

Course: *Latin 3*
Unit #3: *Love and Death (Amor et Mors)*

Year of Implementation: 2023-2024

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Stage One - Desired Results

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

[https://www.state.nj.us/education/cccs/2020/
American Classical League Classical Standards](https://www.state.nj.us/education/cccs/2020/American%20Classical%20League%20Classical%20Standards)

- **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 ancient customs of love and death in order to better understand the universal human experience.

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

fluency in reading the target language relies on a simultaneity of co-dependent skill sets, including real-time processing of morphology and diction.

EU 2

Essential Questions

EU 1

- How can studying an ancient language bring about a better understanding of our own language?
- How impactful has the Latin language been on the vocabulary of the English language?
- How can the use of different grammatical tools affect the meaning of a work?

languages can have pluralities of meanings for any particular word, and selecting the context appropriate meaning is critical for making connections across languages.

EU 3

themes of love and death are universally explored by ancient and modern authors.

- How can more advanced grammar structures deepen the message of an author?

EU 2

- How does a student make sense of a translation and ensure that it is accurate?
- What is the importance of reading an original source compared to reading a published translation?
- In what ways does an understanding of grammar and syntax develop rational, clear, and deductive reasoning?
- Why is it important to entertain several possibilities when translating a word into another language?
- How does an author express their experiences, emotions, ideals, and beliefs through word choice and structure?

EU 3

- How do Ancient Romans make meaning around love and death?
- How do cultural practices around love and death inform Roman literature?
- What aspects of Roman cultural practices and values associated with love and death are Roman specific and what aspects are more universal?

Knowledge

Students will know . . .

EU 1

- the forms of deponents verbs. (A. 1,3)
- dative & genitive usages. (A. 1,3)
- the supine and how it translates. (A. 1,3)

Skills

Students will be able to. . .

EU 1

- conjugate a deponent verb in the indicative and subjunctive. (C. 1)
- recognize and translate deponent participles. (C. 1)

EU 2

- the reflective process of providing multiple translations of the same Latin words or phrases in the context of the author's intention. (A. 1,3)
- varying definitions of vocabulary regarding funerary practices and marriage rites. (A. 1,3)
- various acceptable translations of idiomatic phrases. (A. 1,5)
- the process of deductive reasoning to interpret the meaning of a Latin sentence. (A. 1,5)

EU 3

- the values and ideals of surrounding love and death in Roman culture. (A. 1,3)
- the characteristics and cultural practices associated with love and death. (A. 1,3)
- major poets and poetry selections that depict the culturally specific values and practices. (A. 3,5)

- translate dative and genitive nouns in various usages. (C. 1)

EU 2

- translate a sentence with advanced elements of grammar from Latin to English and vice-versa. (C. 1)
- provide more than one idiomatic translation of the same Latin sentence. (C. 1)
- deduce the meaning of a Latin sentence containing advanced elements of grammar. (C. 1)
- reflect on a translation and provide an alternate acceptable one with regards to the author's intent. (C. 1)

EU 3

- scan a line of Latin dactylic hexameter. (C. 1,4)
- label poetry-specific rhetorical devices. (C. 1,4)
- translate seen and unseen passages of Latin love poetry. (C. 1,4)
- analyze and interpret the poet's intent and meaning. (C. 1,4)
- translate passages about love and death. (C. 1,4)

Stage Two - Assessment

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

- Define common Ovidian and Catullan vocabulary (A) (EU 1,3)
- View instructional youtube videos on dactylic hexameter. (A) (EU 3)
- Scan lines of dactylic hexameter using hexameter.co. (M) (EU 3)
- Label the sections of a line of dactylic hexameter. (M) (EU 3)
- Create an instructional video on dactylic hexameter for youtube.com. (M) (EU 3)
- Identify the word agreement within a poetry sample. (M) (EU 1,2,3)
- Practice National Latin Exam grammatical review questions for both prose and poetry. (M) (EU, 2,3)
- Compare and contrast the qualities of prose and poetry. (M) (EU 2,3)
- Discuss the ideals of love and death in the context of Ovid and Catullus. (M, T) (EU 3)
- Recite lines of love poetry according to dactylic hexameter. (M,T) (EU 3)
- Analyze and interpret various paintings from history that detail scenes from the Roman love and death poetry (Dido and Aeneas, Dido's death, Priam's Death, Cupid and Psyche, etc). (M,T) (EU 3)
- Identify the common characteristics of love and death through modern works of film, television, literature, and media. (M,T) (EU 3)
- Practice sight reading and interpretation with National Latin Exam sample stories in prose and poetry (T) (E 2,3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
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
Whitaker's Words
No Latin Books
Rachel Beth Cuning, Ira Veneris - adapted Cupid & Psyche
Andrew Olympi, Reckless Love - Tiered Pyramus and Thisbe Ovid
Andrew Olympi, Daedalus and Icarus - Tiered
<https://hexameter.co/>
Love and Transformation, Ovid Poetry in the Metamorphosis
Aeneid Book 2.526-558, Death of Priam

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.