

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
CLASSICAL & WORLD LANGUAGES DEPARTMENT

LATIN 2

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 28, 2017

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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ACADEMIC LATIN II

COURSE PHILOSOPHY

Latin II supports students' development of skills to navigate a dynamic, technologically-driven global society in which they gain a deeper perspective of the world through the study of other languages. Through this study, students can further explore their passions as they apply language skills and concepts to analyze, assess, and criticize interdisciplinary topics. Students engage in meaningful written communication, both historical and cultural in order to make connections, comparisons, and develop a deeper understanding of the Roman language and culture and its connections to modern language and culture. The study of language cultivates an awareness that language and culture are interrelated, which is a fundamental element of 21st century citizenship.

COURSE DESCRIPTION

In *Latin II*, students will learn about the Latin language and various aspects of Ancient Roman history and culture. They will further develop their Latin vocabulary and grammar. Latin will emphasize the importance of English derivatives and how can be used to help enhance English vocabulary as well as help learn other Romance languages. This class will examine various aspects of Ancient Roman culture, history, geography, military, mythology, technology, science, and medicine not only to learn about the past, but also to examine the countless ways Ancient Rome impacts our society today. This course will solidify the foundation for tackling authentic Latin in *Latin III*.

COURSE SUMMARY

COURSE GOALS

CG1: Students will synthesize vocabulary, grammar, syntax, and cultural understanding in order to produce nuanced translations that are reflective of the Latin readings and meaningful in the English language.

CG2: Students will connect ancient Roman culture and language to their modern counterparts and evaluate the extent to which the present is a product of the past.

COURSE ENDURING UNDERSTANDINGS

CEU1: Nuanced translations are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.

CEU2: Ancient Roman language and culture has impacted Western civilization in its proliferation of Roman ideas and ideals.

COURSE ESSENTIAL QUESTIONS

CEQ1: How does the culture, grammar, and syntax of a foreign language influence translation into our native language?

CEQ2: How has the past influenced the present?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
Unit 1: Roman Britain	Students will analyze and evaluate the impact of Roman Imperialism on Britain.	3 weeks
Unit 2: Roman Science, Technology, & Medicine	Students will draw conclusions about the Roman advances in science, technology, and medicine.	9 weeks
Unit 3: Roman Religion	Students will analyze the hybridization of other ancient religions into the Roman pantheon and assess its impact on everyday Roman life.	10 weeks
Unit 4: Roman Military	Students will evaluate the extent to which the Roman military influenced the spreading of Roman ideas.	12 weeks

UNIT 1: ROMAN BRITAIN

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze and evaluate the impact of Roman imperialism on Britain.

UNIT LEARNING SCALE

4	In addition to the level 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	The student can: <ul style="list-style-type: none"> • identify and apply the pluperfect tense in the context of Latin literature; • identify and apply the question words in the context of Latin literature; • cite evidence from authentic primary and secondary sources to support conclusions and ideas; • identify and apply domain-specific vocabulary in reading and writing; • analyze and evaluate the impact of Roman imperialism on Britain.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Nuanced translations are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.	CEQ1: How does the culture, grammar, and syntax of a foreign language influence translation into our native language?
CEU2: Ancient Roman language and culture has impacted Western Civilization in its proliferation of Roman ideas and ideals.	CEQ2: How has the past influenced the present?
EU1: The cultural exchanges resulting from Roman imperialism had long-lasting effects that altered world history.	EQ1: How is Roman imperialism still felt today?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, EU1 CEQ1, 2, EQ1 7.1.NH.A.1, 5 7.1.NH.C.4 RST.9-10.1 WHST.9-10.2 DOK 4	<p>In small groups, students will create a travel brochure enticing Roman countrymen to visit a specific area, both because of the Roman influence and a chance to see the native culture. The brochure will analyze the effects of Roman imperialism upon native populations in ancient Europe, Africa, and the Middle East. Each group will be assigned a different area from the following: Gallia, Hispania, Graecia, Mauritania, Aegyptus, Syria, Judea, Britannia, Macedonia, Anatolia, Dacia, Dalmatia.</p> <p>Projects should include:</p> <ul style="list-style-type: none"> ● Primary sources <ul style="list-style-type: none"> ○ text ○ archaeological ○ inscriptional ● Map ● Pre-Roman analysis ● Post-Roman analysis ● Impact on Rome

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
agricola Aqua Sulis aula Boudica Britannia Celts Claudius client king cur	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1) Infer meaning from a combination of known words, or from the words themselves (DOK 2) Inflect words that have been recognized in order to reflect their use in the sentence (DOK 2)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
Fishbourne Hadrian’s Wall -ne	Understand directions which are either written or spoken in the target language (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
nonne num pluperfect tense	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
quaere quid quis quo quomodo Roman Britain ubi	Identify details in a technical text that support an analysis of information (DOK 2) Correlate details that support analysis of information to precise explanations or descriptions (DOK 2) Cite specific textual evidence to support analysis of text (DOK 2)	RST.9-10.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
Vespasian	Write informative/explanatory texts making important connections (DOK 4) Write informative/explanatory texts including concrete details appropriate to the audience’s knowledge (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

UNIT 2: ROMAN SCIENCE, TECHNOLOGY, AND MEDICINE

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about the Roman advances in science, technology, and medicine.

