

Course: Latin 2
Unit #: 4, *What did they write? (Quid scripserunt?)*

Year of Implementation: 2022-2023

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Stage One - Desired Results

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

{provide all applicable links to standards here}

<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 translate with fluency and evaluate a variety of literary forms and genres.

Objectively read
Rely on the context of a work
Be an informed, critical audience

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

literate societies produce a variety of generic forms of writing that express social worldviews, values, and cultural conventions.

EU 2

poetry and history are generic forms that are essential features of cultural and political identity.

EU3

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

Essential Questions

EU 1

- Which kinds of values are expressed in literature?
- Why do cultures produce literature?
- Why do cultures find value in literature?

EU 2

- Which kinds of conventions govern poetry?
- How does poetry make meaning?
- What are the aims and methods of history writing?
- For and by whom are histories written?
- Who are the inheritors of history writing?

EU 3

- In which ways does the Latin subjunctive differ from the indicative?
- Under which contexts does the Latin subjunctive occur?
- How does understanding of the subjunctive contribute to a more full and nuanced comprehension of the language?

Knowledge

Students will know . . .

EU 1

- the development of written language in Roman culture (A.1)
- the prevalent generic forms of Latin literature (A. 1, 3)

EU 2

- the different genres of poetry in Latin literature.
- the various important authors from Latin poetry, including Catullus, Sulpicia, Propertius, Vergil, Ovid, Martial.
- the various kinds of history writing.
- the important historians of ancient Rome, including Livy, Tacitus, Seutonius.

EU 3

- the morphology of the subjunctive.
- the specific clauses that contain the subjunctive.

Skills

Students will be able to . . .

EU 1

- *communicate the evolution of Latin literature through the 1st century BCE. (A. 1; C. 5)*
- *describe how Latin literature reflected Roman cultural, philosophical, and political values. (A. 1; C. 5)*

EU 2

- *translate from the Latin authentic poetry selections. (A. 1; C. 5)*
- *provide basic literary analysis of authentic poetry selections. (A. 1, 4; C. 5)*
- *translate from the Latin authentic history selections. (A. 1; C. 5)*
- *provide basic literary analysis of authentic history selections. (A. 1, 4; C. 5)*

EU 3

- *decode the morphology of the subjunctive mood. (A.1)*
- *decode and translate specific independent subjunctive clauses, including the jussive and the deliberative. (A.1)*
- *decode and translate specific dependent subjunctive clauses, including the purpose, result, indirect questions, cum clauses, and conditions. (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} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- List the common elements seen in different styles or genres of Latin literature (A EU1)
- Translate intermediate sentences based on the subjunctive mood. (M EU1,3)
- Analyze and interpret a passage which focuses on clauses containing the subjunctive mood. (M)
- Engage in comprehension activities through related movie talks. (M/T EU1,3)
- **Compare/contrast the literary conventions of modern vs. ancient poetry and history. (T EU2)**
- Match pictures to sentences/phrases (T EU1,3)
- Compose sentences using a variety of subjunctive clauses. (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
Peardeck
GoFormative
Latin Library
Perseus Tufts
Whitaker's Words
Google Classroom/ Suite

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.