

MORRIS SCHOOL DISTRICT

COURSE TITLE: Latin I

CURRICULUM AREA: World Language -- Latin

1. COURSE DESCRIPTION

Narrative summary of content, activities, and expectations

Latin I is an introduction to the ancient language and culture of the Romans. As our understanding of this world is dependent upon textual sources, the single-most important goal of this course is to develop students' reading skills so that they may eventually participate in this timeless art of communication with the ancient world; although fluency in reading (i.e.: translating) is the primary goal of this course, students will still be expected to reproduce, listen to, and interpret the sounds of spoken Latin in order to facilitate language learning. Through readings and discussions, students will gain an awareness of the important cultural products and practices of the Romans, as well as those of other ancient cultures (e.g.: Egyptian, Celtic, et al.) with whom the Romans had contact. Students will also be expected to develop an understanding of basic developments in Roman history and to complete an independent project based upon a cultural or historical topic from the Greco-Roman world. This study of Roman language and culture will increase the students' knowledge and compel them to make connections to other disciplines, languages, and cultures. It is through these connections that students will experience the enduring legacy of Rome and the relative importance of its study in today's world.

2. COURSE PHILOSOPHY

Provide a statement of the rationale that guides curriculum content, instructional methodology, student activities, use of instructional resources, and the assessment of student progress and performance.

The world language program in the Morris School District has two primary goals: to develop within each foreign language student proficiency in the four basic language skills of listening, speaking, reading, and writing, and to broaden each student's understanding of other cultures. To achieve these goals, the language teacher will employ pedagogical methods designed to replicate as closely as possible the natural processes of language learning.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</p> <p>Stage 1:</p> <p>Word order in sentences with est Word order in sentences without est Nominative singular</p> <p>Culture: Pompeii; Caecilius and Metella’s household; houses in Pompeii.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 1:</i></p> <p>id est (i.e.): in absentia in aeternum in memoriam alma mater materfamilias paterfamilias Fames est optimus coquus – anonymous Qualis pater, talis filius – anonymous Flos unus non facit hortum – Medieval Orare est laborare – Motto of Benedictine order Repetitio est mater studiorum – anonymous Mater artium necessitas – anonymous Qualis dominus, talis et servus (Petronius, Sat.58) Non est ad astra mollis e terris via (Seneca , Hercules Furens 437)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quis est Metella?, Ubi est coquus?, Quid coquus in culina agit? Ubi pater scripit? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on nominative singulars and word order in sentences both with and without est. -- construct an illustration that incorporates the main features of a typical Roman house into a novel design. -- draw a family tree of your family and identify each family member with the correct latin terminology: (i.e.: mater, pater, avus, etc) -- describe how Latin roots, and the prefix ‘in’ are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin. -- compare and contrast aspects of their own public and private lives to those of the Romans. -- research and compare the status of women in the Greek world with that of women in the Roman world.

INSTRUCTIONAL BENCHMARK

Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section

At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student's knowledge of grammar, derivatives and culture.

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<p>Stage 2:</p> <p>Nominative and Accusative singular</p> <p>Culture: Pompeian daily life; clothing, food, patrons and clients</p> <p><i>Proverbs and Expressions related to Vocab in Stage 2:</i> amicus curiae amicus usque ad aras (Chucky, Child's Play) amicus in necessitate probatur – (Medieval) amicus verus rara avis (Med.) amicus omnium, amicus nullorum (Anon.) inter dominum et servum nulla amicitia est – Q. Curtius Rufus 7.8.28</p>	<p>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</p> <p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quis intrat culinam? Quem Metella spectat? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on accurately using the nominative and accusative singular endings. -- reenact a skit between a patron and his clients. -- Research roman cuisine and create a menu for an imaginary restaurant in Pompeii. -- Prepare an ancient Roman dish for a Roman banquet .

