High School Humanities: Classics Curriculum

Course Description: A humanities based, in depth examination of the Greek and Roman Civilizations that are the foundation of the modern western world. Primary sources from Classical literature, drama, poetry, history, and art will comprise the core instructional material. Critical thinking, analysis and writing skills are emphasized.
### Scope and Sequence:

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<tr>
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<th>Unit</th>
<th>Instructional Topics</th>
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Topic 2: Two Civilizations  
Topic 3: Economics |
| 3 Weeks    | The Golden Age of Greece: History              | Topic 1: Birth of Polis  
Topic 2: Persian Wars  
Topic 3: Peloponnesian War  
Topic 4: Rise of Macedonia |
| 3 Weeks    | The Golden Age of Greece: Culture              | Topic 1: Greek Art and Architecture  
Topic 2: Mathematics and Science  
Topic 3: Philosophy and Literature |
| 1 Week     | Hellenistic World                              | Topic 1: Political Developments  
Topic 2: Cultural Developments |
| 3 Week     | Roman Republic                                 | Topic 1: Origins and Development of Republic  
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| 3 Week     | Roman Principate                               | Topic 1: Society in the Second Century  
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| 3 Week     | The Decline and Fall of Rome                   | Topic 1: The Anarchy  
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Unit 1: The Homeric Age

Subject: Humanities
Grade: 10-12
Name of Unit: The Homeric Age
Length of Unit: 2 Weeks
Overview of Unit: The origins of Greek Civilization from its Minoan and Mycenaean roots to the rise of the Polis. 2000 B.C.-750 B.C.

Priority Standards for unit:
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

Supporting Standards for unit:
- Define and give examples of production (human resources, natural resources, capital resources) (SS4 1.6, 1.10)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10)
- Communicate locations of places by creating maps and by describing their absolute locations and relative locations (SS5 1.8, 1.10, 2.1)
- Locate major cities of Missouri, the United States and world; states of the United States and many of the world’s nations; the world’s continents and oceans; and major topographic features of the United States and world (SS5 1.4, 1.5)
- Explain how and why places change (SS5 1.6)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Explain how physical processes shape the earth’s surface (SS5 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)
- 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. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.1)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

Board Approved: May 12, 2016
○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
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<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical characteristics and human characteristics that make specific places unique</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>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</td>
<td>Cite</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**

1. Why does Geography define, limit and shape civilization in the Aegean?
2. Who were the Minoans? How did their cultures shape later Greek civilization?
3. Who were the Achaeans and how did Homer’s interpretation of their culture shape the Classical world?
4. How did the recovery from the Bronze Age Collapse lead to the Commercial Revolution?
5. Why was the development of money crucial to the advance of civilization?
6. How did the alphabet and the development of epic poetry affect culture and society in the early Classical period?

**Enduring Understanding/Big Ideas:**

1. The rugged and often impassible terrain of the Greek mainland led to the development of tenuously linked yet culturally connected city-states, a pattern that would continue until the Roman conquest.
2. The Minoans built the first civilization in Europe, based on trade and the advantageous geographical location of the island of Crete. Though destroyed by natural disaster, their art and myth influenced both the Achaeans and nearly all subsequent Mediterranean cultures.
3. The Achaeans built a feudal coalition that replaced the Minoan empire. Though overwhelmed in the general chaos of the Bronze Age Collapse, the memory of the epic war with Troy served as the basis for the work of Homer, the unifying cultural touchstone of subsequent Greco-Roman civilization.
4. The recovery of the Greek poleis from the Dark Ages was accomplished by the founding of agricultural and economic colonies that provided secure and reliable trade networks and the first true commercial economy in world history.
5. Money was necessary for the development of long distance trade between vastly different cultures.
6. The democratizing influence of the accessible literature of the 8th century B.C., particularly Homer, led to wider and deeper exchanges of ideas and information. This laid the foundation for the birth of the Polis, the fundamental political unit of Classical Greece.
# Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Alphabetic</td>
<td>● City State</td>
</tr>
<tr>
<td>● Commercial</td>
<td>● Colony</td>
</tr>
<tr>
<td>● Currency</td>
<td>● Hieroglyphic/Ideographic Script</td>
</tr>
<tr>
<td>● Diaspora</td>
<td>● Historiography</td>
</tr>
<tr>
<td>● Epic</td>
<td>● Matriarchy</td>
</tr>
<tr>
<td>● Heroic</td>
<td>● Medium Of Exchange</td>
</tr>
<tr>
<td>● Homeric</td>
<td>● Patriarchy</td>
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<tr>
<td>● Maritime</td>
<td>● Polis</td>
</tr>
<tr>
<td>● Monetary</td>
<td>● Revolution</td>
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<tr>
<td>● Mythological</td>
<td>● Topography</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Topic 1: Origin and Geography

Engaging Experience 1
Title: Mapping the Greek World
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)

Supporting:
- Communicate locations of places by creating maps and by describing their absolute locations and relative locations (SS5 1.8, 1.10, 2.1)
- Locate major cities of Missouri, the United States and world; states of the United States and many of the world’s nations; the world’s continents and oceans; and major topographic features of the United States and world
- Explain how physical processes shape the earth’s surface (SS5 1.10)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will create a class map of the Greek world. Individual groups will work on various characteristics, such as mountain ranges, islands, cities, trade routes and demographics.

Bloom’s Levels: Understand, Analyze
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: Sailing the Wine Dark Sea
Suggested Length of Time: 4 Days
Standards Addressed
Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

Supporting:
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)
- 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. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.1)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Detailed Description/Instructions: The major reading component of this unit asks students to read the first two chapters of Thomas Cahill’s *Sailing the Wine Dark Sea: The World the Greeks Made*. These chapters compare and contrast the various theories concerning the origins and development of the Homeric tradition and the impact of the development of lyric and epic poetry on Greek democracy, social organization, art, literature and culture as well as the enduring permeation of Homeric though in the literature and thought of the modern West. The writing project that accompanies the reading requires students to analyze the text and compare it with other supporting material concerning Homer and analyze and evaluate the author’s arguments and beliefs.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3
Rubric: To be created
Title: Homer’s Iliad

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Detailed Description/Instruction: Students will hear passages from the Iliad in the original Greek and then read them in English. These passages deal with enduring human values such as courage, loss, pathos, ethos and honor. Students will debate and discuss an assigned passage in small groups reporting their opinions concerning the applicability of Homeric values in the modern world.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Rubric: To be created
Engaging Experience 1
Title: The Market
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:
- Define and give examples of production (human resources, natural resources, capital resources) (SS4 1.6, 1.10)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10)

Detailed Description/Instructions: Students are grouped and assigned identities as various ancient peoples who are arriving at a market to trade. Each group is assigned a shopping list of items to be bartered for and items that they will not entertain if offered. The scenario is set up so that no one can complete their list without trading around the room to get what they need. The resulting activity often resembles the activity on a modern exchange floor. After this round, the groups are assigned varying amounts of money to complete the same tasks, and the importance of wealth and monetary economics are demonstrated.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To be Created
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will prepare and implement a panel discussion concerning the development of the Homeric tradition. Each panel will be given a specific topic and will have 15 minutes to summarize, evaluate and decide upon a reasonable conclusion for each of four main threads:

1. How was the Heroic Ideal interpreted in Classical times? Now?
2. What do we know about the actual truth of the Homeric stories?
3. How did the Homeric epics help develop democratic institutions?
4. How have the Homeric stories influenced the development of western art and literature? Are they still relevant today?

Rubric for Engaging Scenario:

- 5 (25 Points): Every member presents. The presentation centers on the most important stories for each subject. Presenters are knowledgeable and can answer questions about the theme.
- 4 (20 Points): Every member presents. Main themes are presented, but some significant items might have been overlooked. Presenters are knowledgeable, but may have trouble fielding in depth questions.
- 3 (15 Points): Every member presents, but presentations may be very uneven. Some main themes are analyzed, but significant items are not present and presenters may seem unfamiliar with the material and unable to field questions with authority. The presentation is basic but contains no major omissions or errors of fact.
- 2 (10 Points): Not all members present or prepared. Many important themes are overlooked. Presenters seem unsure of the basic facts and cannot answer questions.
- 1 (5 Points): Few members present. A few facts presented, but without analysis or understanding. Presenters seem unprepared.
- 0 (0 Points): No presentation, little organization, presenters uninformed and lacking in any knowledge of the subject matter.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Mapping the Greek World</td>
<td>Students will create a class map of the Greek world. Individual groups will work on various characteristics, such as mountain ranges, islands, cities, trade routes and demographics.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Sailing the Wine Dark Sea</td>
<td>The major reading component of this unit asks students to read the first two chapters of Thomas Cahill’s <em>Sailing the Wine Dark Sea: The World the Greeks Made</em>. These chapters compare and contrast the various theories concerning the origins and development of the Homeric tradition and the impact of the development of lyric and epic poetry on Greek democracy, social organization, art, literature and culture as well as the enduring permeation of Homeric though in the literature and thought of the modern West. The writing project that accompanies the reading requires students to analyze the text and compare it with other supporting material concerning Homer and analyze and evaluate the author’s arguments and beliefs.</td>
<td>4 Days</td>
</tr>
<tr>
<td>2</td>
<td>Homer’s Iliad</td>
<td>Students will hear passages from the Iliad in the original Greek and then read them in English. These passages deal with enduring human values such as courage, loss, pathos, ethos and honor. Students will debate and discuss an assigned passage in small groups reporting their opinions concerning the applicability of Homeric values in the modern world.</td>
<td>1 Day</td>
</tr>
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<td>3</td>
<td>The Market</td>
<td>Students are grouped and assigned identities as various ancient peoples who are arriving at a market to trade. Each group is assigned a shopping list of items to be bartered for and items that they will not entertain if offered. The scenario is set up so that no one can complete their list without trading around the room to get what they need. The resulting activity often resembles the activity on a modern exchange floor. After this round, the</td>
<td>1 Day</td>
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</table>
Unit 2: The Golden Age of Greece: History

