



## Latin 2

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Latin 2		
<b>Course Title:</b>	Latin 2		
<b>Prerequisite(s):</b>	Latin 1 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	<p>If you enjoyed Latin 1 and are ready for more, Latin 2 will take your skills to the next level. Using <i>Suburani</i> Book 2, you'll continue your journey through the ancient Roman world, following new characters, uncovering historical events, and deepening your understanding of Latin grammar and vocabulary. This course builds on what you've already learned, introducing more complex sentences, verb forms, and cultural themes. You'll explore real stories from the Roman Empire, including tales of gladiators, emperors, and everyday people navigating life in ancient cities. Along the way, you'll sharpen your translation skills, strengthen your grasp of Latin's connections to English, and see how Latin is still very much alive in modern words, science, and literature. By the end of Latin 2, you'll be reading longer, more detailed Latin passages with confidence and gaining a richer appreciation for Roman history and mythology. Whether you love history, language, or just want to challenge yourself with something unique, Latin 2 is the perfect way to keep exploring the ancient world.</p>		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What was life like in ancient Pompeii and Africa?</li> <li>● How was the empire managed through the city of Rome?</li> <li>● How did education, entertainment, and fashion reflect and shape Roman thought?</li> <li>● What was life like in first-century Roman Ephesus?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How were auspices and the military used to influence politics and leverage power during the Empire?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Romans of the first century CE sourced goods and services from all parts of the empire to satisfy needs for entertainment, fashion, and other needs.</li> <li>• The Roman world of the first century CE presented a management challenge for its leaders.</li> <li>• The Romans were influenced in many ways by the ancient Greeks.</li> <li>• Events leading up to the death of Nero reflected complex politics that were part of the landscape of real Romans of the first century CE.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	<i>Suburani</i> , book 2	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - Domesticity, Daily Life; public and private - Pompeii and Africa (~ 13-14 weeks) <b>Unit 2</b> - The Growth of the Empire - Roma and Achaea (~ 13-14 weeks) <b>Unit 3</b> - East and West - Roma and Ephesus (~ 13-14 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1 - Domesticity and Daily Life - Pompeii and Africa</b>
<b>Duration:</b>	~ 13-14 weeks
<b>Resource(s):</b>	<i>Suburani</i> , Book 2, chapters 17-22
<b>Unit Overview:</b>	Through connected readings in Latin, students explore social history and economic systems in ancient Pompeii and North Africa in the first century CE.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What was life like in ancient Pompeii and Africa?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Romans of the first century CE sourced goods and services from all parts of the empire to satisfy needs for entertainment, fashion, and other needs.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● details of daily life and archaeology in Pompeii and Africa</li> <li>● information about businesses in Pompeii and Africa (perfume, cleaning clothes, wine making)</li> <li>● how the Romans celebrated and buried the dead, and mythology/philosophy associated with death</li> <li>● how the Romans were entertained at gladiatorial events</li> <li>● how Romans adorned themselves through fashion and cosmetics</li> <li>● what life looked like for children (education)</li> <li>● pluperfect and future tenses of verbs</li> <li>● present (active and passive) and perfect passive participles and their use</li> <li>● use of the passive voice in all tenses, as well as deponents</li> <li>● uses of the ablative with passive voice verbs</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe the daily home life of the ancient Romans of the first century, based on readings in Latin and archaeological evidence from excavations at Pompeii and Africa.</li> <li>● compare and contrast the operation of businesses in Pompeii and Africa and other city events and entertainment with each other and modern equivalents.</li> <li>● reflect on Roman thought surrounding death and burial, and compare and contrast with modern thought.</li> <li>● describe what it means to “dress like a Roman,” including fashion attitudes, tastes, and preferences.</li> <li>● reflect on ancient education and compare it to modern ideas.</li> <li>● read and translate Latin text which contains passive voice.</li> <li>● appreciate how deponent verbs work in Latin.</li> <li>● describe how the ablative case functions with the passive voice.</li> </ul>

- translate sentences from Latin that contain passive voice and deponent verbs.
- translate sentences from Latin that contain ablative case nouns.