	<ul style="list-style-type: none"> -- Research styles and basic pieces of Roman clothing. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin. -- compare and contrast aspects of their own public and private lives to those of the Romans.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student’s knowledge of grammar, derivatives and culture.</p>	

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<p>Stage 3:</p> <p>Nominative and Accusative Cases of 1st, 2nd, and 3rd declensions (sg.)</p> <p>Culture: Pompeian town life and business.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quis est Syphax? Quintusne canem audit? Quam picturam Celer pingit? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

<p><i>Proverbs and Expressions related to Vocab in Stage 3:</i> ad infinitum ad nauseum ad litem ecce homo ecce signum et cetera et tu, Brute magnum bonum magnum opus Felicitas multos habet amicos (Erasmus) Impedit ira animum (Dionysius Cato, 2.4) Ira initium insaniae (Ennius, fragment 438) Christianos ad leonem! (Tertullian, Apology 40.2) Qui extremum risit optime risit (Anon.) In vino veritas (Pliny the Elder, modified Naturalis Historia 14.141) Bibere humanum est; ergo bibamus (Rathskellar at Nuremburg)</p>	<ul style="list-style-type: none"> -- recognize and reproduce the sounds of Latin. -- Define the word ‘declension’ -- differentiate endings from the 1st, 2nd and 3rd declensions. -- translate simple phrases and sentences in Latin that focus on the Nominative and Accusative singulars for 1st, 2nd, and 3rd declension. -- Label the essential features of Pompeii on an outlined map. -- Research building and structures in Pompeii to present to the class as if a tour guide. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin. -- compare and contrast aspects of their own public and private lives to those of the Romans.
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<p>Stage 4:</p> <p>First and Second person singular, present including sum, es.</p> <p>Culture: The forum at Pompeii: finance and the law courts.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 4:</i> ex animo e pluribus unum ex libris poeta nascitur, non fit (Anon.) pecunia non olet (Anon.) se damnat iudex, innocentem qui opprimit. (Publius Syrus, Sent. 614) sola pecunia regnat (Petronius, Sat. 14)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: quid poeta recitat? quid tu recitas? quid ego recito? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- differentiate 1st, 2nd person and 3rd person endings -- explain how sum, es, est follows and yet breaks the pattern formed by the other verbs. -- translate simple phrases and sentences in Latin that focus on the first and second person singular endings for all conjugations. -- perform a reenactment of the court scene for the class. -- Label a ground plan of the Pompeian forum: Temple of Jupiter, Market, Temple of Lares of Pompeii, Temple of the Emperors, Eumachia's Meeting Hall of the Clothworkers, Polling Station, Municipality Offices, Basilica, Temple of Apollo, Table of Weights and Measures. -- Research those buildings not covered in stage Three. -- Explain the basic structure of the Roman court system and proceedings within the court. -- Reenact a trial proceeding (in English) using Roman Court proceedings with a topic relevant to students: e.g.: ex-boyfriend and girlfriend breakup, boyfriend wants his borrowed ipod back. -- Identify the basic units of Roman coinage. -- act the part of buyers and sellers in a game re-enacting life in the Forum. -- describe how Latin roots, and the prefixes 'in' and 'e, ex' are used to create words in English from the vocabulary, i.e.: elaborate, invoke, evoke, -- compare the basic language patterns of English and Latin. -- compare and contrast the Forum at Pompeii to your town.
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Map of ancient Italy	<p>Students will:</p> <ul style="list-style-type: none"> -- label locations, i.e.: provinces, cities, rivers, mountains, etc., on a blank map of Italy. -- memorize the following places and natural features in Italy: Cisalpine Gaul, Transalpine Gaul, The Alps, Etruria, Arnus river, Pisa, Florence, Rubicon river, Sabini, Latium, Rome, Ostia, Tiber river, Via Appia, Campania, Capua, Naples, Pompeii, Mt. Vesuvius, Samnium, Calabria, Brundisium, Tarentum, “Magna Graecia”, Sicily, Mt. Aetna, Syracuse Strait of Messina, Sardinia, Corsica, Appennines, Adriatic Sea, Tyrian Sea, Illyricum, Africa, Carthage -- find out information about, or important events that occurred at, each of the locations listed above and present findings to the class, i.e.: Cisalpine vs. Transalpine Gaul (and their relationship), the Alps, The Etruscans and their early influence on the development of Rome, The Leaning Tower of Pisa, Florence and the Renaissance, Caesar’s crossing of the Rubicon (49 B.C.), The rape of the Sabine women,

	<p>Advantages of settling Rome on the Tiber river, Ostia, Via Appia (Appian Way, Capua, and Brundisium), Naples, Pompeii and Mt. Vesuvius, War with Tarentum (Phyrric victory), The Greeks in Southern Italy, Mt. Aetna, the Strait of Messina, Sardinia and Corsica, The Apennines (the spine down the back) and the importance of dividing Eastern Italy from Western Italy, Illyricum, Carthage and the Punic Wars (Hannibal).</p>
<p style="text-align: center;">INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>At the end of this stage, students will complete a map test that will have them identify areas on a blank map, answer questions based upon their learning of the map, and address questions based upon historical events that were covered in this unit.</p>	