Subject: Humanities
Grade: 10-12
Name of Unit: The Golden Age of Greece: History
Length of Unit: 3 Weeks

Overview of Unit: The historical crises that made Western Civilization were played out in the Hellenic world between 750 B.C. and 300 B.C. Foundational events such as the Colonization of the Mediterranean, the Persian Wars, the Peloponnesian Wars and the Macedonian Hegemony are studied.

Priority Standards for unit:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchical, and theocratic, and describe their impact. (SS 2 1.9)
- Develop a research plan and identify appropriate resources for investigating social studies topics (SS7 1.1, 1.4)
- 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. (CCSS.ELA-WRITING.11-12.7)
- Students demonstrate an understanding of the practices and perspectives of the cultures studied (FL 2.1)
  - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. (FL 2.1A)
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied (FL 2.2)
  - Identify objects and symbols commonly used to represent the culture studied. (FL 2.2B)

Supporting Standards for unit:
- Analyze changes in democracy and republics over time (SS1 1.9)
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the historical foundations of the United States governmental system as reflected in the following documents (SS1 1.10, 1.5, 1.6)
  - Magna Carta; Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory; Mayflower Compact; Declaration of Independence; Articles of Confederation
- Identify and give examples of democracies and republics (SS 1.6)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
<table>
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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>a research plan and identify appropriate resources for investigating social studies topics</td>
<td>Develop</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>short as well as more sustained research projects to answer a question</td>
<td>Conduct</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>objects and symbols commonly used to represent the culture studied</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
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</tbody>
</table>
Essential Questions:
1. How and why did the Polis develop as the fundamental unit of Greek political organization?
2. What were hoplites? How did hoplite phalanxes make the Greeks more democratic?
3. What were the primary values of Spartan civilization?
4. What were the primary values of Athenian civilization?
5. How and why did the Persians decide to make war on the Greeks? What were the lasting ramifications of Greek victory?
6. Who was Pericles, and why did his leadership bring about civil war in Greece?
7. What were the three main phases of the Peloponnesian War? Why is this war often used as a model for understanding nearly every conflict that has occurred since?
8. What is the Greek language like? How is it similar to ours? How is our language rooted in Greek?

Enduring Understanding/Big Ideas:
1. The geographical constraints of the Greek mainland and Ionia led to the development of politically and societally disparate city states sharing a common language, religion, economic life and worldview.
2. The citizen-soldier trained in the phalanx was the foundation of security in the Greek world. These men demanded and exercised a voice in the affairs of state.
3. Sparta was a brutally militaristic society having little in common with other Greeks, yet the first written constitution and the first clearly defined citizenship are products of the Lycurgan Constitution.
4. Athens developed the world’s first true democracy during the sixth century B.C. Chimerical, bellicose and contentious, the Athenians none the less used the dynamics of democracy to create a culture whose vision, intellect and genius are still unsurpassed.
5. Conflict over the Ionian Greeks led to the first of the Persian Wars, Persian humiliation in this conflict caused the Second Persian War in 480 B.C.
6. Pericles built and governed the Athenian Empire and built most of the Athenian masterpieces in the realms of art and architecture. He is often considered the first real politician in western history. His ambition led to civil war and conflict with Sparta.
7. The Peloponnesian War developed in three distinct phases: the Periclean stage when Athens was mostly victorious, the Syracusan Campaign in which Alcibiades led Athens to disaster, and the Spartan Victory where Lysander raised a fleet and defeated Athens in 404 B.C.
8. Greek alphabet and vocabulary support a better understanding of English, particularly in Math and the Sciences.
## Unit Vocabulary:

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<td>• Aristocracy</td>
<td>• Agogi</td>
</tr>
<tr>
<td>• Barbarian</td>
<td>• Archon</td>
</tr>
<tr>
<td>• Confederacy</td>
<td>• Attrition</td>
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<tr>
<td>• Expansionism</td>
<td>• Control Of The Seas</td>
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<tr>
<td>• Imperialism</td>
<td>• Ecclesia</td>
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<tr>
<td>• Isolationism</td>
<td>• Ephor</td>
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<tr>
<td>• League</td>
<td>• Hoplite</td>
</tr>
<tr>
<td>• Strategy</td>
<td>• Phalanx</td>
</tr>
<tr>
<td>• Utopian</td>
<td>• Satrap</td>
</tr>
<tr>
<td>• Xenophobia</td>
<td>• Trireme</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Topic 1: Birth of Polis

Engaging Experience 1
Title: Aristotle and Xenophon
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)

Supporting:
- Analyze changes in democracy and republics over time (SS1 1.9)
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the historical foundations of the United States governmental system as reflected in the following documents (SS1 1.10, 1.5, 1.6)
  - Magna Carta; Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory; Mayflower Compact; Declaration of Independence; Articles of Confederation
- Identify and give examples of democracies and republics (SS 1.6)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation

Detailed Description/Instructions: Using the vastly different interpretations of the contemporaries Aristotle and Xenophon, students analyze and interpret the strengths and weaknesses of both the Athenian and Spartan systems. In addition to written analysis, the class collectively performs a “Top 10 and Defend” activity looking at the strengths and weaknesses of each system.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: Top 10 and Defend is a standard AP Activity, See AP Rubric

Engaging Experience 2
Title: The Hoplite Phalanx
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)

Supporting:
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
Detailed Description/Instructions: Using props, students recreate the formations and tactics of the phalanx, allowing them to experience the complex relationship between the rows and files, and the momentum of the attack.

Bloom’s Levels: Create, Apply

Webb’s DOK: 2

Rubric: To Be Created
Engaging Experience 1
Title: The Greek Alphabet and Basic Greek Vocabulary
Suggested Length of Time: 1-2 Days, then ongoing until midterm
Standards Addressed

Priority:
- Students demonstrate an understanding of the practices and perspectives of the cultures studied (FL 2.1)
  - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. (FL 2.1A)
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied (FL 2.2)
  - Identify objects and symbols commonly used to represent the culture studied. (FL 2.2B)

Supporting:
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

Detailed Description/Instructions: Students are taught the Greek alphabet, then allowed time to use and work with it in small groups. The alphabet must be recited before the next exam. Basic vocabulary centering on words that serve as English roots are then taught in sets of ten every couple of days until midterm.

Bloom’s Levels: Remember, Apply
Webb’s DOK: 2
Rubric: To be created.
Engaging Experience 1
Title: Peloponnesian War Simulation
Suggested Length of Time: 1 Day Preparation, 1 Day Activity
Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Develop a research plan and identify appropriate resources for investigating social studies topics (SS7 1.1, 1.4)

Supporting:
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

Detailed Description/Instructions: The simulation I use was created by my classmate and friend Dr. Noor Ampssler, PhD (Military History) King’s College, University of London. It is a carefully planned scenario in which small groups of students research the attitudes and actions of seven smaller Greek poleis during the war, and act based on those understandings during a wargaming scenario. Students work through the various possibilities and outcomes of their actions.

Bloom’s Levels: Analyze, Apply
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: In the Footsteps of Alexander
Suggested Length of Time: 1 Day Research, 1 Day Presentation
Standards Addressed

Priority:
- 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. (CCSS.ELA-WRITING.11-12.7)

Supporting:
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Each student will be given a location along the path of Macedonian conquest to research. They will prepare a two minute tour of the site and a brief history. Students will use their computer device to create a multimedia presentation. Students will then be organized as a living map of Alexander’s conquests and in reverse order will be able to “tour” the empire.

