

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin II

**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** Antonia de Vegh

**Content Area:** World Language  
**Course Title:** Latin II  
**ACTFL Level:** Intermediate Low

### Recommended Pacing Guide

<b>Unit I:</b> Romanization in the provinces: Britannia as an exemplar	45 days
<b>Unit II:</b> Daily life in Britannia	45 days
<b>Unit III:</b> Daily life in Alexandria	45 days
<b>Unit IV:</b> Foreign influences on Roman religion and medicine	45 days

### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- **Holocaust and genocides** ([N.J.S.A. 18A:35-28](#))
- **History and contributions of African-Americans** (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- **Highlight and promote diversity and inclusion** (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- **History of disabled and LGBT persons** included in middle and high school curriculum ([Section 18A:35-4.35](#))
- **Climate Change** - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

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**Introduction / Philosophy:**

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.

The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

**Mission:**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

**Vision:**

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

**Unit 1: The Roman Family as a Microcosm of Roman Society and its Modern Legacy**

**Duration: 45 days**

**Suggested Accommodations**

**Multilingual Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

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### **Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **504 Plans:**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

### **Gifted and Talented:**

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

### **Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

<b>Disciplinary Concepts and Core Ideas</b>	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

<b>New Jersey Student Learning Standards</b>
<p><b>Focus Standards - Major Standards</b></p> <p><b><u>Interpretive Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</li> </ul>

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- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

### Interpersonal Mode of Communication

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

### Presentational Mode of Communication

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

### **Supporting and Additional Standards**

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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### Interdisciplinary Connections

#### English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

#### Social Studies

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

### Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### Career Readiness, Life Literacies & Key Skills

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- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

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	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/ global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Social Emotional Learning Standards**

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### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

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**Formative Tasks:**

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Small group activities
- Exit tickets
- Mini paradigm quizzes

**Alternative Assessments:**

- Gimkit, Blooket, Kahoot game skill based improvement
- IPAs
- Gallery Walks
- Roundtable discussions
- Debates
- Student written computer game projects
- Original skits/performances
- poem/short story composition
- Google Slide presentation

**Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

**Summative Assessments:**

- Quizzes
- Vocabulary and Grammar tests
- Translation tests
- Oral presentations
- Projects
  - Analytical writing

**Benchmark Assessments:**

- Section Latin to English
- Chapter assessment
- Reading Comprehension assessments

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<ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ GoogleSlides</li> <li>○ Manipulatives</li> </ul>	
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The Romans believed that their imposition of their way of life on the peoples they conquered was noble, just, and had a “civilizing” effect on the provinces.</li> <li>● The Romans exploited the labor of the people they conquered and stole the natural resources of every area they occupied.</li> <li>● The Romans brought their own system of roads, bridges, housing, urban planning, farming techniques, taxes, money, and religion to the provinces in a conscious effort to Romanize their colonies.</li> <li>● Every people conquered by the Romans had their own unique culture and civilization prior to Romanization.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did the Romans choose to have a vast empire?</li> <li>● Why did some tribal leaders acquiesce to Roman demands at a cost to their own people?</li> <li>● Why did the Romans change Celtic farming, crafting, urban planning methods?</li> <li>● Why did the Romans expend so much time and energy on colonizing Britannia?</li> <li>● Why did the Romans import wine and olive oil from Italy to Britannia?</li> <li>● Why did the Romans choose Salvius to administrate in Britannia?</li> <li>● Why did the Romans extract metals from Britannia without paying the tribal leaders for these resources?</li> </ul>
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<p><b>Content</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>● The colonization of Britannia was a long process because many Celtic leaders were hostile to Roman rule.</li> <li>● The Celtic tribes had well established trade, farming, artistic, and religious practices and governmental bodies before they were conquered by the Romans.</li> <li>● The Celts did not call themselves “Celts” and consisted of main different tribes with different languages and customs.</li> <li>● Salvius Gaius Liberalis was a wealthy, aristocratic, highly educated civil servant who brought managerial experience to his role in Britannia.</li> <li>● Britannia contained very valuable gold,</li> </ul>	<p><b>Skills</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why the Romans considered the Celts as poor quality for enslavement purposes</li> <li>● Compare and contrast slave trade of African Americans to that of the ancient Roman</li> <li>● Correctly apply the imperative/command form of verbs, positive and negative, singular and plural both orally and in writing</li> </ul>
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silver, and tin mines.	
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<b>Sequence of Topics</b>
The demonstrative adjective hic, haec, hoc
The present active infinitive form of verbs
Verb conjugations
Roman slavery in the provinces
Complementary infinitives
The Present and imperfect tenses of the irregular verbs: volo, nolo, possum
The vocative case
The imperative/command form of verbs, positive and negative, singular and plural
Boudica
Cartimanda
Celtic culture

