

**Course:** *Latin II*  
**Unit #:** 2, *Why did they fight? (Cur pugnaverunt?)*

**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](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 determine and assess, as a global citizen, the ramifications of military and political conflict in the modern world.

**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*

ancient and modern imperial powers share important features and characteristics.

*EU 2*

the military practices of ancient imperial powers influence the military and imperial practices of modern societies.

*EU 3*

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

Essential Questions

*EU 1*

- *How did the Romans come to dominate the Italian peninsula?*
- *How do the Romans compete and interact with other powerful Mediterranean cultures?*

*EU 2*

- *How did Roman military successes and failures change the dynamic of the Mediterranean world?*
- *How did Roman military and imperial practices impact communities and individuals of non-Roman societies?*

*EU 3*

- *How do noun declensions in Latin differ from one another? How are they similar?*
- *Why do different declensions exist in Latin?*
- *When should the indicative mood be used?*
- *How does the passive voice differ from the active voice in usage, formation, and translation?*

Knowledge

Students will know . . .

Skills

Students will be able to. . .

*EU 1*

- *the specific methods of Roman imperial control. (A. 1,3)*
- *the specific governmental organization of Roman imperial control. (A. 1,3)*

*EU 2*

- *the battles, combatants, and outcomes of major conflicts including the Punic Wars, the Gallic Wars, and the Civil War. (A. 1,3)*
- *the specific military and administrative practices of the Romans among non-Roman populations.(A. 1,3)*

*EU 3*

- *the endings associated with nouns of each declension. (A. 1)*
- *the translation and usage differences between active and passive verbs (A. 1)*
- *the purpose of the indicative mood in Latin writing. (A. 1)*
- *the purpose of the passive voice in Latin writing. (A. 1)*

*EU 1*

- *outline the short and long term effects of Roman imperial control on non-Roman populations. (C. 1, 4)*
- *detail the shared imperial practices of the Romans and modern societies. (C. 1, 4)*

*EU 2*

- *discuss the short and long term outcomes of the major conflicts in Roman history. (C. 1, 4)*
- *recognize the military practices of the Roman army. (A. 5)*
- *Measure against one another the achievements of the major figures from military conflicts such as Julius Caesar, Pompey, Hannibal, Marc Antony, and Cleopatra. (A. 3; C. 5)*
- *detail the shared military practices of the Romans and modern societies.(A. 3; C. 5)*

*EU 3*

- *decline and translate 4th and 5th declension nouns. (A. 1,3; C. 1, 4)*
- *identify the relationship of 4th and 5th declension nouns to the other words and structures in a sentence. (A. 1,3;C. 1,4)*
- *identify and translate passive verbs. (A. 1,3;C. 1,4)*
- *determine the different roles of nouns in a sentence with a passive verb. (A. 1,3;C. 1,4)*
- *utilize the ablative of agent in appropriate context.(A. 1,3;C. 1,4)*
- *differentiate between different ablative usages based on the context of the sentence. (A. 1,3;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*

For example:

- View reenactments of major battles and historical events with such videos as Battles BC, The Battle of Actium, Decisive Battles:Pharsalus (A EU1,2)
- Diagram a Roman soldier, labeling the weaponry and armor with the appropriate Latin terms. (A EU2,3)
- Disambiguate identical endings among declensions 1-5. (M EU3)
- Decode the tense, person, number, and voice of conjugations 1-4. (M EU3)
- Complete digital workbook written exercises and activities on vocabulary and grammar. (A/M EU3)
- Explain the steps of declining and conjugating via recording in instructional video. (M EU3)
- Translate intermediate sentences based on conjugations 1-4 and declensions 1-5. (M EU1,3)
- Analyze and interpret a passage which focuses on declensions 1-5 and the entire indicative system. (M EU3)
- Engage in comprehension activities through related movie talks (M/T EU1,3)
- Articulate differences in ethics and practices among ancient and modern countries (T EU1,2)
- Compare/contrast the ideals of modern vs. ancient militaries and imperial powers using present-day examples (T EU2)
- Compare/contrast the tactics of modern vs. ancient militaries and imperial powers using present-day examples (T EU2)
- Match pictures to sentences/phrases (T EU1,3)
- Compose sentences using the following: the entire passive indicative system and declensions 1-5. (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

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
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.