Bloom’s Levels: Create
Webb’s DOK: 2
Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

There are two major research projects in this class. This one deals with anything in the Greek historical realm that students wish to pursue. Categories include Mathematics, Science, Drama, Art, Architecture, Law, Warfare, Medicine, Literature and Daily Life, but other subjects can and have been approved by the instructor. An annotated bibliography and required source minimums create a solid research foundation. Students must find at least one primary source to support their research. A physical artifact, performance or demonstration is supported by a visual presentation. Adequate research time is provided.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aristotle and Xenophon</td>
<td>Using the vastly different interpretations of the contemporaries Aristotle and Xenophon, students analyze and interpret the strengths and weaknesses of both the Athenian and Spartan systems. In addition to written analysis, the class collectively performs a “Top 10 and Defend” activity looking at the strengths and weaknesses of each system.</td>
<td>3 Days</td>
</tr>
<tr>
<td>1</td>
<td>The Hoplite Phalanx</td>
<td>Using props, students recreate the formations and tactics of the phalanx, allowing them to experience the complex relationship between the rows and files, and the momentum of the attack.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>The Greek Alphabet and Basic Greek Vocabulary</td>
<td>Students are taught the Greek alphabet, then allowed time to use and work with it in small groups. The alphabet must be recited before the next exam. Basic vocabulary centering on words that serve as English roots are then taught in sets of ten every couple of days until midterm.</td>
<td>1-2 Days, then ongoing until midterm</td>
</tr>
<tr>
<td>3</td>
<td>Peloponnesian War Simulation</td>
<td>The simulation I use was created by my classmate and friend Dr. Noor Ampssler, PhD (Military History) King’s College, University of London. It is a carefully planned scenario in which small groups of students research the attitudes and actions of seven smaller Greek poleis during the war, and act based on those understandings during a wargaming scenario. Students work through the various possibilities and outcomes of their actions.</td>
<td>1 Day Preparation, 1 Day Activity</td>
</tr>
<tr>
<td>4</td>
<td>In the Footsteps of Alexander</td>
<td>Each student will be given a location along the path of Macedonian conquest to research. They will prepare a two minute tour of the site and a brief history. Students will use their computer device to create a multimedia presentation. Students will then be organized as a living map of Alexander’s conquests and in reverse order will be able to “tour” the empire.</td>
<td>1 Day Research, 1 Day Presentation</td>
</tr>
</tbody>
</table>
Unit 3: The Golden Age of Greece: Culture

Subject: Humanities
Grade: 10-12
Name of Unit: The Golden Age of Greece Culture
Length of Unit: 3 Weeks

Overview of Unit: The foundations of all Western knowledge in mathematics, the sciences, architecture, art, music, drama, literature and history are laid by the Greeks in the centuries between 800 B.C. and 150 A.D.

Priority Standards for unit:
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting Standards for unit:
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - Contribute to project teams to produce original works or solve problems.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical characteristics and human characteristics that make specific places unique</td>
<td>Describe</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why is the art of Greece considered the origin of all Western art?
2. What were the triumphs and limitations of Greek architecture?
3. What are the three distinct periods of intellectual development in ancient Greece and what characterizes each?
4. Why and how did logic develop in Greece? How did this begin the pursuit of Philosophy?
5. Who were the three main philosophers of Classical Greece? What did they believe?
6. What were the three main philosophies of Hellenistic culture? What were their teachings?
7. How did the Drama develop in Greece?
8. How did the Greeks develop theoretical Mathematics and the Scientific Method?

Enduring Understanding/Big Ideas:
1. The Greeks were the first to portray individual humans and human-like deities in a realistic, independent manner. The use of sculpture to interpret individual human experience rather than the views of authority begin with them.
2. Unsurpassed in harmony and technical execution, masterpieces such as the Parthenon and the Temple of Zeus at Olympia were limited by the post and lintel method of construction.
3. Archaic culture (800-500 B.C.) is characterized by the use of highly formal models, a sense of communal identity or performance, and an emphasis on the religious. Classical culture (500-300 B.C.) is characterized by the use of heroic archetypes, a sense of the individual, and an emphasis on the civic. Hellenistic culture (300 B.C. - 150 A.D.) is characterized by the use of passionate and tragic models, a sense of psychological inwardness and an emphasis on the humanistic.
4. The creation of geometry by the Ionians before 750 B.C. led to the development of syllogistic logic. The basis of all rational thought.
5. Socrates was the pioneer in the field of Ethics, Plato in those of Epistemology, and Aristotle in the sciences, politics and metaphysics.
6. Epicureanism emphasized a balanced and neutral life, Cynicism the detachment from materialism in search of virtue, and Stoicism the life lived according to reasoned discipline.
7. Drama began as religious choral performance but developed during the Classical era into the modern drama.
8. Using logic and rational thought, the Greeks experimented with ideas that gave them theoretical mathematics, calculus, the atomic theory, physics and the knowledge of many ideas thought to have been “discovered” since the Renaissance.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aesthetics</td>
<td>• Archaic</td>
</tr>
<tr>
<td>• Balance</td>
<td>• Classical</td>
</tr>
<tr>
<td>• Comedy</td>
<td>• Hellenistic</td>
</tr>
<tr>
<td>• Cynic</td>
<td>• Philosophy</td>
</tr>
<tr>
<td>• Dialogue</td>
<td>• Historiography</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Socratic</td>
</tr>
<tr>
<td>• Epicure</td>
<td>• Platonic</td>
</tr>
<tr>
<td>• Geometry</td>
<td>• Cultural Diffusion</td>
</tr>
<tr>
<td>• Harmony</td>
<td>• Cultural Continuity</td>
</tr>
<tr>
<td>• Musical Modes</td>
<td>• Olympic Games</td>
</tr>
<tr>
<td>• Rational</td>
<td>• Greek Ideal</td>
</tr>
<tr>
<td>• Stoic</td>
<td></td>
</tr>
<tr>
<td>• Syllogism</td>
<td></td>
</tr>
<tr>
<td>• Tragedy</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1
Title: The Parthenon: A Virtual Tour
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

Detailed Description/Instructions: Using the online three dimensional tour of the Parthenon, students will conduct a “scavenger hunt” for important landmarks, artworks and accomplishments in this most important of Western buildings. Students will answer a small battery of questions concerning their interpretation and impressions of the structure.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 2, 3
Rubric: To be created
Engaging Experience 1  
**Title:** Greek Machines  
**Suggested Length of Time:** 1 Day

### Standards Addressed

**Priority:**
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

**Supporting:**
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

### Detailed Description/Instructions:

The instructor will demonstrate three ancient inventions: The Archimedean Screw, the Aeliophile of Hero, and the Holy Water Dispenser (world’s first vending machine). Students can then manipulate the machines and demonstrate their workings for themselves. Afterwards, students will investigate one larger invention from the Greek world on their own and report to their research groups.

### Bloom’s Levels:
Analyze, Apply

### Webb’s DOK:
2

### Rubric:
To be created
# Topic 3: Philosophy and Literature

## Engaging Experience 1

**Title:** Plato: Crito  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**

**Priority:**
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

**Supporting:**
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)

**Detailed Description/Instructions:** Students will read Plato’s *Crito* aloud, stopping for discussion and interpretation when appropriate. Afterwards, students will write a reaction paper to Socrates’ principle arguments regarding personal and civic duty.

**Bloom’s Levels:** Apply, Analyze  
**Webb’s DOK:** 3  
**Rubric:** To be created

## Engaging Experience 2

**Title:** Sophocles: Antigone  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**

**Priority:**
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

**Supporting:**
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.

**Detailed Description/Instructions:** After reading a selection from Sophocles’ *Antigone* as homework, the class will watch the BBC performance of this passage in authentic Greek masks and costumes and interpreted classically, then watch the same passage performed in contemporary interpretation from the Royal Shakespeare Company’s performance. Students will tackle the three interactions (written, authentic and contemporary) in three groups, creating an analysis of the timeless and culturally specific themes inherent in the work, and the effectiveness of experiencing the work in the respective mode assigned.

**Bloom’s Levels:** Evaluate; **Webb’s DOK:** 3; **Rubric:** To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Essay Question: Correlate the development of Greek art, drama and intellectual culture with changes in Greek political and social life between Archaic and Hellenistic times. This question encourages students to infer and connect elements of social and historical change with development in the way that societies express themselves through art and literature.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Parthenon; A Virtual Tour</td>
<td>Using the online three dimensional tour of the Parthenon, students will conduct a “scavenger hunt” for important landmarks, artworks and accomplishments in this most important of Western buildings. Students will answer a small battery of questions concerning their interpretation and impressions of the structure.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Greek Machines</td>
<td>The instructor will demonstrate three ancient inventions: The Archimedean Screw, the Aeliophile of Hero, and the Holy Water Dispenser (world’s first vending machine). Students can then manipulate the machines and demonstrate their workings for themselves. Afterwards, students will investigate one larger invention from the Greek world on their own and report to their research groups.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Plato: Crito</td>
<td>Students will read Plato’s <em>Crito</em> aloud, stopping for discussion and interpretation when appropriate. Afterwards, students will write a reaction paper to Socrates’ principle arguments regarding personal and civic duty.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Sophocles: Antigone</td>
<td>After reading a selection from Sophocles’ <em>Antigone</em> as homework, the class will watch the BBC performance of this passage in authentic Greek masks and costumes and interpreted classically, then watch the same passage performed in contemporary interpretation from the Royal Shakespeare Company’s performance. Students will tackle the three interactions (written, authentic and contemporary) in three groups, creating an analysis of the timeless and culturally specific themes inherent in the work, and the effectiveness of experiencing the work in the respective mode assigned.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 4: Hellenistic World

Subject: Humanities
Grade: 10-12
Name of Unit: Hellenistic World
Length of Unit: 1 Week

Overview of Unit: An analysis of the transitional civilization that was created after the death of Alexander and survived until the coming of Roman Imperial hegemony between 300 B.C. and 27 B.C. The cultures of Ptolemaic Egypt, Seleucid Asia and the successor Parthian state, Asia Minor and Greece are examined.

