprehensive assessment
- Translation sentences and passages from Latin to English
- Identification of targeted grammar within context

### Sample Assessment Questions

- *Brutus Cassiusque ipsi conspiratores erant.* What kind of word is *ipsi* in the sentence?
- *Ei qui Caesarem interfecerunt errant inimici eius vel hostes rei publicae.* What kind of word is *ei* in the sentence?

### Instructional Resources/Tools

- Student revision via recitation
- Kinesthetic drills (to aid memory) of relevant forms
- Textbook (practices in book)
- Parallel sentence translations, such as:
  - Catullus will go either to Bithynia or to Sermio
  - Response: *Catullus aut ad Bithynia aut Sermionem*
  - Caesar aut ad Britanniam aut Galliam ibit
  - Response: Caesar will go either to Britain or to Gaul

### Literacy Connections

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA:
  - Reading and writing Standard English grammar
  - Comprehending and applying language
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Students Understand and Interpret Written and Spoken Language on a Variety of Topics  
Students Will Demonstrate Understanding of the Nature of Language through Comparisons of the Language Studied and Their Own |
| Mode | Listening and Speaking  
Reading and Listening  
Language Comparisons |

### Standards

**B. Grammar**
- Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level
- Write simple phrases and sentences in Latin
- Compare and contrast the language patterns of Latin to the structure and grammar of English

### Learning Targets

2.
- Recognize the different conjunctions and how to use them correctly

### Alignments:

- CCSS: 11-12.L.3
- Performance: 1.5, 1.6, 1.8, 2.2, 3.5
- Knowledge: (CA) 1
- WLCLE: WL.1.1; WL.1.2; WL.4.1
- NETS: 3
- DOK: 2

### Instructional Strategies

- Teacher models correct inflectional forms; student reviews via recitation
- Student reviews by reading model sentences in textbook (practices in book)
- Teacher produces parallel sentence translations for students to practice deductive and inductive reasoning, such as:
  - The master gives dinner to the slave  
  - Response: *Dominus servo cenam donat*  
  - Parallel: Servus puero aquam donat  
  - Response: *The slave gives water to the boy*
### Assessments/Evaluations

- Teacher created written comprehensive assessment
  - Translation sentences
  - Identification of targeted grammatical item

### Sample Assessment Questions

- *Brutus Cassiusque conspiratores erant.* What kind of word is *que* in the sentence?
- *Ei qui Caesarem interfecerunt errant inimici eius vel hostes rei publicae.* What kind of word is *vel* in the sentence?

### Instructional Resources/Tools

- Student revision via recitation
- Textbook (practices in book)
- Parallel sentence translations, such as:
  - *Catullus will go either to Bithynia or to Sermio*
  - *Caesar aut ad Britanniam aut Galliam ibit*
- iPad: Vocabulary and sentence pattern practice

### Literacy Connections

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA:
  - Reading and writing Standard English grammar
  - Comprehending and applying language
### Strand: Communication Comparisons

#### Big Idea
Students Engage in Conversations, Provide and Obtain Information, Express Feelings and Emotions, and Exchange Opinions

Students Understand and Interpret Written and Spoken Language on a Variety of Topics

Students Will Demonstrate Understanding of the Nature of Language through Comparisons of the Language Studied and Their Own

#### Mode
Listening and Speaking
Reading and Listening
Language Comparisons

#### Standards

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<td>• Compare and contrast the language patterns of Latin to the structure and grammar of English</td>
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#### Learning Targets

3. • Recognize and identify enclitics in Latin

#### Alignments:

**CCSS: 11-12.L.3**
**Performance:** 1.5, 1.6, 1.8, 2.2, 3.5
**Knowledge:** (CA) 1
**WLCLE:** WL.1.1; WL.1.2; WL.4.1
**NETS:** 3
**DOK:** 2