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i>  <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i>  <i>Allen &amp; Greenough's New Latin Grammar</i>  <i>Learn to Read Latin, A. Keller and S Russell</i>  <i>Latin: An Intensive Course, Moreland and Fleischer</i></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i>  <i>The Romans, M. Boatwright et al.</i>  <i>Latin Literature: A History, G. B. Conte</i>  <i>Roman Clothing and Fashion, A. Croom</i>  <i>Life in Ancient Rome, F. Cowell</i>  <i>The Ancient City, De Coulange</i>  <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i>  <i>Women in the Classical World: Image and Text, E. Fantham</i>  <i>The Roman Republic: A Very Short</i></p>

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<p><a href="https://www.online-latin-dictionary.com">https://www.online-latin-dictionary.com</a></p> <p style="text-align: center;"><b>Linguistic Roots</b></p> <p>Resources:          English Words From Latin and Greek Elements, D. Ayers          Greek and Latin Roots A–Z  <a href="http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm</a>          List of Greek and Latin Roots in English  <a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a></p>	<p><i>Introduction</i>, D. Gwynn  <i>Women’s Life in Greece and Rome</i>, M. Lefkowitz and M. B. Fant  <i>A History of the Roman People</i>, F. Heichelheim, A.M. Ward, and C.A. Yeo  <i>The World of Rome</i>, P. Jones &amp; K. Sidwell  <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly  <i>The Birth of Classical Europe</i>, Price and Thonemann  <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard  <i>As the Romans Did</i>, J. Shelton  <i>The Founders and the Classics: Greece, Rome, and the American Enlightenment</i>, C. Richard  <i>The Inheritance of Rome</i>, C. Wickham  <i>Rome: An Empire’s Story</i>, G. Woolf</p>
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<b>Unit 2: Daily life in Britannia</b>	<b>Duration: 45 days</b>
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<b>Suggested Accommodations</b>
<p><b>Multilingual Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Alternative Assessments (Listening and verbal)</li> <li>● Flashcards (Digital and paper)</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Teacher Tutoring</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Modify assignments and homework</li> <li>● Follow all IEP modifications plans</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> </ul> <p><b>504 Plans:</b></p>

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### **Gifted and Talented:**

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

### **Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
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- Provide structure and adhere to a consistent daily routine with clear and concise rules
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### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

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- Provide visuals as possible by writing on the board, diagramming, and using pictures.
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Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

<b>New Jersey Student Learning Standards</b>
<p><b>Focus Standards - Major Standards</b></p> <p><b><u>Interpretive Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</li> <li>● 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>● 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</li> <li>● 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>● 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.</li> </ul> <p><b><u>Interpersonal Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original</li> </ul>

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ideas.

- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
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### **Presentational Mode of Communication**

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

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- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
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### **Interdisciplinary Connections**

#### **English Language Arts Standards**

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
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phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

### **Social Studies**

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

### **Computer Science & Design Thinking**

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### **Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods</li> </ul>

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to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

**Evidence of Student Learning**

**Formative Tasks:**

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Group activities
- Exit tickets
- Mini paradigm quizzes