Priority Standards for unit:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchical, and theocratic, and describe their impact. (SS 2 1.9)
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting Standards for unit:
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10)
- Communicate locations of places by creating maps and by describing their absolute locations and relative locations (SS5 1.8, 1.10, 2.1)
- Locate major cities of Missouri, the United States and world; states of the United States and many of the world’s nations; the world’s continents and oceans; and major topographic features of the United States and world (SS5 1.4, 1.5)
- Explain how and why places change (SS5 1.6)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.7)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.
● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  ○ Contribute to project teams to produce original works or solve problems.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>physical characteristics and human characteristics that make specific places unique</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. What fundamental changes in political and civic life occurred after the death of Alexander the Great?
2. Who were the Diadochi?
3. What were the three main successors to Alexander’s empire?
4. Why was Ptolemaic Egypt more successful than the other Macedonian successor states?
5. What makes Hellenistic culture so different than its Classical antecedents?
6. How did Hellenistic ideas eventually blend with those of Rome?

**Enduring Understanding/Big Ideas:**
1. Hellenistic states were ruled by despotic God-Kings who traced their quasi-divine authority from Alexander. Democratic and representative institutions disappeared or had only titular authority after 300 B.C. Political activity for citizens ceased.
2. The generals who divided Alexander’s empire and fought for supremacy are referred to as the Diadochi.
3. Ptolemy secured Egypt, Antigonas Greece and Seleucis Asia after the wars between the diadochi resolved themselves.
4. Ptolemy followed Alexander’s model of integration and respect for local tradition which led to a content, peaceful and stable regime. Other Macedonian dynasts considered themselves occupying powers and walled themselves in fortress cities such as Pergamum and Antioch.
5. The Hellenistic world concentrated on the personal and internal- mathematics, science, philosophy- rather than the public and external as had their Classical forebears.
6. As Rome expanded, exercising political and military control over the Hellenistic world, the Romans adopted and appropriated the best ideas of the Hellenistic culture into their own world view. By 150 A.D., they were indistinguishable.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Assimilation</td>
<td>● Antigonid</td>
</tr>
<tr>
<td>● Cultural Sensitivity</td>
<td>● Cataphract</td>
</tr>
<tr>
<td>● Derivative (Cultural)</td>
<td>● Diadochi</td>
</tr>
<tr>
<td>● Diadem</td>
<td>● Dynasty</td>
</tr>
<tr>
<td>● Integration</td>
<td>● God-King</td>
</tr>
<tr>
<td>● Isolationism</td>
<td>● Hellenistic</td>
</tr>
<tr>
<td>● Megalomania</td>
<td>● Parthian</td>
</tr>
<tr>
<td>● Pantomime</td>
<td>● Ptolemaic</td>
</tr>
<tr>
<td>● Silk Road</td>
<td>● Realpolitik</td>
</tr>
<tr>
<td>● Weltanschauung</td>
<td>● Sarissa</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1
Title: Ptolemaic Egypt
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:
- Explain how and why places change (SS5 1.6)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: Students will create a (multimedia) chart that details the structure of Ptolemaic society and shows the interaction and hierarchy of Greek and Egyptian people and institutions. Egypt under the Ptolemies had the first economic system that modern observers would recognize as “Socialism”. The way in which this economic system translated into parallel Greek and Egyptian institutions and the way in which the two peoples integrated is difficult to grasp for many students. Allowing groups assigned to Religious, Political and Economic components to create a visual representation of their understandings allows for reflection and discussion leading to understanding. Both text, articles and internet resources will be made available for this activity.

Bloom's Levels: Understand, Analyze
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: Greek Coin Project
Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:

- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10). Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.7)

Detailed Description/Instructions: Students rotate through stations experiencing and interpreting a large collection of Greek and hellenistic coinage. Each station has a series of questions that relate to the specific coins being evaluated.

- Tray One: Greece and Asia Minor before Alexander
  - Although most of these coins were struck in the Classical period for art, their style is often Archaic. What economic and social influences might keep money more artistically conservative? Think about our own money.
  - Choose either the Athenian Tetradrachm or the Histiaia Tetrobol and explain the elements of artistic style that make each piece Archaic and Classical respectively.

- Tray Two: Macedon and the Hellenistic States
  - Early Greek Coinage and that of the colonies primarily depict Gods or animals while coins after Alexander usually depict rulers. What change in Hellenistic political and religious life might explain this?
  - Notice that the artwork on silver coins is often vastly superior to that of the bronzes. What role did each metal play in commerce, and how might that explain the artistic disparity?

- Tray Three: Magna Graecia
  - These coins are from the Greek colonies in Sicily and Southern Italy. Is there any distinctly Italian artistic context as opposed to the other coins in the series?
  - Notice that most of the bronzes are from Syracuse. What might the repetitive imagery of Bulls represent?

- Tray Four: Like Frogs Around a Pond
  - These coins are from the peripheries of the Greek world. Some of these cultures had no Greek ancestry or political connection. Why then do we characterize a
coin like the Parthian drachma or the Carthaginian bronzes as “Greek”? What’s Greek about them?

○ The artistic style of many of these coins is far more free flowing and less disciplined than the art on Greek and colonial coinage. Why, do you suppose? What other artistic influences might be at work?

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Virtual Archeology activity
As a terminal activity before the midterm, students will choose a lesser known site from a list of 30 provided by the instructor. Using Google Earth, online resources and periodicals such as national Geographic and Archeology, students will create a “tour guide” of 2-3 pages for their chosen site, and publish this to our online portal to be viewed and reviewed by classmates.

Rubric for Engaging Scenario: To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ptolemaic Egypt</td>
<td>Students will create a (multimedia) chart that details the structure of Ptolemaic society and shows the interaction and hierarchy of Greek and Egyptian people and institutions. Egypt under the Ptolemies had the first economic system that modern observers would recognize as “Socialism”. The way in which this economic system translated into parallel Greek and Egyptian institutions and the way in which the two peoples integrated is difficult to grasp for many students. Allowing groups assigned to Religious, Political and Economic components to create a visual representation of their understandings allows for reflection and discussion leading to understanding. Both text, articles and internet resources will be made available for this activity.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Greek Coin Project</td>
<td>Students rotate through stations experiencing and interpreting a large collection of Greek and hellenistic coinage. Each station has a series of questions that relate to the specific coins being evaluated.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 5: Roman Republic

Subject: Humanities
Grade: 10-12
Name of Unit: Roman Republic
Length of Unit: 3 Weeks
Overview of Unit: The foundations of Rome and its development as the world’s first republic are examined. The direct connections to the American constitution and American traditions are explored along with the dynamic and fluid expansion of the Roman Empire.

Priority Standards for unit:

- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)
- Students demonstrate an understanding of the practices and perspectives of the cultures studied (FL 2.1)
  - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. (FL 2.1A)
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied (FL 2.2)
  - Identify objects and symbols commonly used to represent the culture studied. (FL 2.2B)

Supporting Standards for unit:

- Analyze changes in democracy and republics over time (SS1 1.9)
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the historical foundations of the United States governmental system as reflected in the following documents (SS1 1.10, 1.5, 1.6)
  - Magna Carta; Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory; Mayflower Compact; Declaration of Independence; Articles of Confederation
- Identify and give examples of democracies and republics (SS 1.6)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10)
- Communicate locations of places by creating maps and by describing their absolute locations and relative locations (SS5 1.8, 1.10, 2.1)
- Locate major cities of Missouri, the United States and world; states of the United States and many of the world’s nations; the world’s continents and oceans; and major topographic features of the United States and world (SS5 1.4, 1.5)
● Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

● Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)

● Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)

● 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. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.1)

● Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  ○ Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  ○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”)

● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
  ○ Use models and simulations to explore complex systems and issues.

● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.

● Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  ○ Understand and use technology systems.
  ○ Select and use applications effectively and productively.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>physical characteristics and human characteristics that make specific places unique</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</td>
<td>Cite</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>objects and symbols commonly used to represent the culture studied</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Who were the Latin people? How was Rome founded in their midst and why?
2. Why did the Romans throw off their Etruscan kings? What replaced the monarchy?
3. How did the social structure of Rome develop between 509 B.C. and 300 B.C.?
4. What allowed Rome to expand so successfully in the 4th and 3rd centuries B.C.?
5. What was the cause, course and end of the Punic Wars?
6. How does the Roman Constitution act as the template for the United States Constitution? How do the two fundamentally differ?
7. What were the stages of dysfunction that eventually caused the Republic to collapse?
8. How has the Latin language developed and how does it create modern English?

**Enduring Understanding/Big Ideas:**
1. Rome was founded as an outlaw camp in 753 B.C. The Latin people, who inhabited the Tiber valley, had been in the region for several hundred years prior. The dominant power in Italy were the Etruscans who eventually absorbed fledgeling Rome.
2. After the Rape of Lucretia, the Roman people drove out their kings and fought fierce wars to preserve their independence. They created a Public State (*Res Publica*) that was not yet a representative republic.
3. Originally the Patricians and Plebs were distinguished as clearly as in a feudal system, but by 500 B.C., the poor (*Capo*) and Equestrian order had been established.
4. The Romans allowed conquered or simply desirous peoples to be assimilated into their culture and body politic without distinction. This is the model adopted by the United States after independence.
5. Roman expansion in the Mediterranean led to conflict with Carthage and a series of three crucial wars. Rome’s victory made her a world power.
6. The Roman Constitution gave the founders of the United States the ideas of balance of powers, division of powers into branches of government, bicameral legislatures, and the institution of the Senate. Unlike the Romans, the American system does not force the Roman Compromise (‘the power of two”).
7. As money, power and corruption spread, the Roman Republic became more and more the property of the wealthy and the great generals. This eventually led to interminable civil wars ended only with the new Augustan Constitution of 27 B.C.
8. English is over half Latin in origin, and nearly all of the multi syllable words in the language have Latin roots. A basic understanding of Latin creates better English writers, readers and speakers.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Capital</td>
<td>● Advice and Consent of the Senate</td>
</tr>
<tr>
<td>● Census</td>
<td>● Cursus Honorum</td>
</tr>
<tr>
<td>● Citizenship</td>
<td>● Etruscan</td>
</tr>
<tr>
<td>● Imperial</td>
<td>● Head Count</td>
</tr>
<tr>
<td>● Latin</td>
<td>● Imperium</td>
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<tr>
<td>● Legion</td>
<td>● Legate</td>
</tr>
<tr>
<td>● Magistrate</td>
<td>● Mos Maiorum</td>
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<tr>
<td>● Patrician</td>
<td>● Plebiscite</td>
</tr>
<tr>
<td>● Plebian</td>
<td>● Tribunicia Potestas</td>
</tr>
<tr>
<td>● Republic</td>
<td>● Vox Populi</td>
</tr>
<tr>
<td>● Senate</td>
<td></td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Topic 1: Origins and Development of Republic

Engaging Experience 1
Title: Polybius and the Twelve Tables
Suggested Length of Time: 3 Days

Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)

Supporting:
- Analyze changes in democracy and republics over time (SS1 1.9)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the historical foundations of the United States governmental system as reflected in the following documents (SS1 1.10, 1.5, 1.6)
  - Magna Carta; Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory; Mayflower Compact; Declaration of Independence; Articles of Confederation
- Identify and give examples of democracies and republics (SS 1.6)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Detailed Description/Instructions: Students read the primary source On the Constitution of the Romans by the Greek historian Polybius. The students evaluate Polybius’ thesis that the Republic is a perfect government because it contains democratic, oligarchic and monarchic elements. The analysis is supported by an essay and classroom discussion comparing Polybius to ideas found in The Federalist Papers and other foundational documents in American history.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3
Rubric: To be created

Board Approved: May 12, 2016
**Title:** The Twelve Tables: A Roman Courtroom

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**

- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

**Supporting:**

- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)
- 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. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.1)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

**Detailed Description/Instructions:** Students will create four hypothetical lawsuits under the rules of the Twelve Tables. Based on their reading of Polybius, they should be familiar with the forms of a Roman court. Each side will have two or three advocates depending on class size. The advocates will then argue their case before the Magistrate (teacher) and hear their outcome.

**Bloom’s Levels:** Evaluate, Apply

**Webb’s DOK:** 3

**Rubric:** To be created
Engaging Experience 1
Title: Top Ten and Defend: Similarities and Differences between the Roman and United States Constitutions.

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

Supporting:
- Analyze changes in democracy and republics over time (SS1 1.9)
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the historical foundations of the United States governmental system as reflected in the following documents (SS1 1.10, 1.5, 1.6)
  - Magna Carta; Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory; Mayflower Compact; Declaration of Independence; Articles of Confederation
- Identify and give examples of democracies and republics (SS 1.6)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Detailed Description/Instructions: The class will be divided into two large groups. At this point the instructor could either organize a Philosophical Chairs activity or use the traditional AP “Top Ten and Defend” to take a detailed look at how the Roman and American constitutions are fundamentally alike, and the key ways in which they fundamentally differ. Each group will either argue for or support their rankings of the most important similarities and differences in order of significance.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: Roman Map Activity
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Describe physical characteristics and human characteristics that make specific places unique (SS5 1.10)

Supporting:
- Communicate locations of places by creating maps and by describing their absolute locations and relative locations (SS5 1.8, 1.10, 2.1)
- Locate major cities of Missouri, the United States and world; states of the United States and many of the world’s nations; the world’s continents and oceans; and major topographic features of the United States and world (SS5 1.4, 1.5)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

Detailed Description/Instructions: Divided into groups representing Cities, Rivers and Mountains, Bodies of Water, Demographics and Trade Routes, students will create a wall chart map of the Roman world. The teacher can consider turning these wall charts into a multimedia map.

Bloom’s Levels: Understand, Evaluate
Webb’s DOK: 2, 3
Rubric: To be created

Engaging Experience 2
Title: Cicero: De Officis
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
• Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
• Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
• 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. (CCSS.ELA-READING.11-12.1)

Supporting:
• Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  ○ Democracy; Republic; Changing role of government; Representation
• Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS4 1.6, 1.10)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  ○ Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  ○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Detailed Description/Instructions: Students are divided into groups of four and asked to respond to a series of current events in the United States and abroad based on the criteria established by Cicero in this passage. After discussing the event and citing specific material from the Author, the class as a whole can question and respond to the findings of each group.

Bloom’s Levels: Evaluate, Analyze
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: Learning the Basics: Vocabulary and Grammar
Suggested Length of Time: 1 Day and Regularly Thereafter
Standards Addressed

Priority:
- Students demonstrate an understanding of the practices and perspectives of the cultures studied (FL 2.1)
  - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. (FL 2.1A)
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied (FL 2.2)
  - Identify objects and symbols commonly used to represent the culture studied. (FL 2.2B)

Supporting:
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)

Detailed Description/Instructions: Students will be instructed in the basic structure and grammar of the Latin language and will be exposed to seven to ten new words daily. Students will be provided with a short Latin Lexicon and Grammar to help them learn independently.

Bloom’s Levels: Apply, Remember
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 1
Title: Interpreting Latin Inscriptions
Suggested Length of Time: Weekly
Standards Addressed

Priority:
- Students demonstrate an understanding of the practices and perspectives of the cultures studied (FL 2.1)
  - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. (FL 2.1A)
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied (FL 2.2)
  - Identify objects and symbols commonly used to represent the culture studied. (FL 2.2B)

Supporting:
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)
Detailed Description/Instructions: Each week, students are shown Latin inscriptions from buildings, monuments, documents, etc. and these passages are translated by the class. As a culminating activity, the first book of *Aeneid* by Virgil is translated.

Bloom’s Levels: Apply, Remember
Webb’s DOK: 2
Rubric: To be created
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Roman Project
There are two major research projects in this class. This one deals with anything in the Roman historical realm that students wish to pursue. Categories include Engineering, Government, Religion Art, Architecture, Law, Warfare, Medicine, Literature and Daily Life, but other subjects can and have been approved by the instructor. An annotated bibliography and required source minimums create a solid research foundation. Students must find at least one primary source to support their research. A physical artifact, performance or demonstration is supported by a visual presentation. Adequate research time is provided.