### Instructional Strategies

- Teacher models correct inflectional forms; student reviews via recitation
- Student reviews by reading model sentences in textbook (practices in book)
- Teacher produces parallel sentence translations, for students to practice deductive and inductive reasoning, such as:
  - The master gives dinner to the slave and slavegirl
  - **Response:** *Dominus servo ancillaeque cenam donat*
  - **Parallel:** Servus puero puellaeque aquam donat
  - **Response:** The slave gives water to the boy and girl
- Teacher gives immediate feedback by monitoring student response in written work and with SMART Board
### Assessments/Evaluations

- Teacher created written comprehensive assessment
  - Translation sentences
  - Identification of targeted grammatical item

### Sample Assessment Questions

- *Brutus Cassiusque conspiratores erant*. What kind of word is *que* in the sentence?
- *Ei qui Caesarem interfecerunt errant inimici eius vel hostes rei publicae*. What kind of word is *vel* in the sentence?

### Instructional Resources/Tools

- Student revision via recitation
- Textbook (practices in book)
- Parallel sentence translations, such as:
  - Catullus will go to Bithynia and to Sermio
  - Response: *Catullus ad Bithynia Sermionemque*
  - *Caesar ad Britanniam Galliamque ibit*
  - Response: Caesar will go to Britain and to Gaul
- Immediate feedback as teacher monitors student written response
- iPad: Vocabulary and sentence pattern practice

### Literacy Connections

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA:
  - Reading and writing Standard English grammar
  - Deductive/inductive reasoning skills
  - Comprehending and applying language
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### Standards

**D. Grammar**
- Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level
- Write simple phrases and sentences in Latin
- Compare and contrast the language patterns of Latin to the structure and grammar of English

### Learning Targets

4.
- Recognize and identify the forms of deponent verbs in context

### Alignments:

CCSS: 7.RL.4; 8.L.1; 8.L.3; 11-12.L.3<br>Performance: 1.5, 1.6, 1.8, 2.2, 3.5<br>Knowledge: (CA) 1<br>WLCLE: WL.1.1; WL.1.2; WL.4.1<br>NETS: 3<br>DOK: 2

### Instructional Strategies

- Teacher models correct inflectional forms; student reviews via recitation
- Student reviews by reading model sentences in textbook (practices in book)
- Teacher produces parallel sentence translations for students to practice deductive and inductive reasoning, such as:
  - Grumio tries to prepare an excellent dinner
  - Response: *Grumio cenam optimam parare conatur*
  - Parallel: *Metella epistulam praestantem scribere conatur*
  - Response: Metella tries to write an outstanding letter
### Assessments/Evaluations

- Teacher created written comprehensive assessment

### Sample Assessment Questions

- *Brutus ducem necare ausus est.* What kind of verb is *ausus est* in the sentence?
- *Socrates se magistrum non esse arbitrabatur.* What kind of verb is *arbitrabatur* in the sentence? What tense is it?

### Instructional Resources/Tools

- Student revision via recitation
- Textbook (practices in book)
- Parallel sentence translations, such as:
  - Brutus dared to kill the leader
  - Response: *Brutus ducem necare ausus est*
  - *Grumio Clementem pulsare ausus est*
  - Response: Grumio dared to hit Clemens
- iPad: Vocabulary and sentence pattern practice

### Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA:
  - Reading and writing Standard English grammar
  - Deductive/inductive reasoning skills
  - Comprehending and applying language
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| Mode                  | Listening and Speaking  
Reading and Listening  
Language Comparisons |
| **Standards**         | **Learning Targets** |
| E. Grammar            | 5.  
• Recognize subjunctive mood, its forms, and its uses  
• Translate the subjunctive mood forms when encountered in context |
| • Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level  
• Write simple phrases and sentences in Latin  
• Compare and contrast the language patterns of Latin to the structure and grammar of English |
| **Alignments:**       |                           |
| CCSS: 8.L.1; 8.L.3; 11-12.L.3  
Performance: 1.5, 1.6, 1.8, 2.2, 3.5  
Knowledge: (CA) 1  
WLCLE: WL.1.1; WL.1.2; WL.4.1  
NETS: 3  
DOK: 2 |
| **Instructional Strategies** |
| • Teacher models correct inflectional forms; student reviews via recitation  
• Student reviews by reading model sentences in textbook (practices in book)  
• Teacher produces parallel sentence translations, for students to practice deductive and inductive reasoning, such as:  
  • Let the slaves prepare dinner  
  • Response: *Servi cenan parent*  
  • Parallel: *Let the slavegirls carry the water*  
  • Response: *Ancillae aquam portent* |
### Assessments/Evaluations