<b>Unit Number and Title:</b>	<b>Unit 2 - The Growth of the Empire - Roma and Achaea</b>
<b>Duration:</b>	~ 13-14 weeks
<b>Resource(s):</b>	<i>Suburani</i> , book 2, chapters 23-26
<b>Unit Overview:</b>	Through connected stories in Latin, students will consider how the elite managed the empire and how life in Greece differed from life in other places studied in previous stories.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How was the empire managed through the city of Rome?</li> <li>● How did education, entertainment, and fashion reflect and shape Roman thought?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The Roman world of the first century CE presented a management challenge for its leaders.</li> <li>• The Romans were influenced in many ways by the ancient Greeks.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• historical details of Pompeii, Greece and Rome, the Parthians, Kingdom of Kush, Meroe, Kandace Amanirenas.</li> <li>• information about Roman politics; Octavian, the principate, Succession, East and West, managing an empire.</li> <li>• stories from mythology: Bacchus, Orpheus, Eurydice, Didi, Aeneas, Echo and Narcissus, Marsyas, Actaeon, Circe.</li> <li>• subjunctive clauses: cum, result, indirect commands, purpose, fear subjunctives</li> <li>• indirect statement, present, perfect and future infinitives.</li> <li>• present, perfect, and future participles.</li> <li>• ablative absolute and ablative of comparison.</li> <li>• imperfect, pluperfect subjunctive forms/passive, and active.</li> <li>• comparative adverbs.</li> <li>• ipse and connective relative pronouns.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• appreciate how the natural disaster of 79 CE affected the area around Vesuvius and created an archaeological gift for posterity about the daily life of the first century.</li> <li>• describe how historical details of selected parts of the Empire affected the Roman occupation of these areas.</li> <li>• retell mythological stories read in class in both Latin and English.</li> <li>• identify and translate sentences in the indirect statement format (primary sequence with various tenses following).</li> <li>• identify and translate sentences with subjunctive clauses.</li> <li>• recognize participles, their function, and translation in text.</li> <li>• translate ablative absolutes within a Latin sentence and describe their function.</li> </ul>

- compare and contrast the degrees of adverbs in Latin with forms already studied for adjectives.
- translate sentences which use ipse and connective relative pronouns.

<b>Unit Number and Title:</b>	<b>Unit 3 - East and West - Roma and Ephesus</b>
<b>Duration:</b>	~ 13-14 weeks
<b>Resource(s):</b>	<i>Suburani</i> , book 2, chapters 27-32
<b>Unit Overview:</b>	Through connected stories in Latin, students will consider what life in Roman Ephesus was like in the first century CE and how war and augury influenced politics of the times.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What was life like in the first century in Roman Ephesus?</li> <li>● How were auspices and the military used to influence politics and leverage power during the</li> </ul>

	Empire?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Events leading up to the death of Nero reflected complex politics that were part of the landscape of real Romans of the first century CE.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• information about ancient medicine, surgery, and drugs.</li> <li>• how ancient people traveled along commercial routes.</li> <li>• some details about archaeology (buildings) from the city of Ephesus.</li> <li>• information about Roman superstition, omens, augury, magic, and ghosts.</li> <li>• details of Nero's administration and the end of his life.</li> <li>• format and use of the ablative absolute and ablatives of comparison.</li> <li>• forms and use of ipse and idem.</li> <li>• imperfect and pluperfect passive subjunctive.</li> <li>• comparative adverbs.</li> <li>• indirect statements with past-tense introductory verbs (infinitives).</li> <li>• future passive tense and future participles.</li> <li>• verbs of fearing and how they function within text.</li> <li>• purpose clauses with ad+gerundive.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• read, comprehend, and translate Latin text with subjunctive constructions.</li> <li>• read, comprehend, and translate Latin text that contains indirect statements with past-tense verbs (secondary sequence of tense).</li> <li>• read, comprehend, and translate Latin text that incorporates ablative absolutes and other adverbial phrases, ablatives of comparison.</li> <li>• read, comprehend, and translate Latin text that contains future passive tense and future participles.</li> <li>• read, comprehend, and translate Latin text that compares how things are done.</li> <li>• explain how medicine developed in the Eastern end of the Mediterranean.</li> </ul>

- describe how travel and communication affected the Empire’s growth and administration.
- explain how imperial propaganda, emperor worship, and provincial management kept the empire under control.
- express an opinion about Roman superstition, based on the study of Roman religion.
- explain how loyalty and leadership affected the Roman military.
- judge and value decisions made to end Nero’s administration and life.
- conjecture how life for the *Suburani* will continue around the Mediterranean after the reign of Nero.