

**Course:** *Latin 3*

**Unit #1:** *What are Roman values? (Qui sunt mores Romani?)*

**Year of Implementation:** 2023-2024

**Curriculum Team Members:** Brenna Atmore ([batmore@lrhsd.org](mailto:batmore@lrhsd.org)), Robynn Hecht ([rhecht@lrhsd.org](mailto:rhecht@lrhsd.org)), Bill Palladino ([wpalladino@lrhsd.org](mailto:wpalladino@lrhsd.org)), Mathew Underwood ([munderwood@lrhsd.org](mailto:munderwood@lrhsd.org))

## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/AmericanClassicalLeagueClassicalStandards>

- **Unit Standards:**
  - **Content Standards**
    - Interpretive (A)
      - 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
      - 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
      - 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
      - 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
    - Interpersonal (B)
      - 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
      - 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
    - Presentational (C)
      - 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
      - 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
  - National Classical Standards (D)
- Interpersonal: communicate and exchange information about familiar topics in simple Latin or Greek sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and engage in conversation to satisfy basic needs.
- Interpretive Reading: understand the main idea of short and simple Latin or Greek texts when the topic is familiar.
- Interpretive Listening: understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear.
- **21st Century Life & Career Standards**
  - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
  - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
  - 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
  - 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
  - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- **Interdisciplinary Content Standards**
  - RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically..
  - 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to make connections between the values of ancient Romans in order to assess and evaluate modern values.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- communicate effectively in more than one language in a variety of situations and for multiple purposes.
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present.
- make connections with other disciplines by applying learning from language class to relevant situations in other classes.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Enduring Understandings

Students will understand that. . .

*EU 1*

the acquisition of a language is a cumulative process and the mastery of a language requires consistent review of morphology and vocabulary.

*EU 2*

the English and Latin languages communicate the same advanced concepts in different methods.

*EU 3*

literature often reflects the values of a society.

Essential Questions

*EU 1*

- Why is consistent review essential?
- How is the nature of language acquisition cumulative?
- How can understanding the cumulative nature of a language improve learning?

*EU 2*

- Why study an archaic language?
- How is word order important in conveying meaning?
- How has Latin affected the English language?

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|---|--|
|   | <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● In what ways does literature reflect the values of a society?</li> <li>● How does Golden Age and Silver Age literature communicate the values and ideals of Roman culture and society?</li> <li>● How did the Romans view 'excellence' among their population?</li> <li>● How should we judge the values of the past?</li> <li>● How do "mores" define a society?</li> </ul>   |
| <p><u>Knowledge</u><br/>Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● the essentials of Latin 2 including (but not limited to) syntax, parts of speech, derivatives, etc. (A. 1,3)</li> <li>● the most viable methods of review for introductory syntax and idiom. (A. 1,3)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● the declensions and conjugations of Latin 2.(A. 1,3)</li> <li>● the complete Latin verbal system in all moods, tenses, and voices.(A. 1,3)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● the values and ideals of Golden and Silver Age society in Rome. (A. 1,3)</li> <li>● the characteristics and cultural contributions of the Pax Romana. (A. 1,3)</li> <li>● major public works completed in Rome during the Golden and Silver Ages. (A. 1,3)</li> </ul> | <p><u>Skills</u><br/>Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● define the root and meaning of an English word based upon its Latin etymology. (C. 1,4)</li> <li>● apply Latin 2 vocabulary to sight reading, translations, and review questions. (C. 1,4)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● decline and translate nouns of the 1st - 5th declension. (C.1)</li> <li>● conjugate and translate verbs of the 1st - 4th conjugation. (C. 1)</li> <li>● decide the best possible answer for National Latin Exam questions based on a Latin 2 assessment. (A. 4)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● translate authentic sentences and/or passages from Golden and Silver Ages Roman literature. (C.4)</li> </ul> |

- major authors and selections from Golden and Silver Ages literature. (A. 1,3)
- the relevance of the mos maiorum to all members of society, including private, political, and military life in ancient Rome. (A. 1,3)

- define the mos maiorum, including the concepts of virtus, pietas, gravitas, fides, and dignitas. (C.4)
- identify the major authors of the Golden Age and Silver age and their respective works.(C.4)
- analyze the cultural values of Roman society through its literature. (C.4)

### Stage Two - Assessment

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### Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

*Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- In-class lectures on prior grammatical elements. (A EU 1)
- **Review the common praenomina used in Roman primary source documents** (A EU 3)
- Complete textbook review exercises based on Latin II grammar. (A, M EU 1)
- Use Allen and Greenough's New Latin Grammar to research advanced elements of grammar. (A, M EU 1)
- **Compare and contrast the values of Octavian and Antony and other contemporary world leaders.** (M EU 3)
- List examples of Roman values when reading authentic pieces of Latin literature. (M EU 3)
- Compare and contrast Roman values to those of a modern society. (M EU 3)
- Choose the best possible answer by reviewing Latin 3 National Latin Exam questions from Three Decades of the National Latin Exam. (M,T EU 3)
- Respond to comprehension questions about Latin passages concerning the values of the late Republic. (A, M EU 3)
- **Research and write an essay that compares the values of the Roman Republic to another society's values.** (A,M,T EU 3)
- **Create a visual diagram or poster that represents the values of the Roman people using Canva.** (A,M,T EU 3)

- Translate sentences using the various forms of the participle. (A, M, T *EU 1*)
- Translate the various uses of the ablative absolute. (M,T *EU 2*)
- Compose a synopsis of participles. (M, T *EU 2*)
- Translate the various forms of the infinitive. (M, T *EU 2*)
- Compose a synopsis of infinitives. (M, T *EU 2*)
- Translate sentences that use the indirect statement. (M,T *EU 2*)
- Create a synopsis of the subjunctive mood. (M,T *EU 2*)
- Present assigned grammar review elements to the class. (T *EU 1*)
- Analyze examples of Roman values in modern media. (T *EU 3*)
- Compose original sentences utilizing reviewed Latin 2 grammar. (T *EU 1*)

## Pacing Guide

| <b>Unit #</b> | <b>Title of Unit</b>   | <b>Approximate # of teaching days</b> |
|---------------|--|---------------------------------------|
| 1             | <i>What are Roman Values?</i>  | 45                                    |
| 2             | <i>Politics and Propaganda of the Late Republic and Early Empire</i> | 45                                    |
| 3             | <i>Love and Death</i>  | 45                                    |
| 4             | <i>Humans and Gods</i>   | 45                                    |

## Instructional Materials

*Storylabs.app*  
*Magistrula.com*  
*Latin Library*  
*Perseus Tufts*  
[\*No Latin Books\*](#)  
[\*Project Arkhaia\*](#)  
*Tacitus 14.31*  
*Cicero Pro Milone*  
*Caesar De Bello Gallico 5.44*  
*Cicero in Catilinam 1.1*  
*Martial Epigrams 9.70*  
*Timewatch: Murder in Rome (2005)*

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.