Rubric for Engaging Scenario: To be created
<table>
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<td>1</td>
<td>Polybius and the Twelve Tables</td>
<td>Students read the primary source <em>On the Constitution of the Romans</em> by the Greek historian Polybius. The students evaluate Polybius’ thesis that the Republic is a perfect government because it contains democratic, oligarchic and monarchical elements. The analysis is supported by an essay and classroom discussion comparing Polybius to ideas found in <em>The Federalist Papers</em> and other foundational documents in American history.</td>
<td>3 Days</td>
</tr>
<tr>
<td>1</td>
<td>The Twelve Tables: A Roman Courtroom</td>
<td>Students will create four hypothetical lawsuits under the rules of the Twelve Tables. Based on their reading of Polybius, they should be familiar with the forms of a Roman court. Each side will have two or three advocates depending on class size. The advocates will then argue their case before the Magistrate (teacher) and hear their outcome.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Top Ten and Defend: Similarities and Differences between the Roman and United States Constitutions.</td>
<td>The class will be divided into two large groups. At this point the instructor could either organize a Philosophical Chairs activity or use the traditional AP “Top Ten and Defend” to take a detailed look at how the Roman and American constitutions are fundamentally alike, and the key ways in which they fundamentally differ. Each group will either argue for or support their rankings of the most important similarities and differences in order of significance.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Roman Map Activity</td>
<td>Divided into groups representing Cities, Rivers and Mountains, Bodies of Water, Demographics and Trade Routes, students will create a wall chart map of the Roman world. The teacher can consider turning these wall charts into a multimedia map.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Cicero: <em>De Officis</em></td>
<td>Students are divided into groups of four and asked to respond to a series of current events in the United States and abroad based on the criteria</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
established by Cicero in this passage. After discussing the event and citing specific material from the Author, the class as a whole can question and respond to the findings of each group.

| 4 | Learning the Basics: Vocabulary and Grammar | Students will be instructed in the basic structure and grammar of the Latin language and will be exposed to seven to ten new words daily. Students will be provided with a short Latin Lexicon and Grammar to help them learn independently. | 1 Day and Regularly Thereafter |

| 4 | Interpreting Latin Inscriptions | Each week, students are shown Latin inscriptions from buildings, monuments, documents, etc. and these passages are translated by the class. As a culminating activity, the first book of *Aeneid* by Virgil is translated. | Weekly |
Unit 6: Roman Principate

Subject: Humanities
Grade: 10-12
Name of Unit: The Roman Principate
Length of Unit: 3 Weeks

Overview of Unit: A detailed study of the origins, workings and development of the Roman Imperial state. Through the stories of the Imperial personages, these centuries of peace, prosperity and generally good government are explored in terms of cultural, economic, military and political success.

Priority Standards for Unit:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Develop a research plan and identify appropriate resources for investigating social studies topics (SS7 1.1, 1.4)
- 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. (CCSS.ELA-READING.11-12.1)
- 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. (CCSS.ELA-WRITING.11-12.7)

Supporting Standards for Unit:
- Analyze changes in democracy and republics over time (SS1 1.9)
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.7)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Board Approved: May 12, 2016
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>a research plan and identify appropriate resources for investigating social studies topics</td>
<td>Develop</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</td>
<td>Cite</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>short as well as more sustained research projects to answer a question</td>
<td>Conduct</td>
<td>Create</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How did the Augustan Constitution of 27 B.C. fundamentally alter the Roman Government?
2. What were the effects of the Augustan reforms on Roman society?
3. How did the changing demographics of the empire affect the development of the later empire?
4. Who were the barbarian tribes who placed pressure on the empire in this period?
5. How was the issue of succession dealt with in the new Principate?
6. How were the principates of Caligula and Nero viewed by contemporary Romans?
7. Who are our major sources for this period? Why is that problematic?
8. Is there a clearly identifiable reason for the success of the Five Good Emperors?
9. How did Christianity arise and spread throughout the Empire in this period?

Enduring Understanding/Big Ideas:
1. By retaining the Tribunal power, the pontificate and the supreme Imperium for himself, Augustus created in the constitutional settlement of 27 B.C. an office whose powers were similar to those of an American President.
2. The new constitution evolved over time towards more and more authority being vested in the Imperial office.
3. The makeup of the empire after Augustus changed dramatically; the waves of Celtic and German immigrants that entered the Roman state changed the cultural and political foundations of the state into a far less democratic and invested condition everywhere but in Italy.
4. Tacitus’ *Germania* is the primary source from antiquity about the Germans; Caesar is the primary source about the Celts.
5. The principates of Caligula and Nero provided the Senate and state opportunities for reforming the imperial office that were, sadly, not taken.
6. There are many fragmentary and ancillary sources about this period, but Suetonius, Tacitus and the Augustan History are the most complete. Each has its problems.
7. The Five Good Emperors period are usually considered the high point of Roman civilization. Historians are unsure of why this century produced such advancement, peace and prosperity. Adoptive Succession, peaceful relations with external powers, and the high degree of economic productivity have all been held up as possibilities.
8. Beginning in Judaea in the reign of Tiberius, Christianity spread rapidly through the missionary work of Paul, Peter and the followers of Jesus who had first-hand experiences with Jesus’ words and works.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Aqueduct</td>
<td>● Adoptive Succession</td>
</tr>
<tr>
<td>● Baptism</td>
<td>● Centurion</td>
</tr>
<tr>
<td>● Bureaucracy</td>
<td>● Domus</td>
</tr>
<tr>
<td>● Christian</td>
<td>● Donative</td>
</tr>
<tr>
<td>● Civil Engineering</td>
<td>● Forum</td>
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<tr>
<td>● Emperor</td>
<td>● Insula</td>
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<tr>
<td>● Imperial</td>
<td>● Praetorian Guard</td>
</tr>
<tr>
<td>● Judaism</td>
<td>● Princeps</td>
</tr>
<tr>
<td>● Missionary</td>
<td>● Procurator</td>
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<tr>
<td>● Sanitation</td>
<td>● Thermium</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1
Title: Primary Source Activity: Early Christianity and the Second Century
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- 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. (CCSS.ELA-READING.11-12.1)
- 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. (CCSS.ELA-WRITING.11-12.7)

Supporting:
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.7)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
  - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy.

Detailed Description/Instructions: Classics Late Roman Readings.
- Letters between Trajan and Pliny
  - What does the correspondence tell you about the level of involvement the Emperor had in the day to day management of the Empire?
  - What complaints are raised by Pliny about the inhabitants of Nicaea and Nicomedia?
- Epistle (Letter) from Saint Paul to the Romans
  - Paul argues that the Pharisaic Jewish emphasis on law is misplaced; how does he seek to prove this, and how does it justify preaching the Gospel to non-Jews (gentiles)?
  - Paul was trained in Greek Philosophy. What elements of Socratic and Stoic thought can you identify in his instructions for living daily?

Board Approved: May 12, 2016
○ How does Paul instruct the Romans to behave towards the authorities?
○ What does Paul say is the only real law? Where does this statement come from?

- Tacitus
  ○ What is Tacitus’ principal complaint against the way Nero attacked Christians?

- Edict of Milan
  ○ This document is often considered the birth certificate for the established Church in the empire; what provisions allowed the Christians to become an institutional faith?

- Meditations of Marcus Aurelius
  ○ Choose one Meditation each from Book II and Book V that you find to be inspiring, true or timeless and write a short reflective paragraph about its applicability in the modern world.

**Bloom’s Levels:** Evaluate, Create
**Webb’s DOK:** 3

**Rubric:** The use of primary sources is vital to understanding and interpreting history. The written responses should be evaluated based on the ability of the student to extrapolate their knowledge of the period into the meaning of the text and also their ability to draw reasonable inferences and conclusions from these sources. The actual rubric is to be created.
Engaging Experience 1  
Title: Virtual Pantheon  
Suggested Length of Time: 1 Day  
Standards Addressed:  
  Priority:  
  ● 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. (CCSS.ELA-WRITING.11-12.7)  

  Supporting:  
  ● Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-READINGFORINFORMATIONAL.11-12.7)  
  ● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).  
    ○ Advocate and practice safe, legal, and responsible use of information and technology.  
    ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.  