- Teacher created written comprehensive assessment

### Sample Assessment Questions

- *Philosophus vitam agat!* What is the mood of the verb *agat* in the sentence?
- *Puer celerius cucurrit ne caperetur.* What is the mood of the verb *caperetur* in the sentence? What tense is it?

### Instructional Resources/Tools

- Student revision via recitation
- Textbook (practices in book)
- Parallel sentence translations, such as:
  - Let the slaves prepare dinner
  - Response: *Servi cenam parent*
  - Parallel: *Let the slavegirls carry the water*
  - Response: *Ancillae aquam portent*
- iPad: Vocabulary and sentence pattern practice

### Literacy Connections

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA:
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**Standards**

**F. Grammar**
- Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level
- Write simple phrases and sentences in Latin
- Compare and contrast the language patterns of Latin to the structure and grammar of English
- Understand some Latin phrases, mottoes, and abbreviations used in English

**Learning Targets**

6.
- Recognize and translate different phrases, such as:
  - absolute
  - conditional
  - periphrastic

**Alignments:**

CCSS: 8.L.1; 8.L.3; 11-12.L.3
Performance: 1.5, 1.6, 1.8, 2.2, 3.5
Knowledge: (CA) 1
WLCLE: WL.1.1; WL.1.2; WL.4.1
NETS: 3
DOK: 2

**Instructional Strategies**

- Teacher models correct inflectional forms; student reviews via recitation
- Student reviews by reading model sentences in textbook (practices in book)
Teacher produces parallel sentence translations, for students to practice deductive and inductive reasoning, such as:
- The dinner having been prepared, Grumio left the kitchen
- Response: *Cena parata, Grumio e culina exiit*
- Parallel: *Polyphemo viso, Ulixes tremuit*
- Response: Polyphemus having been seen, Ulysses trembled

**Assessments/Evaluations**

Teacher created written comprehensive assessment

**Sample Assessment Questions**

- *Polyphemo viso, Ulixes tremuit.* What is the construction is *Polyphemo viso* in the sentence?
- *Cena parata, Grumio vinum bibit.* What is the construction *cena parata* in the sentence?

**Instructional Resources/Tools**

- Student revision via recitation
- Textbook (practices in book)
- Parallel sentence translations, such as:
  - The dinner having been prepared, Grumio left the kitchen
  - Response: *Cena parata, Grumio e culina exiit*
  - Parallel: *Polyphemo viso, Ulixes tremuit*
  - Response: Polyphemus having been seen, Ulysses trembled
- iPad

**Literacy Connections**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

**Cross Curricular Connections**

- ELA:
  - Reading and writing Standard English grammar
  - Deductive/inductive reasoning skills
  - Comprehending and applying language
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<tr>
<td>Mode</td>
<td>Practices and Perspectives Distinctive Viewpoints of Information</td>
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**Standards**

G. Grammar
- Demonstrate a knowledge of some famous Greeks or Romans and of selected facts of history and geography of the ancient world
- Demonstrate a knowledge of the geography of the ancient world and connect it to the modern world

