



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
INTERNATIONAL BACCALAUREATE PROGRAM**

IB Latin SL & HL, Year 1

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 24, 2023

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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IB Latin SL & HL, Year 1		
Course Description		
<p>From the 2022 International Baccalaureate <i>Classical Languages Guide</i>: “Students of classical languages aim to achieve competence in Latin or Classical Greek to experience ancient texts in the most immediate way possible. The course focuses on the reading of unadapted Latin or Classical Greek literature, but this is complemented by students’ examination of other linguistic, historical, archaeological, and art historical evidence, to better understand the classical world.</p> <p>Three areas of exploration ground the study of this evidence and provide a framework for students as they build their proficiency in the classical language, develop their analytical and interpretative skills, and further their understanding of the historical, cultural, political, and artistic concerns reflected in the texts they study.</p> <p>These areas of exploration invite students and teachers of classical languages to engage in a fully integrated study of language, literature, and culture, and to position themselves not as passive readers or receivers of the classical world, but rather as active participants in an ongoing classical tradition.</p> <p>The course aims to develop this active participation in three key ways: asking them to consider the role they, their classmates, and teachers play in confirming, challenging, and negotiating the meaning of texts; helping students to generate their own personal connections between the study of the classical world and their own (or other) languages, literatures, and cultures; and encouraging students to use the classical language as a medium for their own, original expression.</p> <p>By fully integrating the study of language, literature, and culture, and by encouraging students to see a role for themselves as users of the language, the classical languages course allows students to build deep, meaningful, and lifelong understandings. These not only prepare them for further study in the classics or other areas, but also equip them with tools to lead responsible, meaningful lives beyond the confines of the classroom.”</p>		
Course Sequence and Pacing		
Unit Title	Section Focus	Suggested Pacing
Unit 1: Meaning, Form and Language Within the Latin Language	Section 1.1: Subjunctive Mood Section 1.2: Declensions and Cases Section 1.3: Passive Voice	53 sessions
Unit 2: Latin Exploration Using Eutropius as the Companion Text	Section 2.1: Translating Authentic Latin (Eutropius) Section 2.2: Comparison of Text, Author, and Audience (Eutropius) Section 2.3: Interpretations of Texts (Eutropius)	35 sessions
Unit 3: Author, Audience (Latin Dossier)	Section 3.1: Engaging with Sources Section 3.2: Analysing Texts Section 3.3: Synthesizing Evidence Section 3.4: Creating Evidence Based Arguments	17 sessions
Unit 4: Latin Exploration Using Livy as the Core Text	Section 4.1: Translating Authentic Latin (Livy) Section 4.2: Exploring Literary Art (Livy) Section 4.3: Interpreting Latin Texts (Livy) Section 4.4: Creating Evidence Based Arguments	22 sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course.</p> <ul style="list-style-type: none"> • IB Latin SL & HL Year 1 Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence 		

- [Appendix C: Interdisciplinary Connections](#)

IB Latin SL & HL, Year 1 sessions Unit 1: Meaning, Form and Language Within the Latin Language Section 1.1: Subjunctive Mood	Suggested Pacing: 20
IB Course Aims	
Aim 1 Develop knowledge and skills to engage with and use the classical language	
Aim 3 Demonstrate an understanding of both the classical world and the perspectives of Roman and ancient Greek people	
Aim 6 Improve students' understanding of their own language(s) and other languages as a basis for work and for further study.	
Aim 7 Demonstrate, in a variety of ways, their understanding of the classical language and texts read in the classical language	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
1.1 [1] Identify the subjunctive mood in the context of Roman military. <i>A. Provide an answer from a number of possibilities.</i>	
1.1 [2] Translate the subjunctive mood in the context of Roman military.	
1.1 [3] Deduce the meaning of unfamiliar words by using context clues in reading selection. <i>A. Reach a conclusion from the information given.</i>	
1.1 [4] Explain the meaning of Latin words and phrases in the context of Roman military <i>A. Give a detailed account including reasons or causes.</i>	
1.1 [5] analyze how syntax and diction create explicit meaning utilizing the subjunctive mood <i>A. Break down in order to bring out the essential elements or structure</i>	
1.1 [1] Identify references to Roman culture, history, and mythology in Latin texts in the context of Roman military. <i>A. Provide an answer from a number of possibilities</i>	
1.1 [2] Explain references to Roman culture, history, and mythology in Latin texts in the context of Roman military. <i>A. Give a detailed account including reasons or causes</i>	
1.1 [1] Compare what elements of classical languages make them distinctive or similar to other languages, including the subjunctive mood. <i>A. Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout</i>	
1.1 [2] Contrast what elements of classical languages make them distinctive or similar to other languages, including the subjunctive mood. <i>A. Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout</i>	
1.1 [1] Demonstrate knowledge of Latin grammatical constructions including the subjunctive mood through translation. <i>A. Make clear by reasoning or evidence, illustrating with examples or practical application</i>	
1.1 [2] Create translations in English that reflect an appropriate meaning of the Latin words related to- Roman military.	