UNIT LEARNING SCALE

4	In addition to the level 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● identify and apply the 4th and 5th declensions of nouns in the context of Latin literature; ● identify and apply the genitive case in the context of Latin literature; ● identify and apply the imperative mood and vocative case in the context of Latin literature; ● Identify and apply the present participle in the context of Latin literature; ● Identify and apply the neuter gender in the context of Latin literature; ● Identify and apply noun-adjective agreement in the context of Latin literature; ● Identify and apply the personal pronouns in the context of Latin literature; ● cite evidence from authentic primary and secondary sources to support conclusions and ideas; ● identify and apply domain-specific vocabulary in reading and writing; ● analyze and evaluate the impact of Roman science technology and medicine.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Nuanced translations are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.	CEQ1: How does the culture, grammar, and syntax of a foreign language influence translation into our native language?
CEU2: Ancient Roman language and culture has impacted Western Civilization in its proliferation of Roman ideas and ideals.	CEQ2: How has the past influenced the present?
EU1: Roman developments in science, technology, and medicine contributed to the foundations of those fields.	EQ1: How can ancient science and technology still be relevant today?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 EU 1, EQ 1 EU 2, EQ 2 7.1.IL.A.1 7.1.IL.B.1 7.1.NH.A.5 7.1.NH.C.4 RST.9-10.1 WHST.9-10.2 DOK 4	<p>Students will create a multimedia presentation and a letter to the Emperor/Consul/King concerning an architectural triumph within the Roman empire from two different perspectives: an engineer and a doctor. The focus will be on the science and technology needed to create the wonder and hypothetical medical situations during the construction. Structures can include amphitheaters, baths, aqueducts, etc.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> ● Who made it? ● How it was built? ● Why it was built? ● Why it is considered an architectural marvel? ● How it impacted architecture through the ages? ● How hypothetical injuries or illnesses were handled using medical knowledge for the time. <p>Project must include:</p> <ul style="list-style-type: none"> ● Letter to the Emperor/Consul/King concerning the construction of the wonder <ul style="list-style-type: none"> ○ An engineer's thoughts on the construction, focusing on the technological innovations utilized during the building. ○ A doctor's thoughts on handling possible injuries or illnesses during the construction time using appropriate medical advances for the time. ● Visuals

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
4th and 5th declension Alexandria astrology astronomy Cleopatra genitive case glass making hunting imperative Julius Caesar library of Alexandria Marc Antony mathematics medicine neuter gender noun-adjective agreement present participle pronouns Ptolemaic rulers Roman architecture Roman Egypt Roman estate Roman science trade vocative case	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1) Infer meaning from a combination of known words, or from the words themselves (DOK 2) Inflect words that have been recognized in order to reflect their use in the sentence (DOK 2)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Produce written interpretations indicating understanding of the target language (DOK 4)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	Write informative texts comparing Roman and modern day cultures (DOK 3)	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one's own culture.
	<p style="text-align: center;">PROCEDURAL KNOWLEDGE</p>	<p style="text-align: center;">PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER</p>
	Follow directions which are either written or spoken in the target language (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	Identify details in a technical text that support an analysis of information (DOK 2) Correlate details that support analysis of information to precise explanations or descriptions (DOK 2) Cite specific textual evidence to support analysis of text (DOK 2)	RST.9-10.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(see above)	<p>Write informative/explanatory texts making important connections (DOK 4)</p> <p>Write informative/explanatory texts including concrete details appropriate to the audience’s knowledge (DOK 4)</p>	<p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

UNIT 3: ROMAN RELIGION

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze the hybridization of other ancient religions into the Roman pantheon and assess its impact on everyday Roman life.

UNIT LEARNING SCALE

4	In addition to the level 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● identify and apply the adjectives and adverbs in the context of Latin literature; ● identify and apply the degrees of adverbs in the context of Latin literature; ● identify and apply the different uses of the genitive case in the context of Latin literature; ● identify and apply the perfect active and perfect passive participles in the context of Latin literature; ● cite evidence from authentic primary and secondary sources to support conclusions and ideas; ● identify and apply domain-specific vocabulary in reading and writing; ● analyze and evaluate the impact of Roman religion and its effects on Roman life.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Nuanced translations are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.	CEQ1: How does the culture, grammar, and syntax of a foreign language influence translation into our native language?
CEU2: Ancient Roman language and culture has impacted Western Civilization in its proliferation of Roman ideas and ideals.	CEQ2: How has the past influenced the present?
EU1: The exchange of ideas throughout the multicultural Roman empire led to the synthesis of major ancient religions.	EQ1: How does the movement of ideas, people, and beliefs impact civilizations?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1, EU 1, EQ 1 7.1.IL.A.1, 5 7.1.IL.B.1 7.1.IL.C.4, 5 RST.9-10.1 WHST.9-10.2 DOK 3	<p>In groups, students will create a multimedia presentation explaining the exchange between Roman religions and a non-Roman religion in the empire. They will focus on how the religions influenced each other and whether or not the non-Roman religions were embraced by the Roman people. Each group will have a different non-Roman religion.</p> <ul style="list-style-type: none"> ● Isis ● Serapis ● Sulis Minerva ● Judaism ● Christianity ● Mithraism ● Janus ● Terminus ● Druidism <p>Project must include:</p> <ul style="list-style-type: none"> ● Original beliefs ● Roman influence ● Influence on the Romans ● Myth ● Roman reception