**Alternative Assessments:**

- Gallery Walks
- Integrated Performance Assessments
- Roundtable discussions

**Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects                             <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul> </li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Britain in this period and earlier was not a federal nation state, but instead a group of warring tribes some of whom became allies with Rome</li> <li>● Some British chieftains accepted Roman domination in order to acquire greater political power and wealth.</li> <li>● Some British chieftains such as Boudica, Togodumnus and Caractus revolted against Roman domination</li> <li>● Rome sent administrators and their families to manage local government affairs under Imperial rule.</li> <li>● British chieftains allied with Rome educated their sons in Latin and lived in Roman style villas</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why didn't Julius Caesar conquer Britain?</li> <li>● Why did the emperor Claudius conquer Britain ?</li> <li>● Why did some British chieftains ally with the Romans?</li> <li>● Why did some British chieftains revolted against Roman rule?</li> <li>● Why did some British chieftains embrace Roman culture and Latin?</li> <li>● What would Roman colonists find difficult about living in Britannia?</li> <li>● Why did Cogidubnus adopt Roman practices and contribute to the Romanization of Britain?</li> <li>● Why do scholars believe that the</li> </ul>
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<ul style="list-style-type: none"> <li>● Daily life in Roman Britain provided challenges both to the Roman occupiers and the conquered Britons.</li> <li>● Although some Britons chafed under Roman domination, Cogidubnus, king of the Regnenses, acculturated his people to Roman life by embracing Roman religion and culture.</li> </ul>	<p style="margin-left: 20px;">palace at Fishbourne probably belonged to Cogidubnus?</p> <ul style="list-style-type: none"> <li>● Why did the Romans replace their client kings with consuls?</li> </ul>
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<p><b>Content</b> Students will know:</p> <ul style="list-style-type: none"> <li>● Julius Caesar invaded Britain in 55 BC and 54 BC.</li> <li>● Britain had enjoyed diplomatic and trading links with the Romans in the time between Caesar’s invasion and Emperor Claudius conquest without direct military occupation.</li> <li>● Cogidubnus held annual funeral games for the emperor Claudius and dedicated a temple to Neptune and Minerva.</li> <li>● Scholars believe that the public baths, amphitheater and forum in Silchester were probably built in Cogidubnus' time</li> <li>● The Roman villa at Fishbourne is believed to have belonged to Cogidubnus.</li> <li>● Ultimately, the Roman replaced client kings with two consuls , rulers who had many of the same powers as the king but were elected to serve one-year terms.</li> </ul>	<p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why the Romans didn’t allow the Britons to rule themselves and describe what the Britons would find challenging about living under Roman rule</li> <li>● Correctly apply adjectival phrases that take the dative case, the pluperfect tense, and adjectival phrases that take the dative case</li> </ul>
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<b>Sequence of Topics</b>
The relative pronoun
The relative clause and the antecedent
Noun and adjective agreement of nouns and adjectives of different declensions
Review of nominative, accusative, and dative endings of nouns and adjectives
I-stem nouns

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Special adjectives that take the dative case
Review of the imperative mood
Adjectival phrases that take the dative case
Appropinquo and obsto + dative case
Review of superlative degree of adjectives
Client kings
The Cantiaci and Regnenses tribes in De Bello Gallico by Julius Caesar
Neuter nouns
The pluperfect tense
Review of past tenses: imperfect, perfect, and pluperfect
Review of the ablative case
Question of words num nonne and -ne
Cogidubnus' palace at Fishbourne
Roman Britain's villas

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>Latin is Fun Book 1, Traupman</i>                      Learning Latin through Mythology,                      Cambridge University                      First Latin, A Language Discovery Program  <i>Jenny's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i>  <i>The Romans, M. Boatwright et al.</i>  <i>Latin Literature: A History, G. B. Conte</i>  <i>Life in Ancient Rome, F. Cowell</i>  <i>The Ancient City, De Coulange</i>  <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i>  <i>Women in the Classical World: Image and Text, E. Fantham</i>                      The Roman Forum, M. Grant  <i>The Roman Republic: A Very Short</i></p>

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<p style="text-align: center;"><b>Linguistic Roots</b></p> <p>Greek and Latin Roots A-Z  <a href="http://www.biology.ualberta.ca/courses.hp/zo1250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zo1250/Roots/roots.A-C.htm</a>                  List of Greek and Latin Roots in English  <a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a></p>	<p><i>Introduction</i>, D. Gwynn  <i>A History of the Roman People</i>, F. Heichelheim, A.M. Ward, and C.A. Yeo  <i>The World of Rome</i>, P. Jones &amp; K. Sidwell  <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly  <i>Women's Life in Greece and Rome</i>, M. Lefkowitz and M. B. Fant  <i>The Palgrave Handbook of Global Slavery Throughout History, Slavery in the Roman Empire</i>, N. Lenski  <i>Roman Theatre</i>, T. Moore  <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard  <i>As the Romans Did</i>, J. Shelton</p>
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<b>Unit 3: Daily life in Alexandria</b>	<b>Duration: 45 days</b>
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<b>Suggested Accommodations</b>
<p><b>Multilingual Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Alternative Assessments (Listening and verbal)</li> <li>● Flashcards (Digital and paper)</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Teacher Tutoring</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Modify assignments and homework</li> <li>● Follow all IEP modifications plans</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> </ul> <p><b>504 Plans:</b></p>