Detailed Description/Instructions: The film Engineering an Empire which is used to discuss Roman technology introduces and provides background about the Pantheon. The “Virtual Pantheon” experience on the internet allows students to explore, test ideas, and experience proportions of this seminal work of architecture.  
Bloom’s Levels: Analyze  
Webb’s DOK: 2  
Rubric: To be created

Engaging Experience 2  
Title: Virgil: Aeneid  
Suggested Length of Time: 1 Day, with Homework  
Standards Addressed:  
  Priority:  
  ● 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. (CCSS.ELA-READING.11-12.1)  

  Supporting:  
  ● Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)  

Detailed Description/Instructions: Students will translate the first book of Virgil’s Aeneid using the Latin lexicon and grammar provided at the beginning of the unit. Students will have previously translated short passages and inscriptions. In class, students will peer edit translations
and try to come to a class standard for the work. At the end of the period, as a class, students will read a standard academic translation and see how close they have come.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 4  
**Rubric:** To be created
Engaging Scenario

Each student will draw one of Rome’s provinces or a region of Italy (if needed based on class size). They will create a second century travel guide for their fellow Romans to these provinces, including tourist sites, roads, local cultures and traditions, tips regarding money, safety and accommodations.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary Source Activity: Early Christianity and the Second Century</td>
<td>Classics Late Roman Readings.  &lt;br&gt;● Letters between Trajan and Pliny  &lt;br&gt;○ What does the correspondence tell you about the level of involvement the Emperor had in the day to day management of the Empire?  &lt;br&gt;○ What complaints are raised by Pliny about the inhabitants of Nicaea and Nicomedia?  &lt;br&gt;● Epistle (Letter) from Saint Paul to the Romans  &lt;br&gt;○ Paul argues that the Pharisaic Jewish emphasis on law is misplaced; how does he seek to prove this, and how does it justify preaching the Gospel to non-Jews (gentiles)?  &lt;br&gt;○ Paul was trained in Greek Philosophy. What elements of Socratic and Stoic thought can you identify in his instructions for living daily?  &lt;br&gt;○ How does Paul instruct the Romans to behave towards the authorities?  &lt;br&gt;○ What does Paul say is the only real law? Where does this statement come from?  &lt;br&gt;● Tacitus  &lt;br&gt;○ What is Tacitus’ principal complaint against the way Nero attacked Christians?  &lt;br&gt;● Edict of Milan  &lt;br&gt;○ This document is often considered the birth certificate for the established Church in the empire; what provisions allowed the Christians to become an institutional faith?  &lt;br&gt;● Meditations of Marcus Aurelius  &lt;br&gt;○ Choose one Meditation each from Book II and Book V that you find to be inspiring, true or timeless and write a short reflective paragraph about its applicability in the modern world.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Virtual Pantheon</td>
<td>The film <em>Engineering an Empire</em> which is used to discuss Roman technology introduces and provides background about the Pantheon. The “Virtual Pantheon” experience on the internet allows students to explore, test ideas, and experience proportions of this seminal work of architecture.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Virgil: <em>Aeneid</em></td>
<td>Students will translate the first book of Virgil’s <em>Aeneid</em> using the Latin lexicon and grammar provided at the beginning of the unit. Students will have previously translated short passages and inscriptions. In class, students will peer edit translations and try to come to a class standard for the work. At the end of the period, as a class, students will read a standard academic translation and see how close they have come.</td>
<td>1 Day, with Homework</td>
</tr>
</tbody>
</table>
Unit 7: The Decline and Fall of Rome

Subject: Humanities: Classics
Grade: 10-12
Name of Unit: Decline and Fall
Length of Unit: 3 Weeks
Overview of Unit: The transitional centuries that end the Classical and begin the medieval civilizations are examined. The collapse of Roman authority in the West, the rise of the orthodox Christian Church and the transition from theoretical magistracy to divinely ordained kingship frame this era.

Priority Standards for unit:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchical, and theocratic, and describe their impact. (SS 2 1.9)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

Supporting Standards for unit:
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
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<tbody>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
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<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
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<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</td>
<td>Cite</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. What was the immediate cause of the decline of the Roman State in the early third century?
2. How did changes in the Roman Army affect the political stability of the Empire?
3. Who were the significant Romans who affected this period?
4. Where does the moniker “Barracks Emperors” come from? Is it justified?
5. Why did the persecution of Christians reach unprecedented levels during this period?
6. What was the Tetrarchy? Did it work?
7. What reforms were instituted by Diocletian? Were they successful?
8. How was the Christian faith of Constantine an important influence on the new constitutional order he established?
9. How did the aftermath of the Edict of Milan and the support of Constantine and his successors create the Catholic and Orthodox churches as they exist today?
10. Why were the foundation of a new capital at Constantinople and the Battle of Adrianople crucial in the later decline of the West?
11. Who was Theodosius the Great and why was he important?
12. What led to the collapse of imperial authority in the west?
13. What replaced Roman authority in the West?
14. How did the Roman State evolve into the Byzantine Empire between 450 and 550 AD?
15. In what ways did Rome survive in both the East and the West?

**Enduring Understanding/Big Ideas:**
1. The driving force in the collapse of good government in the Empire was the lack of civilian control of the army, which by this time was mostly non-Roman in origin. The soldiers made and deposed rulers at will after the death of Commodus in 193.
2. Septimius Severus, Caracalla, Severus Alexander, Gallienus, and Aurelian all made admirable efforts to stop the decline of the Roman state in the third century, but most rulers in this period are military dictators called “Barracks Emperors” by historians because they never served as political leaders, only embattled generals.
3. In the last half of the third century, Christians were severely and violently persecuted, mostly in Rome’s eastern provinces, by Decius, Gallus, Carus and Diocletian. The increasing popularity of the religion, combined with perceptions of disloyalty to the Imperial Cult caused the new religion to be held up as a scapegoat.
4. Diocletian dissolved the Roman Constitution formally in 287 A.D, replacing it with a Tetrarchy, a system of absolutist rule by four magistrates based on the governance of Eastern-style god kings. The Empire was permanently divided into administrative halves with a senior and junior ruler.
5. Diocletian divided the Empire into small districts called Dioceses and into two administrative halves. The result was a crushing replication and exponential increase in the bureaucratic apparatus. This is one of the main causes of Roman collapse in the west.
6. Diocletian abolished the traditional Roman cursus honorum, leaving the army and the imperial service as the only outlets for individuals to take part in the state.
7. Diocletian attempted to stop the hyperinflation that had crippled the economy in the preceding half century through coinage reform and his Edict on Wages and Prices. Ultimately failures, these reforms are touchstones of modern Economics.
8. Constantine came to power after the unravelling of the Tetrarchy. He was converted to Christianity, and worked to end persecution and mentor the new faith. He reunited the empire under one ruler, and shifted the power structure to the richer, more stable east.

9. After the main capital was moved to Constantinople, a massive drain of resources and talent flooded from west to east. After the disaster at Adrianople, the decision was made to defend the east and abandon the west to its fate.

10. Orthodox Christianity developed from a series of ecumenical councils, beginning with Nicaea in 325 that created orthodox Christian theology.

12. Theodosius the Great was the last ruler of the whole Roman Empire. His religious and provincial reforms are usually considered the final transition between Classical and Medieval times.

13. As the barbarians began invading and transiting the Western Roman Empire at will, the period between the sack of Rome in 409 and the end of Roman administration in 476 saw the western rulers as puppets of German generals and an end to all nonmilitary functions of the Roman State. Barbarian kingdoms had completely supplanted the Empire by 500 AD.

14. The Eastern Roman Empire consolidated as a Levantine and Greek state based on divine patronage and absolute monarchy by 500 AD.

15. Though practically transformed, the Latin language, Roman law, Roman military and civil architecture, Christianity and the basic provincial and diocesan divisions of the Roman state continued as influences until the Classical world was reborn in the Renaissance.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Catholic</td>
<td>● Bishop</td>
</tr>
<tr>
<td>● Cleric</td>
<td>● Byzantine</td>
</tr>
<tr>
<td>● Dark Ages</td>
<td>● Caesaropapism</td>
</tr>
<tr>
<td>● Diocese</td>
<td>● Foederati</td>
</tr>
<tr>
<td>● Edict</td>
<td>● Investiture</td>
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<tr>
<td>● Failed State</td>
<td>● Manorialism</td>
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<tr>
<td>● Heresy</td>
<td>● Medieval</td>
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<tr>
<td>● Hyperinflation</td>
<td>● Population Collapse</td>
</tr>
<tr>
<td>● Orthodox</td>
<td>● Postclassical</td>
</tr>
<tr>
<td>● Theocracy</td>
<td>● Tetrarchy</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1
Title: Roman Army Project
Suggested Length of Time: 2 Days, 1 with Research

Standards Addressed

Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

Supporting:
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)

Detailed Description/Instructions: Students engage in a Jackdaw (™) simulation of the life of a Roman Legionary in the second or third century. These simulations depend on primary source documents and are set up to be worked through by station.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: Provided in Jackdaw materials
Engaging Experience 1
Title: Late Roman Primary Source Readings
Suggested Length of Time: 1 Day, after Homework
Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

Supporting:
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)

Detailed Description/Instructions: Classics Assignment: Late Roman Empire
- Diocletian: Edict on Maximum Prices
  - How does the Dominus justify this draconian set of rules and punishments?
  - What would seem to you to be the likely effects of these rules?
- The Council of Nicaea and the Nicene Creed
  - The statement of the Council sets the relationship between Church and Emperor until 1453; how would you define that relationship?
  - How might later Western “Emperors” find difficulty enforcing such powers? (remember the Investiture Controversy from World History)
  - How does the Nicene Creed deal with the major heresies of Arianism and Gnosticism?
- St Augustine: Civitas Dei “City of God”
  - This is the last breath of the Classical world and the first cry of the nascent middle Ages. Augustine has one foot firmly anchored in each. How does he compare and contrast the views of Cicero about history with the Christian view he is articulating?
  - How does Augustine describe the relationship between God and man?