IB Latin SL & HL, Year 1 sessions Unit 1: Meaning, Form and Language Within the Latin Language Section 1.2: Declensions & Cases	Suggested Pacing: 15
IB Course Aims	
Aim 1 Develop knowledge and skills to engage with and use the classical language	
Aim 3 Demonstrate an understanding of both the classical world and the perspectives of Roman and ancient Greek people	
Aim 6 Improve students' understanding of their own language(s) and other languages as a basis for work and for further study.	
Aim 7 Demonstrate, in a variety of ways, their understanding of the classical language and texts read in the classical language	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
1.2 [1] Identify and translate the Latin cases in the context of Roman Britain. <i>A. Provide an answer from a number of possibilities</i>	
1.2 [2] Deduce the meaning of unfamiliar words by using context clues in reading selection. <i>A. Reach a conclusion from the information given</i>	
1.2 [3] Explain the meaning of Latin words and phrases in the context of Roman Britain. <i>A. Give a detailed account including reasons or causes</i>	
1.2 [4] analyze how syntax and diction create explicit meaning utilizing the Latin cases. <i>A. Break down in order to bring out the essential elements or structure</i>	
1.2 [1] Identify references to Roman culture, history, and mythology in Latin texts related to Roman Britain. <i>A. Provide an answer from a number of possibilities</i>	
1.2 [2] Explain references to Roman culture, history, and mythology in Latin texts related to Roman Britain. <i>A. Give a detailed account including reasons or causes</i>	
1.2 [1] Compare what elements of classical languages make them distinctive or similar to other languages, including the Latin case system. <i>A. Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout</i>	
1.2 [2] Contrast what elements of classical languages make them distinctive or similar to other languages, including the Latin case system. <i>A. Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.</i>	
1.2 [1] Demonstrate knowledge of Latin grammatical constructions including the Latin case system through translation. <i>A. Make clear by reasoning or evidence, illustrating with examples or practical application</i>	
1.2 [2] Create translations in English that reflect an appropriate meaning of the Latin words related to- Roman Britain.	

IB Latin SL & HL, Year 1 sessions Unit 1: Meaning, Form and Language Within the Latin Language Section 1.3: Passive Voice	Suggested Pacing: 18
IB Course Aims	
Aim 1 Develop knowledge and skills to engage with and use the classical language	
Aim 3 Demonstrate an understanding of both the classical world and the perspectives of Roman and ancient Greek people	
Aim 6 Improve students' understanding of their own language(s) and other languages as a basis for work and for further study.	
Aim 7 Demonstrate, in a variety of ways, their understanding of the classical language and texts read in the classical language	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
1.3 [1] Identify the Latin cases in the context of the city of Rome and Roman engineering. <i>A. Provide an answer from a number of possibilities</i>	
1.3 [2] Translate the Latin cases in the context of the city of Rome and Roman engineering.	
1.3 [3] Deduce the meaning of unfamiliar words by using context clues in reading selection. <i>A. Reach a conclusion from the information given</i>	