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- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

### **Gifted and Talented:**

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

### **Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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<b>Disciplinary Concepts and Core Ideas</b>	
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<b>Focus Standards - Major Standards</b>
<p><b><u>Interpretive Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</li> <li>● 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>● 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</li> <li>● 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>● 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.</li> </ul> <p><b><u>Interpersonal Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original</li> </ul>

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- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

### **Supporting and Additional Standards**

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- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

### **Interdisciplinary Connections**

#### **English Language Arts Standards**

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phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

### **Social Studies**

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

### **Computer Science & Design Thinking**

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### **Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>

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**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

**Evidence of Student Learning**

**Formative Tasks:**

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Group activities
- Exit tickets
- Mini paradigm quizzes

**Alternative Assessments:**

- Gallery Walks
- Integrated Performance Assessments
- Roundtable discussions

**Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects             <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul> </li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Alexandria was the inheritor of the trade of the sacked city of Carthage, a Phoenician colonial city of Tyre, a prominent Phoenician city-state.</li> <li>● Alexandria was a major center of Hellenic civilization</li> <li>● Rome took possession of Egypt as a province in 27 BC under the command of Caesar Augustus.</li> <li>● Aegyptus (Egypt) was the wealthiest Roman province.</li> <li>● Although archaeologists suspect that “ first true glass was made in coastal north Syria, Mesopotamia or ancient Egypt, the Romans' use of glass blowing techniques in Alexandria “made glass the plastic of the Roman empire”. (Liefing,2010)</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did the Romans take possession of Alexandria?</li> <li>● Why did the Romans adopt some Egyptian cults?</li> <li>● Why did the Romans have a fascination with obelisks?</li> <li>● Why did both Julius Caesar and Mark Antony have romantic relationships with Cleopatra?</li> <li>● Why was there racial strife in Alexandria?</li> <li>● Why was Rome’s destruction of Carthage significant for Alexandria?</li> <li>● Why was the Library at Alexandria significant for the Romans?</li> <li>● Why was the Library at Alexandria important in western civilization?</li> <li>● Why was Egypt the wealthiest Roman province?</li> </ul>

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<p><b>Content</b> Students will know:</p> <ul style="list-style-type: none"> <li>● Alexandria was Roman Egypt’s capital, and was the largest port and second largest city of the Roman Empire.</li> <li>● The Pharos of Alexandria was one of the original 7 wonders of the world.</li> <li>● Alexandria was home to Egyptians, Greeks, Syrians, Jews, and Phoenicians.</li> <li>● Racial tensions between the various ethnicities sometimes resulted in riots and violence.</li> <li>● Alexandria was founded by Alexander the Great in April 331 BC.</li> <li>● After Alexander the Great’s death, Egypt was ruled by the Ptolemy dynasty of Greek origin</li> </ul>	<p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why Alexandria ultimately declined under Roman rule</li> <li>● Accurately apply the demonstrative adjectives hic and ille and present active infinitives both orally and in writing</li> </ul>
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<b>Sequence of Topics</b>
The port of Alexandria and the Pharos
The seven Wonders of the World
Obelisks
Alexander the Great
The Ptolemaic dynasty and Cleopatra
Julius Caesar and Mark Antony’s relationships to Cleopatra
Isis
The library at Alexandria
Genitive of quantity/partitive
Genitive of material
The vocative case
The imperative mood
The demonstrative adjectives hic and ille
Present active infinitives

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Genitive of description
<i>Audeo</i> and <i>debeo</i> with infinitives
Egyptian glassmaking