These primary sources are all readily available on the internet.
Bloom’s Levels: Evaluate
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: Alaric and the Sack of Rome
Suggested Length of Time: 1 Day, plus Homework

Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts (SS7 1.5)

Detailed Description/Instructions: The BBC Series *Ancient Rome: The Decline and Fall of an Empire* contains a high quality documentary recreation of Alaric’s sack of Rome. The documentary series comes with a companion book that offers maps and primary sources to supplement the films. Students will respond to the crisis of 409 A.D. in the persona of three individuals: A Roman Senator, a Visigothic soldier and a common citizen of Rome.

Bloom’s Levels: Evaluate
Webb’s DOK: 3
Rubric: To be created

Board Approved: May 12, 2016
Engaging Experience 1
Title: Hagia Sophia Virtual Experience
Suggested Length of Time: 1 Day
Standards Addressed:

Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continuua, written resources, art and artifacts (SS7 1.5)
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Detailed Description/Instructions: Much like the pantheon in Rome, Hagia Sophia is represented by at least two highly detailed internet virtual tours, one in 3D. Students will be divided into small groups of no more than four and assigned one aspect of the building: the dome, the mosaics, the structural framework, the external facade or the chapels. Each group will prepare a quick tour of the most significant elements of each component and take the rest of the class on a guided examination of that design element.

Bloom’s Levels: Analyze
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Justinian: *Corpus Juris Civilis*
Suggested Length of Time: 1 Day

**Standards Addressed**

*Priority:*
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. (SS 2 1.9)
- 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. (CCSS.ELA-READING.11-12.1)

*Supporting:*
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Apply the following in the context of the historical period being studied (SS 1 3.5, 1.10):
  - Democracy; Republic; Changing role of government; Representation
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-READING.11-12.2)

**Detailed Description/Instructions:** For homework, students will read excerpts from Justinian’s digest of Roman civil law. They will answer questions that help them understand how these laws were applied in late Roman times. In class, a short lecture will explain how Roman Civil Law is the basis of American Civil Law, and still used to adjudicate lawsuits in America every day. Given a modern legal scenario, students in pairs will argue and decide the cases based on Roman Civil Law. When finished, the instructor will reveal how a contemporary American court decided the matter in question.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 3

**Rubric:** To be created

Board Approved: May 12, 2016
Engaging Scenario

Roman Coin Project

Students will be divided into groups and work through the following activities at six stations containing authentic Roman coinage. The following questions deal with each work station, replicating the kind of questions archaeologists, numismatists and historians use coins to answer. The students will draw on their knowledge of Roman culture, politics and daily life to answer these questions which transcend the entire history of the period.

- **Republic  Tray 1**
  - What kinds of images were used on Republican coinage instead of the Imperial portrait? What ideas of Republican culture might have made it inappropriate to place a living person’s image on coins?
  - The men who struck the coinage of the Republic were young and beginning their political careers. Why might they have displayed images related to famous ancestors?

- **HIGHLIGHTS:**
  - The Victoriatus was struck to pay for the war against Hannibal.
  - Coins in this tray were struck by the ancestors of at least four Emperors.

- **Roman Coin Project Tray 3 The Five Good Emperors**
  - These coins are all from the same general time period (138-190 AD). Most are from the reign of one Emperor, Antoninus Pius, and his family. What might account for the vast differences in the portraits and the quality of the artwork on coins struck at about the same time?
  - The reverse images of Roman coins convey specific messages from the Emperor. Look at the reverses of the coins of Antoninus. Study the printed explanations on the descriptions. Choose 5 of his coins and explain what the reverses are trying to tell us.
  - Compare one of the large bronze coins of the 2nd century to an American quarter. List 3 similarities and two differences.

- **HIGHLIGHTS:**
  - The large bronze Sestertii of this period are considered the masterworks of Roman numismatic art.

- **Roman Coin Project Tray 4, The Barracks Emperors**
  - Some of the finest Roman portraits are from this period. Look at the sestertius of Phillip I and the antoninianii of Gordian III and Aurelian. What attitudes and attributes are being communicated by these portraits? Does the Emperor look strong, or angry, or what? Compare with one of the portraits of Antoninus Pius.
  - Many of the coins in this tray refer to military victories. What purpose did this serve with the Roman people?
  - Another obvious occurrence of this period is the decay and degeneration of the artwork. At the beginning of the period, portraits are stunningly lifelike; by the end of the period, they are cartoonish and hard to tell apart. What might have caused this decline?
Roman Coin Project Tray 6, The New Eastern Empire

- The last coin from the Western Roman Empire in this series is the tiny, indecipherable little bronze of the Emperor Marcian, struck just 25 years before the fall of Rome in the west. Compare this with the gold solidus of the Emperor Theodosius II. What does that tell you about the two halves of the empire? (As an item of interest, the gold solidus of Theodosius was part of an issue of 100,000 struck at Thessalonika, just north of Constantinople, for the specific purpose of paying off Attila the Hun. Attila, at one time anyway, owned this coin.)
- How do the Byzantine coins differ from those of the old Roman Empire? What might account for this? Hint: Identify specifically Christian types on these coins. Look for Christograms, crosses, and angels.
- The coinage was extensively reformed around 490 AD by Anastasius. This forms a convenient numismatic (if not political) parting line between Roman and Byzantine coinage. Look at the big bronzes of the Byzantine period—how would you characterize the artwork?
- At the end of the tray are coins from Rome’s client kingdoms and her greatest enemies: Carthage and Parthia. How are the eastern coins obviously different from their Greek and Roman predecessors?

The Late Republic and the Principate Tray 2

- How would Augustus’ decision to portray himself on coins be related to his Auctoritas?
- Look at the legends (words around the edges of the coins) on the early Imperial issues of Augustus, the Flavians and Hadrian. What titles of the Emperor can you make out, and on which coins?
- Key to abbreviations:
  - PM = Pontifex Maximus
  - PF = Pius Felix (The Happy and the Blessed)
  - TR P or TR POT = Tribunicia Potestas
  - PP = Pater Patria (Father of his Country)
  - COS = Consul
  - SC = Senatus Consulto
  - AVG = Augustus
  - IMP = Imperator
  - CAES = Caesar
- Why would the Emperors go to such lengths to list these titles on the coins? (Hint: remember how Romans built status in their culture.)

HIGHLIGHTS:

- Denarius of Brutus showing his famous ancestor, the founder of the Republic.
- Coins from Judea in the time of Christ
- Roman PROVINCIAL coin of Nero from Antioch. Many of these coins were struck for localized use, and are rare. They usually have Greek legends.

Tetrarchy and Dissolution Tray 5

- An obvious observation is that nearly all of these coins, ostensibly portraying a dozen or more individuals, show the exact same image. Why?
○ Notice the different styles on the Folleis of Diocletian and Galerius. Why would the Eastern coins show more stylization while the Western ones are more realistic?
○ Silver nearly disappears from circulation during this period except for a few Siliqua that circulated in Britain, Gaul and Northern Italy. Most coins were either gold or tiny bronzes. What does that tell you about the economy?
○ The Gold coinage remains the highlight of this collection; why might the state have maintained the gold coins at a high level of purity and size while debasing the bronze and silver?

**Rubric for Engaging Scenario:** To be determined
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Roman Army Project</td>
<td>Students engage in a Jackdaw (™) simulation of the life of a Roman Legionary in the second or third century. These simulations depend on primary source documents and are set up to be worked through by station.</td>
<td>2 Days, 1 with Research</td>
</tr>
</tbody>
</table>
| 2     | Late Roman Primary Source Readings | ● Diocletian: Edict on Maximum Prices  
○ How does the Dominus justify this draconian set of rules and punishments?  
○ What would seem to you to be the likely effects of these rules?  
● The Council of Nicaea and the Nicene Creed  
○ The statement of the Council sets the relationship between Church and Emperor until 1453; how would you define that relationship?  
○ How might later Western “Emperors” find difficulty enforcing such powers? (remember the Investiture Controversy from World History)  
○ How does the Nicene Creed deal with the major heresies of Arianism and Gnosticism?  
● St Augustine: Civitas Dei “City of God”  
○ This is the last breath of the Classical world and the first cry of the nascent middle Ages. Augustine has one foot firmly anchored in each. How does he compare and contrast the views of Cicero about history with the Christian view he is articulating?  
○ How does Augustine describe the relationship between God and man? These primary sources are all readily available online. | 1 Day, after Homework |
| 3     | Alaric and the Sack of Rome | The BBC Series Ancient Rome: The Decline and Fall of an Empire contains a high quality documentary recreation of Alaric’s sack of Rome. The documentary series comes with a companion book that offers maps and primary sources to supplement the films. Students will respond to the crisis of 409 A.D. in the persona of three | 1 Day, plus Homework |
individuals: A Roman Senator, a Visigothic soldier and a common citizen of Rome.

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Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.