1.3 [4] Explain the meaning of Latin words and phrases in the context of the city of Rome and Roman engineering <i>A. Give a detailed account including reasons or causes</i>
1.3 [5] analyze how syntax and diction create explicit meaning utilizing the passive voice. <i>A. Break down in order to bring out the essential elements or structure</i>
1.3 [1] Identify references to Roman culture, history, and mythology in Latin texts related to the city of Rome and Roman engineering <i>A. Provide an answer from a number of possibilities</i>
1.3 [2] Explain references to Roman culture, history, and mythology in Latin texts related to the city of Rome and Roman engineering <i>A. Give a detailed account including reasons or causes</i>
1.3 [1] Compare what elements of classical languages make them distinctive or similar to other languages, including the passive voice. <i>A. Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout</i>
1.3 [2] Contrast what elements of classical languages make them distinctive or similar to other languages, including the passive voice. <i>A. Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout</i>
1.3 [2] Create translations in English that reflect an appropriate meaning of the Latin words related to the city of Rome and Roman engineering.

IB Latin SL & HL, Year 1 sessions Unit 2: Latin Exploration Using Eutropius as the Companion Text Section 2.1: Translating Authentic Latin (Eutropius)	Suggested Pacing: 12
IB Course Aims	
Aim 1 Develop knowledge and skills to engage with and use the classical language	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
2.1 [1] Identify the indirect statement in the context of Roman emperors. <i>A. Provide an answer from a number of possibilities</i>	
2.1 [2] Translate the indirect statement in the context of Roman emperors.	
2.1 [3] Deduce the meaning of unfamiliar words by using context clues in Eutropius. <i>A. Reach a conclusion from the information given</i>	
2.1 [4] Explain the meaning of Latin words and phrases in the context of Roman emperors. <i>A. Give a detailed account including reasons or causes</i>	
2.1 [5] analyze how syntax and diction create explicit meaning utilizing the indirect statement. <i>A. Break down in order to bring out the essential elements or structure</i>	

IB Latin SL & HL, Year 1 sessions Unit 2: Latin Exploration Using Eutropius as the Companion Text Section 2.2: Comparison of Text, Author, and Audience (Eutropius)	Suggested Pacing: 12
IB Course Aims	
Aim 7 Demonstrate, in a variety of ways, their understanding of the classical language and texts read in the classical language	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
2.2 [1] analyze the history of Eutropius. <i>A. Break down in order to bring out the essential elements or structure</i>	
2.2 [2] Interpret the history of Eutropius. <i>A. Use knowledge and understanding to recognize trends and draw conclusions from given information</i>	
2.2 [3] analyze how language use varies among literary forms and genres. <i>A. Break down in order to bring out the essential elements or structure</i>	
2.2 [4] analyze the unique writing style of Eutropius. <i>A. Break down in order to bring out the essential elements or structure</i>	

IB Latin SL & HL, Year 1 sessions Unit 2: Latin Exploration Using Eutropius as the Companion Text Section 2.3: Interpretations of Texts (Eutropius)	Suggested Pacing: 11
IB Course Aims	
Aim 8 Interpret and analyze texts written in the classical language through knowledge of literary, stylistic, historical and cultural contexts	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
2.3 [1] analyze how the form or style of a literary text affects implicit meaning. <i>A. Break down in order to bring out the essential elements or structure</i>	
2.3 [2] Comment on the purpose of Eutropius' history based on his audience. <i>A. Give a judgement based on a given statement or result of a calculation</i>	
2.3 [3] Evaluate the historical credibility of Eutropius' history. <i>A. Make an appraisal by weighing up the strengths and limitations</i>	

IB Latin SL & HL, Year 1 sessions Unit 3: Text, Author, Audience (Latin Dossier) Section 3.1: Engaging with Sources	Suggested Pacing: 4
IB Course Aims	
Aim 5 Engage in inquiry that involves both texts in the classical language and other products of classical cultures or their traditions	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
3.1 [1] Create a research question related to the classical language, literature, or culture.	
3.1 [2] Suggest a hypothesis based on the selected research question. <i>A. Propose a solution, hypothesis or other possible answer</i>	
3.1 [3] Identify the types of source material that are available to study the ancient world and explain how the availability of sources affects understanding of the ancient world. <i>A. Provide an answer from a number of possibilities</i>	
IA Part 1. Research question, starting point, and prediction for Latin Dossier A. Generate a research question on a topic related to the classical language, literature, or culture B. Place the inquiry in the context of a connection to a different linguistic, literary, or cultural context that influenced or inspired the line of inquiry. C. Predict an outcome to the inquiry.	