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<p>Stage 5:</p> <p>Nominative Plural Third Person Plural, Present Tense</p> <p>Culture: The Theatre: Actors and Performances; Pantomime, Comedy</p> <p><i>Proverbs and Expressions related to Vocab in Stage 5:</i> Audio sed taceo (motto) Varium et mutabile semper femina (Vergil, Aen.4.569) Dum femina plorat, decipere laborat. (Med.) Hodie nullus, cras maximus (Anon.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- List and memorize the Roman numbers 1-10, 50 100, 500, 1000. Play a game to enforce the numbers (e.g.: complexus orsus) -- Explain Roman numerals, their association with the human hand, and the interrelation of larger numbers, e.g.: L is a V turned on its side to represent a tenfold multiple, thereby the number 50; (= C = 100, () = M = 1000,) = D = 500, etc. -- Classify analyze words in English derived from Latin numbers, e.g.: unicycle, dynamic duo, octagon, etc. -- read simple sentences and associate them with pictures.

<p>Hodie, non cras (Anon.) Hodie ille, cras ego (grave inscription) Raro senex mutat sententiam (Med.) me iudice multum in parvo Dormiunt aliquando leges, numquam moriuntur. (Legal)</p>	<ul style="list-style-type: none"> -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quot canes in via? Quot senes dormiunt? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on the nominative plural, as well as the third person plural, present tense endings for verbs -- Answer questions based upon a web crawl about the Roman and Greek theaters and famous dramatists. -- Interpret and reenact the play in this stage. -- Read a portion or perform a certain scene from an ancient play translated into English (e.g.: Miles Gloriosus, Pseudolus, Menaechmi, et al.). -- Watch a clip of A Funny Thing Happened on the Way to the Forum. -- Compare ancient comedy to today’s comedians (cf.: the physical comedy of Jim Carrey or Will Farrell). -- describe how Latin roots and the prefix ‘multi’ are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
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<p>Stage 6:</p> <p>Imperfect and perfect stems in 3rd person, singular and plural erat and erant</p> <p>Culture: Slaves and Freedmen</p> <p><i>Proverbs and Expressions related to Vocab in Stage 5:</i> bona fide festina lente (Suetonius to Augustus) fortes fortuna iuvat (Terence, Phormio) per annum per ardua ad astra per centum per diem per incuriam per se res publica semper avarus eget. (Horace, Epist. 1.2.56) Quis pauper? Avarus. (Pseudo-Ausonius, 1.1.13) pauca sed bona (Anon.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quo modo canis latravit? Quid vexabat Clementem? Quid coquus dicit? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- Compare the imperfect tense (i.e.: continuous past action) with the perfect tense (i.e.: completed past action) in its English translation. -- Write a novel sentence in English that demonstrates a knowledge of the difference between these two tenses. Draw out of a hat and have students pantomime the event. -- translate simple phrases and sentences in Latin that focus on the 3rd person sing. and pl., imperfect and perfect endings. -- compare and contrast the concept of slavery in the Roman Empire and America. -- Research the role of Africans in the Roman world and the relationships between blacks and whites. -- Write an advertisement for selling a Greek slave at the market. Give the details of name, age, nationality, previous history, skills and price. -- describe how Latin roots, the prefix ‘per’, and suffixes are used to create words in English from the vocabulary, i.e.: percent, etc. -- compare the basic language patterns of English and Latin.

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<p>Stage 7:</p> <p>Perfect Tense (other than v-stems)</p> <p>Culture: Roman burial customs; beliefs about life after death.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 7:</i> mortui non mordent mortui non dolent (Med.) Leonem mortuum et catuli mordent (Med.) omnia vincit amor legere et non intellegere est tamquam non legere (Anon.) damnant quod non intellegunt (Anon.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Ubi amicus intravit? Quid Caecilius agebat? Amicusne poculum hausit? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on the formation of the perfect tense. -- Research a topic, person, or myth related to the underworld (e.g.: Minos, Tartarus, Sisyphus, et al.) for presentation to the class. -- Fill in locations on a map of the Underworld. -- create death masks and write a funeral speech for an imaginary person or pet. -- Reenact an ancient Roman funeral. -- Research and report on Roman superstitions. -- describe how Latin roots, prefixes, and suffixes are used to