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
adjectives and adverbs Bath cults curses <i>defixiones</i> degrees of adverbs divination Druids folk remedies genitive of quality genitive of quantity haruspex Isis magic Osiris perfect active participle perfect passive participle <i>pontifex maximus</i> proconsul religious hybridization Romanization <i>sacerdotes</i> Serapis	Follow directions which are either written or spoken in the target language (DOK 2)	7.1.IL.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Infer meaning from a combination of known words, or from the words themselves (DOK 2)	
	Inflect words that have been recognized in order to reflect their use in the sentence (DOK 2)	
	Produce written interpretations indicating understanding of the target language (DOK 4)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	Write informative texts comparing Roman and modern day cultures (DOK 3)	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one's own culture.
	Cite specific textual evidence to support analysis of text (DOK 2)	RST.9-10.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
	Correlate details that support analysis of information to precise explanations or descriptions (DOK 2)	
Write informative/explanatory texts making important connections (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
Write informative/explanatory texts including concrete details appropriate to the audience's knowledge (DOK 4)		

UNIT 4: ROMAN MILITARY

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will evaluate the extent to which the Roman military influenced the spreading of Roman ideas.

UNIT LEARNING SCALE

4	In addition to the level 3 performances, the student can also apply those skills to new texts and answer questions about their own personal experiences with the topics using authentic Latin texts as evidence.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● identify and apply the uses of the ablative, dative, and accusative in the context of Latin literature; ● identify and apply the subjunctive mood and subjunctive environments in the context of Latin literature; ● identify and apply the different uses of the genitive case in the context of Latin literature; ● cite evidence from authentic primary and secondary sources to support conclusions and ideas; ● identify and apply domain-specific vocabulary in reading and writing; ● analyze and evaluate the impact of the Roman military on Roman and non-Roman interactions.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the students does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Nuanced translations are the product of synthesizing vocabulary, grammar, syntax, and cultural interpretation.	CEQ1: How does the culture, grammar, and syntax of a foreign language influence translation into our native language?
CEU2: Ancient Roman language and culture has impacted Western Civilization in its proliferation of Roman ideas and ideals.	CEQ2: How has the past influenced the present?
EU1: The Roman military was instrumental in the spread of Roman ideas, customs, and culture.	EQ1: To what extent is there a give and take between conquerors and conquered?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 EU 1, EQ 1 7.1.IL.A.1, 5 7.1.IL.B.1 7.1.IL.C.4, 5 RST.9-10.1 WHST.9-10.2 DOK 4	<p>Students will write a diary entries concerning a historical Roman battle incorporating their knowledge of the function and makeup of the Roman legion, the historical context and impact of the battle, and its long term effects on the two civilizations. Students will also contribute to a digital class map highlighting the most important points of each battle. Diary entries will be from a non-Roman soldier's point of view about the before, during, and after battle conditions.</p> <p>Battles can include, but are not limited to: Actium, Zama, Allia, Alessia, Munda, Edessa, Cannae, Trebia, Adianople, Teutoburg Forest, Magnesia, Pharsalus, Charonea, Vercelle.</p> <p>Diary will include details and perspectives on the following:</p> <ul style="list-style-type: none"> ● military tactics; ● reason for battle; ● people / groups involved; ● battle's effects; ● consequences and/or benefits.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
ablative of instrument accusative and ablative of time circumstantial dative of agent diploma system gerundive of obligation imperfect subjunctive indirect command indirect question military training pluperfect subjunctive purpose result Roman castra Roman inscriptions Roman legion organization Roman roads Roman soldier Roman tombstones Roman troops Tacitus travel weapons	Independent word recognition of memorized words and phrases that bring meaning to a text (DOK 1) Infer meaning from a combination of known words, or from the words themselves (DOK 2) Inflect words that have been recognized in order to reflect their use in the sentence (DOK 2)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Follow directions which are either written or spoken in the target language (DOK 2)	7.1.IL.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Produce written interpretations indicating understanding of the target language (DOK 4)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	Compare and contrast Roman and modern day cultures (DOK 3)	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
	Write informative texts comparing Roman and modern day cultures (DOK 3)	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one’s own culture.
	Identify details in a technical text that support an analysis of information (DOK 2) Correlate details that support analysis of information to precise explanations or descriptions (DOK 2) Cite specific textual evidence to support analysis of text (DOK 2)	RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Write informative/explanatory texts making important connections (DOK 4) Write informative/explanatory texts including concrete details appropriate to the audience’s knowledge (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.