

Course: *Latin 2*
Unit #: *1, What makes a hero? (Quid est heros?)*

Year of Implementation: 2022-2023

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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](#)

- **Unit Standards:**

- **Content Standards**

- Interpretive (A)

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

- Interpersonal(B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- Presentational(C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

- D. National Classical Standards

INTERPERSONAL: communicate by asking highly predictable and formulaic questions in Latin or Greek, and respond to such questions by listing, naming, and identifying using single words or phrases they have learned and memorized.

INTERPRETIVE READING: understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.

INTERPRETIVE LISTENING: recognize some familiar Latin or Greek words and phrases when they hear them spoken

- **21st Century Life & Career Standards**

- 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.
 - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions may work better than others.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- **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:**
 - 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.

For additional information, see

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

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

As aligned with LRHSD Long-Term Learning Goal(s): Students will be able to independently use their learning to:

- 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 myths of ancient heroes followed similar patterns that are still present in modern stories.

EU3

the study of vocabulary and conventions of Classical Latin Language is the basis for many modern languages.

Essential Questions

EU 1

- *How do vocabulary definitions change based on context?*
- *How do the patterns present in ancient language match the patterns present in modern language?*
- *How do demonstratives affect the meaning of a sentence?*
- *How can the classification of ablative usages affect the translation of a Latin sentence?*

EU 2

- *How do heroic patterns influence modern storytelling?*
- *How do ancient heroic values impact modern value systems?*
- *How do ancient hero stories reflect cultural values of that time?*
- *How have modern ideals impacted the way ancient stories are viewed and told?*

EU 3

- *How do Latin vocabulary stems influence bio-scientific terminology?*
- *How are Latin phrases used in the English language?*

Knowledge

Students will know . . .

EU 1

- the vocabulary for culturally specific passages. (A. 1,3)
- the morphology of Latin I verbs, nouns, and adjectives. (A. 1,3)
- the function and translation of demonstratives. (A. 1,3)
- various uses of the ablative case. (A. 1,3)

EU 2

- the traditional stories of important ancient heroes including Perseus, Theseus, Bellerophon, Jason, Hercules, Orpheus, Atalanta. (A. 1, 3)
- the components of the hero's journey. (A. 1,3)
- the diminished roles of female characters throughout mythology. (A. 4)

EU 3

- the definitions of the most commonly used sweet 16 verbs in Latin. (A. 1)
- the applicable cognates for newly acquired Latin vocabulary. (A. 1)

Skills

Students will be able to . . .

EU 1

- translate accurately culturally specific passages. (A. 1; C. 5)
- recognize in context the conjugated and declined forms of verbs, nouns, and adjectives. (A. 1,3)
- decline and translate demonstrative pronouns. (A. 1; C. 5)
- identify different ablative usages based on the presence of prepositions or the context of the sentence. (A. 1; C. 5)

EU 2

- recognize the patterns in the origin stories of ancient heroes (A. 1,3)
- detail the katabasis (A. 1,5; C. 5)
- consider the context in which a story was written or told. (A. 4)
- discuss gender inequality present in ancient societies. (A. 4, C. 5)

EU 3

- infer the meanings of unfamiliar or compound words based on affixes, word stems, and context (A. 1)
- read common and uncommon cognates accurately in context (A. 1)

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

For example:

- Compile a list of vocabulary terms previously learned in Latin 1. (A EU1)
- Read stories about heroes and their various tasks. (A EU2)
- Define the Sweet 16 verbs of Latin. (A EU3)
- Label a picture using relevant vocabulary (M EU3)
- Define vocabulary through technology based games on sites such as Gimkit, Kahoot, and Quia. (M EU3)
- **Create comics with Latin titles summarizing the myths and other stories.** (M EU1,2)
- Disambiguate identical endings among declensions 1-3. (M EU1)
- Decode the tense, person, number, and voice of conjugations 1-4. (M EU1)
- **Complete digital workbook written exercises and activities on vocabulary and grammar.** (A/M EU1,3)
- Explain the steps of declining and conjugating via recording in instructional video. (M EU1)
- **Demonstrate comprehension through Story Reading activities.** (M EU1,2,3)
- Translate intermediate sentences based on conjugations 1-4 and declensions 1-3. (M EU1,3)
- Analyze and interpret a passage which focuses on declensions 1-3 and the following tenses: present, imperfect, future. (M)
- Engage in comprehension activities through related movie talks (M/T EU1,3)
- Compare/contrast the ideals of modern vs. ancient heroes using present-day examples (T EU2)
- Match pictures to sentences/phrases (T EU1,3)
- Read mythologically related stories using Storylabs.app “Labyrinthus” (T EU1,2,3)
- Compose sentences using the following: present system, the active voice, and declensions 1-3. (T EU1)
- Self-assess intermediate translation based on rubric. (T EU1)
- **Compose timed free write passages using relevant vocabulary and grammatical structures.** (T EU1,3)
- **Compose video reviews on previously acquired grammatical concepts.** (T EU1)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	<i>What makes a hero? (Quid est heros?)</i>	30
2	<i>Why did they fight? (Cur pugnaverunt?)</i>	50
3	<i>How will I celebrate? (Quomodo celebrabo?)</i>	50
4	<i>What did they write? (Quid scripserunt?)</i>	50

Instructional Materials

Storylabs.app
Magistrula.com
Latin Library
Perseus Tufts
Whitaker's Words

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.