	<p>create words in English from the vocabulary.</p> <ul style="list-style-type: none"> -- Change the preposition 'cum' to co-, com-, con-, col-, cor- to act as a prefix for English words. -- compare the basic language patterns of English and Latin.
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<p>Stage 8:</p> <p>Accusative plural Superlative Adjectives</p> <p>Culture: The amphitheatre and gladiatorial shows</p> <p><i>Proverbs and Expressions related to Vocab in Stage 8:</i> facile princeps qui vult caedere canem, facile invenit fustem (Anon.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Qui feminas spectabant? Cur Pompeiani tabernas non intrabant? Quo modo Pompeiani spectabant? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on

<p>plures crapula quam gladius [has killed] (Anon.) lata porta et spatiosa via quae ducit ad perditionem, et multi sunt qui intrans per eam. (Matt. 7.13) in silvam non ligna feras (Horace, Satires, 1.10.34)</p>	<p>the formation of the accusative plural for the 1st, 2nd, and 3rd declensions, as well as the formation of superlative adjs. -- explain how the ending of the superlative adjective modifies the noun it is describing. -- Classify styles of gladiators based upon their weapons and armor. -- Write a sportscast with a partner (in the vein of Sports Illustrated) about an imagined gladiator battle. -- Watch portions of Spartacus (2004, tv version) or Gladiator (parental consent required) to illustrate training programs and shows. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.</p>
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<p>Mythology and the Gods</p>	<p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3, 7.1.A.5, 7.2. 7.2.A.1, 7.2.A.3, 7.2.A.4, WRS Standards 2-4</i></p> <p>-- Memorize the Greek names, the corresponding Roman names, the function, and major attributes for each of the following gods: Jupiter, Juno, Neptune, Minerva, Venus, Cupid, Diana, Apollo, Mercury, Bacchus, Ceres, Mars, Vulcan, Saturn, Vesta -- Differentiate the gods worshipped solely in the Roman</p>

	<p>empire (Janus, the Lares, and the Penates, et al.) from the other Greek and Roman gods.</p> <ul style="list-style-type: none"> -- Examine important stories that pertain to each of these gods -- Illustrate a family tree of the gods and their familial relationships. -- define the term mythology as opposed to folklore and saga (cf. Morford and Leonard) -- create in a small group (3-4 students) a skit or presentation (5-8 min.) in English (with some Latin, if able) based upon one of the following myths: Baucis and Philemon, Cupid and Psyche, Orpheus and Eurydice, Pyramus and Thisbe, The 12 labors of Hercules, Perseus (Medusa) and Andromeda, Theseus and the Minotaur, Icarus and Daedalus, Odysseus, Aeneas, Bellerophon and Pegasus.
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There are two separate benchmarks for this unit that will add up to one full test grade (each benchmark counts 50% towards unit grade):

- 1) Students will present a skit or creative presentation based upon the above stated mythology topics to the class. Students will be graded according to the presentation rubric, included at the end of this curriculum, on the following aspects of their presentation: overall impression, organization, mechanics (creativity, props, comfort level with material, enthusiasm), and script-writing.
- 2) Students will complete a written test based upon the gods and the mythology covered in this unit. Questions pertaining to the Gods will have students give their Greek and Roman names, their functions, and answer questions about stories related to them. The mythology portion of the test will cover the basics of story and character that were developed through the student presentations.