**Learning Targets**

7.
- Recognize notable geographical areas of the Roman Empire

**Alignments:**
CCSS: 9-10.RH.1; 9-10.RH.5; 9-10.RH.6; 9-10.RH.7; 11-12.RH.7
Performance: 1.2, 2.1
Knowledge: (CA) 1 (SS) 5,7
SSCLE: EGSA.5.J; TSSI.7.F
WLCLE: WL.2.1; WL.3.2
NETS: 3
DOK: 2

**Instructional Strategies**

- Student revision via recitation
- Memorization/practice using SMART Board
- Self drill/pair work using blank maps

**Assessments/Evaluations**

- Teacher created written comprehensive assessment
- Map identification
### Sample Assessment Questions

- What is the highlighted province called in Latin?
- What is the Roman province of Asia Minor called in English today?

### Instructional Resources/Tools

- Map
- Textbook
- Film
- OHT/projector

### Literacy Connections

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

### Cross Curricular Connections

- **ELA:**
  - Reading and evaluating maps
  - Researching
- **Social Studies:**
  - Geography
  - Tools of Social Science Inquiry
### Strand
- Cultures
- Connections
- Comparisons

### Big Idea
**Students Demonstrate an Understanding of the Practices and Perspectives of the Cultures Studied**
**Students Acquire Information and Recognize the Distinctive Viewpoints That Are Only Available through the World Language and Its Culture**
**Students Demonstrate Understanding of the Concept of Culture through Comparisons of the Cultures Studied and Their Own**

### Mode
- Practices and Perspectives
- Distinctive Viewpoints of Information
- Cultural Comparisons

### Standards

**H. History**
- Demonstrate a knowledge of the people and facts of Greek or Roman history and political life, gained in part from the Latin or Greek texts they read, and relate that knowledge to an understanding of Greek or Roman perspectives
- Demonstrate their knowledge of the influence of Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures
- Recognize the influence of Greco-Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge

### Learning Targets

1. **Recognize:**
   - prominent figures of the Late Republic and Empire
   - key events of the Late Republic and Empire
   - prominent figures of Ancient Greece
   - key events of Ancient Greece
   - Recognize similarity/relevance of ancient events to events of later epochs/present day

### Alignments:
- CCSS: 9-12.WHST.7; 9-12.WHST.9
- Performance: 1.2, 1.9
- Knowledge: (CA) 1 (SS) 5,6
- WLCLE: WL.2.1; WL.3.2; WL.4.2
- NETS: 3
- DOK: 4
## Instructional Strategies

- Textbook
- Teacher lecture
- Film
- Slide lecture
- Timeline
- Board game

## Assessments/Evaluations

- Teacher created written comprehensive assessment
- Map identification

## Sample Assessment Questions

- Who were the men who made up the first Triumvirate?
  (Student should demonstrate knowledge of the title and who the players were: Julius Caesar, Gnaeus Pompey, Marcus Crassus)
- Why is the Battle of Zama considered one of the most important events in history?
  (Student should demonstrate knowledge of the geopolitical situation and the key events and outcome; student should be able to compare the ancient historical event to recent history)

## Instructional Resources/Tools

- Map
- Textbook
- Film
- OHT/projector/SMART Board
- Board game
- iPad

## Literacy Connections

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Draw evidence from informational texts to support analysis, reflection, and research
Cross Curricular Connections

- Social Studies:
  - History
  - Culture
- Art: Historical/Cultural Visual Art
### Strand: Cultures
#### Connections
#### Comparisons

### Big Idea
- Students Demonstrate an Understanding of the Practices and Perspectives of the Cultures Studied
- Students Acquire Information and Recognize the Distinctive Viewpoints That Are Only Available through the World Language and Its Culture
- Students Demonstrate Understanding of the Concept of Culture through Comparisons of the Cultures Studied and Their Own

### Mode
- Practices and Perspectives
- Distinctive Viewpoints of Information
- Cultural Comparisons

### Standards

#### I. History/Literary Sententiae
- Demonstrate a knowledge of the people and facts of Greek or Roman history and political life, gained in part from the Latin or Greek texts they read, and relate that knowledge to an understanding of Greek or Roman perspectives
- Demonstrate their knowledge of the influence of Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures
- Recognize the influence of Greco-Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge

### Learning Target

#### I.
- Identifies the philosophies or contributions of
  - Plato
  - Socrates
  - Aristotle
  - Alexander
  - Caesar
  - Cicero
  - Livy
  - Pliny

### Alignments:
- CCSS: 11-12.RI.1; 11-12.SL.1; 11-12.RH.2; 11-12.RH.9; 11-12.RH.10
- Performance: 1.2, 1.9
- Knowledge: (CA) 3,5,6 (SS) 3,5-7
- WLICLE: WL.2.1; WL.3.2; WL.4.2
- NETS: 3
- DOK: 4
## Instructional Strategies

- Provide opportunities for students to read and analyze selected Latin texts
- Teacher monitors and corrects where necessary – guided practice
- Provide opportunities for students to view films about subject of poetry/prose
- Discussion opportunities to complete timeline with Socratic questioning to help fit literature into cultural context

## Assessments/Evaluations

- Teacher created written comprehensive assessment
- Identification

## Sample Assessment Questions

- In what ways can Pliny the Elder be viewed as an archetypal ‘alpha’ personality?
- What writer of the early empire supplies us with a good literary basis for our knowledge of early Republican Rome?
- How did Plato reconcile the pre-Socratic notions of change and stability in an all-encompassing theory of knowledge?

## Instructional Resources/Tools

- Map
- Textbook
- Film
- OHT/projector/SMART Board

## Literacy Connections

- 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
- 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
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
Cross Curricular Connections

- Art: Visual Art
- Social Studies:
  - Culture
  - Philosophy
  - Greco-Roman history
- ELA:
  - Reading
  - Writing
  - Research
  - Discussions
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Students Reinforce and Further Their Knowledge of Other Disciplines through the World Language  
Students Acquire Information and Recognize the Distinctive Viewpoints That Are Only Available through the World Language and Its Culture |
| Mode | Listening and Speaking  
Interdisciplinary Connections  
Distinctive Viewpoints of Information |
| Standards | Learning Target |
| J. Literature  
• Read and understand short, unadapted passages of Latin or Greek when provided with appropriate assistance  
• Read and understand prose and poetry of selected authors with appropriate assistance  
• Recognize some figures of speech and features of style of the authors they read  
• Recognize, explain, and interpret content and features of style and meter of the authors they read  
• Demonstrate, in their written and spoken vocabulary, a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek  
• Demonstrate their knowledge of the Latin or Greek literature to their understanding of world literature |  
1.  
• Recognize rhetorical figures of speech in prose and poetry, such as:  
  • anaphora  
  • hyperbole  
  • litotes  
  • ellipsis, etc.  
• Recognize metric schemes:  
  • Dactylic hexameter  
  • Hendecasyllabic  
  • Sapphic stanza  
  • Elegiac couplet |

**Alignments:**  
Performance: 1.2, 1.9  
Knowledge: (CA) 1,2,7 (SS) 3  
WLCLE: WL.1.1; WL.3.1; WL.3.2  
NETS: 3  
DOK: 4
### Instructional Strategies

- Teacher models correct inflectional forms; student reviews via recitation
- Student reviews by reading model sentences in textbook (practices in book)
- Students read and analyze selected texts for comprehension; teacher monitors and corrects where necessary

### Assessments/Evaluations

- Teacher created written comprehensive assessment

### Sample Assessment Questions

- *Da mi basia mille, deinde centum…* In this sentence, *deinde centum* is an example of what figure of speech?
- In the above line of poetry, *basia mille* is an example of what figure of speech?

### Instructional Resources/Tools

- Textbook
- Sample literature
- OHT/projector/SMART Board

### Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

### Cross Curricular Connections

- ELA:
  - Writing
  - Language