

**Course:** *Latin II*  
**Unit #:** 3, *How will I celebrate? (Quomodo celebrabo?)*

**Year of Implementation:** 2022-2023

**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/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 identify, explore, and evaluate the practices and traditions of diverse cultural celebrations.

**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*

learning about the public observances of an ancient multicultural society can provide insight into a modern diverse culture.

*EU 2*

ancient and modern societies have a common desire for public entertainment and spectacle.

EU 3 the study of vocabulary and conventions of Latin is the basis for many modern languages.

Essential Questions

*EU 1*

- *How did triumphal processions encourage both the collaborative and competitive features of Roman society?*
- *How do funeral practices reflect broad cultural values?*
- *How do traditional Roman celebrations reflect the ideals and beliefs of those times?*
- *How does food play a central role in celebration?*

*EU 2*

- *How did the various forms of entertainment such as gladiator combat reflect the values of Roman society?*
- *How can elements of Roman entertainment be seen in modern societies?*
- *How can public entertainment create a sense of community?*

*EU 3*

- *How do Latin relative pronouns differ from other pronouns?*
- *How do Latin relative pronouns behave in a sentence?*
- *How does the Latin indirect statement differ from reported speech or action in English?*

	<ul style="list-style-type: none"> <li>• <i>How do the forms of Latin participles differ from one another?</i></li> <li>• <i>How does Latin participle usage differ from English participle usage?</i></li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>the important observances of Roman public life, including triumphal processions, Saturnalia, funerals, the Lupercalia, and weddings. (A. 1,3)</i></li> <li>• <i>the specific rituals and practices of various public observances, including triumphal processions, Saturnalia, funerals, the Lupercalia, and weddings. (A. 1,3)</i></li> <li>• <i>the public observances of a culture impact shared identity and meaning. (A. 1,3)</i></li> <li>• <i>the common meals and delicacies of Roman cuisine. (A. 1,3)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>the most popular types of entertainment during Roman times. (A. 1,3)</i></li> <li>• <i>the venues commonly attended for the observance of public entertainment. (A. 1,3)</i></li> <li>• <i>the benefits and detriments of violence in public amusement. (A. 1,3)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>the forms of the infinitives. (A. 1)</i></li> <li>• <i>the role of infinitives in indirect statement. (A. 1)</i></li> <li>• <i>the forms of participles. (A. 1)</i></li> <li>• <i>the usage of participles in Latin, including in the ablative absolute and future passive periphrastic. (A. 1)</i></li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>identify and reflect on the key differences among various Roman celebrations and events. (A. 1, 3)</i></li> <li>• <i>discuss events and trends present in Roman celebrations. (A. 1, 3; C. 1, 5)</i></li> <li>• <i>determine how rituals and practice affected Roman culture and daily life. (A. 1, 3)</i></li> <li>• <i>outline and replicate some of the day-by-day events associated with key Roman festivals like Lupercalia and Saturnalia. (A. 1, 3; C. 1, 5)</i></li> <li>• <i>determine who would have been involved in different Roman festivals and events. (A. 1, 3)</i></li> <li>• <i>define the vocabulary of food related terms. (A. 1)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>identify different types of entertainment present at different points in Roman society (A. 1, 3)</i></li> <li>• <i>discuss trends present in Roman entertainment. (A. 1, 3; C. 1, 5)</i></li> <li>• <i>locate and discuss different city sites that held games and events. (A. 1, 3; C. 1, 5)</i></li> <li>• <i>determine the pros and cons of the entertainment industry. (A. 1, 3; C. 1, 5)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>determine the tense and voice of all infinitives. (A. 1)</i></li> </ul>

- *translate infinitives as they appear in indirect statement. (A. 1)*
- *determine the tense, voice, gender, number, and case of participles. (A. 1)*
- *translate participles as they appear in ablative absolutes and future passive periphrastics. (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. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

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

For example:

- Compose a list of food commonly eaten by Roman people (A EU1)
- *Examine the cultural practices of Roman festivals using media resources such as Magister Craft (A EU1)*
- *Compare and contrast Roman festivals with festivals and celebrations of various modern cultures (M EU1)*
- Compose a synopsis of Latin infinitives and participles (M EU2)
- Translate intermediate sentences based on conjugations 1-4 and declensions 1-5. (M EU1,3)
- *Analyze and interpret a passage which focuses on participles and infinitives. (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 public entertainment using present-day examples (T EU2)*
- Compare/contrast the practices of modern vs. ancient festivals and celebrations using present-day examples (T EU2)
- *Create an epitaph honoring a Roman individual using Latin (T EU 1,2)*
- Match pictures to sentences/phrases (T EU1,3)
- Compose sentences using the following: infinitives with indirect statement, participles with the ablative absolute, and participles with the future passive periphrastic. (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)*

- Compose a dinner menu for a Roman feast. (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*  
*Peardeck*  
*GoFormative*  
*Latin Library*  
*Perseus Tufts*  
*Whitaker's Words*

*Google Classroom/ Suite  
On the Margins*

## **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.