Core Instructional & Supplemental Materials	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>A North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i>  <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i>  <i>Allen &amp; Greenough's New Latin Grammar</i>  <i>Learn to Read Latin, A. Keller and S Russell</i>  <i>Latin: An Intensive Course, Moreland and Fleischer</i>  <a href="https://www.online-latin-dictionary.com">https://www.online-latin-dictionary.com</a></p> <p style="text-align: center;"><b>Linguistic Roots</b></p> <p>Resources:  <i>The American Heritage Dictionary of Indo-European Roots</i> by Watkins                      Greek and Latin Roots A-Z  <a href="http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm</a>  <i>Latin Key Words</i> by Toner                      List of Greek and Latin Roots in English  <a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a>                      Vocabulary from Classical Roots series</p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome</i>, L. Adkins  <i>The Fires of Vesuvius, Pompeii Lost and Found</i>, M. Beard  <i>Cultural Identity in the Roman Empire</i>, J. Berry  <i>The Oxford Illustrated History of the Roman Word</i>, J. Boardman, et al.  <i>The Romans</i>, M. Boatwright et al.  <i>Latin Literature: A History</i>, G. B. Conte  <i>Life in Ancient Rome</i>, F. Cowell  <i>The Ancient City</i>, De Coulange  <i>The History of Roman Society, the Romans 850 BC-AD 33</i>, D. Dudley  <i>Women in the Classical World: Image and Text</i>, E. Fantham  <i>Sport in the Ancient World from A to Z</i>, M. Golden  <i>Gladiators</i>, M. Grant  <i>The Roman Republic: A Very Short Introduction</i>, D. Gwynn  <i>A History of the Roman People</i>, F. Heichelheim, A.M. Ward, and C.A. Yeo  <i>The World of Rome</i>, P. Jones &amp; K. Sidwell  <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly  <i>The Ancient Roman Afterlife</i>, Di Manes, Belief, and the Cult of the Dead, C. King  <i>Women's Life in Greece and Rome</i>, M. Lefkowitz and M. B. Fant  <i>Roman Theatre</i>, T. Moore  <i>Life, Death, and Entertainment in the Roman Empire</i>, D. S. Potter  <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard  <i>As the Romans Did</i>, J. Shelton</p>

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Unit 4: Foreign influences on Roman religion and medicine

Duration: 45 days

**Suggested Accommodations**

**Multilingual Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

**Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**504 Plans:**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

**Gifted and Talented:**

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

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- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

<b>Disciplinary Concepts and Core Ideas</b>	
<p style="text-align: center;">Interpretive Mode of Communication</p>	<p>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>
<p style="text-align: center;">Interpersonal Mode of Communication</p>	<p>In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p>

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Presentational  
Mode  
of  
Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

**New Jersey Student Learning Standards**

**Focus Standards - Major Standards**

**Interpretive Mode of Communication**

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

**Interpersonal Mode of Communication**

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

**Presentational Mode of Communication**

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the

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preferences, using simple sentences.

- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

### Supporting and Additional Standards

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

### Interdisciplinary Connections

#### English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

#### Social Studies

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

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- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
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- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and

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	consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>
<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>
<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul>
<p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>● Develop, implement and model effective problem solving and critical thinking skills</li> <li>● Identify the consequences associated with one's actions in order to make constructive choices</li> <li>● Evaluate personal, ethical, safety and civic impact of decisions</li> </ul>

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<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Establish and maintain healthy relationships</b></li> <li>● Utilize positive communication and social skills to interact effectively with others</li> <li>● Identify ways to resist inappropriate social pressure</li> <li>● Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways</li> <li>● Identify who, when , where, or how to seek help for oneself or others when needed</li> </ul>
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<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Direct questioning</li> <li>● Read aloud</li> <li>● Think pair share</li> <li>● Group activities</li> <li>● Exit tickets</li> <li>● Mini paradigm quizzes</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Gallery Walks</li> <li>● Integrated Performance Assessments</li> <li>● Roundtable discussions</li> </ul> <p><b>Student Assessment</b>                      Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul>

