

Course: *Latin 3*
Unit #4: *Humans and Gods (Homines et Dei)*

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/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 religious value systems and traditions of ancient Romans in order to assess and evaluate modern religious systems and traditions.

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

durative acquisition of syntax, morphology, and vocabulary enables the reading and interpretation of diverse primary texts.

EU 2

the English and Latin languages communicate the same advanced concepts in different methods, including generic, grammatical, and rhetorical methods.
ancient religion impacted the literature and language of the ancient Romans.

Essential Questions

EU 1

- What is the importance of reading a primary text compared to an interpreted translation?
- In what ways can the study of a language develop critical thinking and interpretation skills?

EU 2

- How did the Romans influence their culture through their literature?
- What cultural literacy is needed to understand the ideas expressed in Roman literature?

EU 3

the Ancient Romans conceptualized and represented the role of deities in human affairs in diverse ways.

- What influenced the stories the Romans told about their own past?
- How were Roman politics and religion intertwined?

EU 3

- How do students reconcile the contradictory representations of gods among different ancient perspectives?
- What cultural values are expressed as the gods and humans interact?
- How do humans make meaning from their interactions with the gods?

Knowledge

Students will know . . .

EU 1

- the formation and translation of fear clauses. (A. 1,3)
- the formation and translation of indirect commands and questions. (A. 1,3)
- key identifiers and idiomatic translations of any dependent or independent subjunctive clause. (A. 1,3)

EU 2

- vocabulary relating to Roman religion and mythos. (A. 1,3)
- timeline of Roman religion and major events (A. 1,3)
- context specific translation of ritualized language. (A. 1,5)
- the forms and functions of rhetorical devices in Roman ritual. (A. 1,5)

Skills

Students will be able to . . .

EU 1

- recognize and translate fear clauses. (C. 1)
- recognize and translate indirect commands and questions. (C. 1)
- differentiate between different subjunctive clauses and translate to reflect the type of clause. (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)
- deduce the meaning of a Latin sentence containing figures of rhetoric. (C. 1)

EU 3

- the names and roles of the Roman pantheon. (A. 1,3)
- historical and literary background of Vergil, Ovid, and Caesar and their written works. (A. 1,3)
- the spectrum and reception of various relationships between gods and humans. (A. 1,5)

EU 3

- recognize how a god's designated role influences their behavior among humans. (C. 1)
- compare and contrast the divergent representations of gods among the written works of Caesar, Vergil, and Ovid. (C. 4)
- parse the power dynamics of relationships between gods and humans. (C. 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 Vergilian vocabulary (A) (EU 1,3)
- Translate passages of Ovid, Vergil and Caesar. (A) (EU 3)
- Identify clauses of fearing in previously translated passages. (M) (EU 1)
- Discuss the relationships between humans and the gods in Vergil and Ovid. (M, T) (EU 3)
- Identify indirect commands and questions in previously translated passages. (M) (EU 1)
- Create an instructional video on youtube which explains the translation of a brief mythological passage. (M, T) (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)
- Analyze and interpret various paintings from history that detail scenes of the relationship between gods and humans. (M,T) (EU 3)

- Identify the relationship between gods and humans 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) (EU 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
<https://hexameter.co/>
Caesar De Bello Gallico 6.17-18
Aeneid Book 2, Death of Laocoon
Aeneid Books 10-12, Death of Pallas, Death of Camilla, Death of Turnus
Ovid's Hyacinthus, Deucalion and Pyrrha, Pygmalion

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.