IB Latin SL & HL, Year 1 sessions Unit 3: Text, Author, Audience (Latin Dossier) Section 3.2: Analysing Texts	Suggested Pacing: 6
IB Course Aims	
Aim 8 Interpret and analyze texts written in the classical language through knowledge of literary, stylistic, historical and cultural contexts	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
3.2 [1] Describe the ways and with what effects the perspective of an ancient author shapes understanding of the ancient world, individuals and societies. <i>A. Give a detailed account</i>	
3.2 [2] Evaluate the environments and attitudes of ancient sources. <i>A. Make an appraisal by weighing up the strengths and limitations</i>	
3.2 [3] analyze the sources available for the selected research question. <i>A. Break down in order to bring out the essential elements or structure</i>	
3.2 [4] Evaluate the selected sources through the creation of annotations based on the research question. <i>A. Make an appraisal by weighing up the strengths and limitations</i>	
3.2 [5] Interpret the selected sources through the creation of annotations based on the research question. <i>A. Use knowledge and understanding to recognize trends and draw conclusions from given information</i>	
IA Part 2. Sources and Annotations for Latin Dossier A. Find 7-9 sources related to the research question. (Sources refer to products of antiquity, or later sources originally written in the classical language, that inform the student's line of inquiry. A single piece of evidence, not a complete work, is considered a source. Sources may be textual or material.) B. Create annotations that explain the implications of the sources for answering the research question	

IB Latin SL & HL, Year 1 sessions Unit 3: Text, Author, Audience (Latin Dossier) Section 3.3: Synthesizing Evidence	Suggested Pacing: 2
IB Course Aims	
Aim 9 Synthesize evidence from a variety of primary, secondary, and reference sources	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
3.3 [1] Suggest ways of responding to diverging accounts of the ancient world suggested by different types of evidence or new forms of it. <i>A. Propose a solution, hypothesis or other possible answer</i>	
3.3 [2] Compare sources on a research topic. <i>A. Give an account of similarities between two (ore more) items or situations, referring to both (all) of them throughout</i>	
3.3 [3] Contrast sources on a research topic. <i>A. Give an account of differences between two (ore more) items or situations, referring to both (all) of them throughout</i>	
IA Part 3. Rexamine sources/annotations for Latin Dossier <i>A. Incorporate connections between the sources in your annotations</i>	

IB Latin SL & HL, Year 1 sessions Unit 3: Text, Author, Audience (Latin Dossier) Section 3.4: Creating, Evidence Based Arguments	Suggested Pacing: 5
IB Course Aims	
Aim 10 Construct arguments supported by relevant analysis of texts in the classical language and of other products of classical cultures or their traditions.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
3.4 [1] Evaluate to what extent a text can have multiple perspectives on a single issue, topic, or theme. <i>A. Make an appraisal by weighing up the strengths and limitations</i>	
3.4 [2] Construct a logical order for sources in an annotated bibliography. <i>A. Give a judgement based on a given statement or result of a calculation</i>	
3.4 [3] Justify a logical order for sources in an annotated bibliography. <i>A. Give valid reasons or evidence to support an answer or conclusion</i>	
3.4 [4] Justify when there is enough evidence to know or understand a product or institution of the ancient world. <i>A. Give valid reasons or evidence to support an answer or conclusion</i>	
3.4 [5] Evaluate selected prediction based on evidence. <i>A. Make an appraisal by weighing up the strengths and limitations</i>	
3.4 [6] Comment on selected prediction based on evidence. <i>A. Give a judgement based on a given statement or result of a calculation</i>	
IA Part 4. Line of argument, conclusion, and assessment for Latin Dossier <i>A. Develop a clear line of argument and put sources in a logical order</i> <i>B. Make a conclusion based on the findings of the investigation</i> <i>C. Make an assessment of your prediction based on your conclusion</i>	