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<ul style="list-style-type: none"> <li>● Projects             <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul> </li> </ul>	
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The Greeks and Romans adopted and adapted the Egyptian cult of Isis and created the Mysteries of Isis.</li> <li>● The Romans believed that astrology influenced nearly every aspect of their daily lives, and that the gods controlled the movements of celestial bodies.</li> <li>● Astrologists and doctors in the ancient Roman world had antithetical perspectives concerning health and mortality.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why was the worship of Isis so popular among the Romans?</li> <li>● How might the cult of Isis have affected the development of Christianity?</li> <li>● Why did the Romans believe in astrology?</li> <li>● Why was Hippocrates' methods and reasoning so influential in the modern practice of medicine?</li> <li>● Why did the Romans create public bath houses?</li> </ul>
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<p><b>Content</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>● The Romans adopted many of the Greek practices and procedures they found in the Great Library at Alexandria.</li> <li>● Hippocrates, a Greek physician, developed the practice of examining the human body to detect evidence and the origins of illness.</li> <li>● “Ancient Roman medicine was divided into specializations such as ophthalmology and urology. To increase their knowledge of the human body, physicians used a variety of surgical procedures for dissection that were carried out using many different instruments including forceps, scalpels, and catheters” (Magner, 1992)</li> <li>● The Romans understood the connection between public hygiene and public health</li> <li>● The Roman medical system created the first hospital</li> </ul>	<p><b>Skills</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Compare and contrast the treatment of African American slaves to those in ancient Rome</li> <li>● Explain why the ancient Roman hospitals were only for soldiers and slaves</li> <li>● Correctly apply the use of complex sentences when speaking and writing</li> </ul>
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<b>Sequence of Topics</b>
Neuter nouns of the third declension
The personal pronoun is ea id
Present active participle
Complex sentences
The ablative case singular and plural
Ablative with special prepositions
the perfect passive participle
The 4th declension
The 5th declension
Review of adjective and adverb degrees: positive, comparative, and superlative
Review of personal endings of verbs in present, imperfect, pluperfect , and future tenses.
Subject verb agreement
Greco-Roman medicine
Egyptian, Babylonian, and Roman astrology
Serapis
Egyptian Astrology
Greek medicine and the beginning of the scientific method
Greek and Roman science and technology

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School</i></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>Roman Imperialism in the Late Republic, E. Badian</i>  <i>The Fires of Vesuvius, Pompeii Lost and Found, M.</i></p>

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*Classics Project*

*Jenney's First Year Latin*, Jenney, Baade, Burgess  
*Latin is Fun Book 1*, Traupman  
*Our Latin Heritage, Unit 1*, Hines  
*Using Latin*, Horn, Guttmore, and Forbes  
<https://www.online-latin-dictionary.com>

**Linguistic Roots**

Resources:

*The American Heritage Dictionary of Indo-European Roots* by Watkins  
 Greek and Latin Roots A–Z  
<http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm>  
*Latin Key Words* by Toner  
 List of Greek and Latin Roots in English  
[https://en.wikipedia.org/wiki/List\\_of\\_Greek\\_and\\_Latin\\_roots\\_in\\_English](https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English)  
 Vocabulary from Classical Roots series

Beard

*Cultural Identity in the Roman Empire*, J. Berry  
*The Oxford Illustrated History of the Roman World*, J. Boardman, et al.  
*The Romans*, M. Boatwright et al.  
*Social Conflicts in the Roman Republic*, P. A. Brunt  
*Latin Literature: A History*, G. B. Conte  
*Life in Ancient Rome*, F. Cowell  
*The Ancient City*, De Coulange  
*The History of Roman Society, the Romans 850 BC-AD 33*, D. Dudley  
*Women in the Classical World: Image and Text*, E. Fantham  
*The Roman Republic: A Very Short Introduction*, D. Gwynn  
*A History of the Roman People*, F. Heichelheim, A.M. Ward, and C.A. Yeo  
*The World of Rome*, P. Jones & K. Sidwell  
*The Roman Empire: A Very Short Introduction*, C. Kelly  
 Politics in the Roman Republic, H. Mouritsen  
*Women's Life in Greece and Rome*, M. Lefkowitz and M. B. Fant  
 Electoral Abuse in the Late Roman Republic, H. Troxler  
*History of the Roman World 750 BC - 146 BC*, H. H. Scullard  
*As the Romans Did*, J. Shelton