IB Latin SL & HL, Year 1 sessions Unit 4: Latin Exploration using Livy as the Core Text Section 4.1: Translating Authentic Latin (Livy)	Suggested Pacing: 7
IB Course Aims	
Aim 7 Demonstrate, in a variety of ways, their understanding of the classical language and texts read in the classical language	
Aim 2 Understand and make connections between texts written in the classical language	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
4.1 [1] Identify the key stylistic features Livy uses in his history. <i>A. Provide an answer from a number of possibilities</i>	
4.1 [2] analyze and interpret the history of Livy. <i>A. Break down in order to bring out the essential elements or structure</i>	
4.1 [3] analyze the unique writing style of Livy. <i>A. Break down in order to bring out the essential elements or structure</i>	
4.1 [1] Describe the purpose of Livy writing history. <i>A. Give a detailed account</i>	
4.1 [2] Compare the history of Livy with that of Eutropius. <i>A. Give an account of similarities between two (ore more) items or situations, referring to both (all) of them throughout</i>	
4.1 [3] Contrast the history of Livy with that of Eutropius. <i>A. Give an account of differences between two (ore more) items or situations, referring to both (all) of them throughout</i>	

IB Latin SL & HL, Year 1 sessions Unit 4: Latin Exploration using Livy as the Core Text Section 4.2: Exploring Literary Art (Livy)	Suggested Pacing: 3
IB Course Aims	
Aim 4 Demonstrate an understanding of the ongoing relevance and the literary merits of classical texts and the issues raised in them	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
4.2 [1] Demonstrate understanding of the Greeks and Romans by studying their languages. <i>A. Make clear by reasoning or evidence, illustrating with examples or practical application</i>	

IB Latin SL & HL, Year 1 sessions Unit 4: Latin Exploration using Livy as the Core Text Section 4.3: Interpreting Latin Texts (Livy)	Suggested Pacing: 6
IB Course Aims	
Aim 8 Interpret and analyze texts written in the classical language through knowledge of literary, stylistic, historical and cultural contexts	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
4.3 [1] Identify the historical figures and places discussed in Livy. <i>A. Provide an answer from a number of possibilities</i>	
4.3 [2] Discuss the transition of Rome from a monarchy to a republic. <i>A. Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence</i>	
4.3 [3] analyze the history of Livy. <i>A. Break down in order to bring out the essential elements or structure</i>	
4.3 [4] Interpret the history of Livy. <i>A. Use knowledge and understanding to recognize trends and draw conclusions from given information</i>	
4.3 [5] Examine the relationship between author and audience. <i>A. Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue</i>	
4.3 [6] Explain the relationship between author and audience. <i>A. Give a detailed account including reasons or causes</i>	
4.3 [7] Discuss how authors shape their text in conversation with their audience. <i>A. Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence</i>	

IB Latin SL & HL, Year 1 sessions Unit 4: Latin Exploration using Livy as the Core Text Section 4.4: Creating Evidence Based Arguments	Suggested Pacing: 6
IB Course Aims	
Aim 10 Construct arguments supported by relevant analysis of texts in the classical language and of other products of classical cultures or their traditions.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
4.4 [1] List a series of quotes from Eutropius and Livy that highlight the author's purpose, bias, and style. <i>A. Give a sequence of brief answers with no explanation</i>	
4.4 [2] Interpret a compiled list of quotes from Eutropius and Livy. <i>A. Use knowledge and understanding to recognize trends and draw conclusions from given information</i>	
4.4 [3] Discuss a compiled list of quotes from Eutropius and Livy. <i>A. Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence</i>	
4.4 [4] Justify an argument based on a prompt regarding history. <i>A. Give valid reasons or evidence to support an answer or conclusion</i>	