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<p>Stage 9:</p> <p>Dative singular and plural ego, tu: nominative, dative, and accusative</p> <p>Culture: The Roman Baths</p> <p><i>Proverbs and Expressions related to Vocab in Stage 9:</i> homo sapiens novus homo homo doctus in se semper divitias habet. mox nox, in rem nota bene (N.B.) post meridiem (P.M.) post mortem post partum post scriptum (P.S.) deus omnia non dat omnibus (Med.) sua multi amittunt, cupide dum aliena appetunt (anon.) una dies aperit, conficit una dies (Pseudo-Ausonius, 2.40) carpe diem (Horace, Odes 1.11) nullus agentis dies longus est (Seneca, Epistulae Morales 122.3) saepe dat una dies quod totus denegat annus. (Med.) homo locum ornat, non hominem locus (Med.) homo proponit sed Deus disponit (Thomas a Kempis, 1380-1471) homines, dum docent, discunt (Seneca, Epis. Mor. 1.7.8) post tres saepe dies vilescit piscis et hospes (med.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Cui Quintus pecuniam dedit? Quid Metella et Melissa agebatis? Quis cantat? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- restate preposition usage and rules for an indirect object in English ('to/for' when used after a direct object, no preposition used when placed before the direct object) -- memorize dative endings for the 1st, 2nd, and 3rd declensions -- analyze Latin sentences in order to witness a trend in the usage of the dative. (generally used before direct object.) -- translate simple phrases and sentences in Latin that focus on the dative case, as well as the personal pronouns ego and tu. -- define terminology related to the bathhouse, i.e.: palaestra, apodyterium, tepidarium, calidarium, frigidarium, hypocaust, strigil. -- identify the sections of a Roman bathhouse. -- answer questions to a webcrawl on the Roman baths. -- research birthday and coming of age customs. -- describe how Latin roots, and the prefix 'post' are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
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INSTRUCTIONAL BENCHMARK

Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section

At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student's knowledge of grammar, derivatives and culture.

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</i></p>
<p>Stage 10:</p> <p>1st and 2nd person plural present (including sum) Comparative adjectives</p> <p>Culture: Roman educational system; books and writing material.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 10:</i> ex libris (e libris) semper fidelis (motto, U.S. Marines) semper paratus (motto, U.S. Coast Guard) tacent, satis laudant (Terrance, <i>Eunuchus</i>) tacet (musical notation) et ux. (et uxor = lawyer’s abbreviation) omnis qui odit fratrem suum homicida est. non refert quam multos libros, sed quam bonos habeas (Anon.) miseram servitutum falso pacem vocant (Tacitus, <i>Histories</i>, 4.17) melior tutiorque est certa pax quam sperata victoria; haec in tuā, illa in deorum manū est. (Livy, <i>Ab Urbe Condita</i>, 30.30) quot homines, tot sententia; suus cuique mos. (Terence, Phormio 454) qui capit uxorem, litem capit atque dolorem. (Med.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Cur Romani putat Graecos ignavos esse? Qui semper pugnabant? -- answer simple questions in Latin about themselves responding in the first and second singular and plural: Sumusne barbari? Hodiene diem natalem celebratis? Nonne discipuli estis? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- Define “paradigm” and explain their usefulness. -- memorize and reproduce paradigms for the present tense (all conjugations, including sum, esse). -- classify comparative adjectives as having endings similar to the 3rd declension. -- convert adjectives from their positive forms into their comparative and superlative forms. -- illustrate a drawing which depicts an adjective in its positive, comparative, and superlative forms. -- translate simple phrases and sentences in Latin that focus on the 1st and 2nd person plural present tense endings, as well as the usage of comparative adjectives. -- compare the Roman school system to America’s system. -- identify ancient techniques for making different types of speeches. -- make an argument before the class on a given topic using

	<p>these ancient techniques.</p> <ul style="list-style-type: none"> -- memorize the greek alphabet and transliterate words that correspond closely to English and Latin words. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
<p>INSTRUCTIONAL BENCHMARK</p>	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p>	
<p>At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student’s knowledge of grammar, derivatives and culture.</p>	

<p>SCOPE AND SEQUENCE</p>	
<p>Topical outline of content or performance cluster in order of presentation</p>	<p>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p>
	<p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</i></p>
<p>Stage 11:</p> <p>Intransitive Verbs with the Dative The verb <i>placet</i> <i>Nos, vos</i>: nominative, dative, and accusative Different ways of asking questions: quis, quid, -ne, num</p> <p>Culture: Pompeian elections and local government</p> <p><i>Proverbs and Expressions related to Vocab in Stage 11:</i> credo quia absurdum est de facto vs. de iure</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quis est Lucius? Qui candidato non credunt? -- ask personal questions to classmates using the Latin question words Quis, Quid, -ne, num. -- answer simple questions in Latin about themselves responding in the first and second singular and plural: Sumusne barbari? Hodiene diem natalem celebratis? Num discipuli universitatis estis? -- demonstrate a knowledge of vocabulary, basic inflectional

<p>de profundis De Rerum Natura (Lucretius) nunc aut numquam nunc pro tunc prima facie (legal) primus inter pares (prima inter pares) quid novi? quid nunc? Senatus Populusque Romanus (S.P.Q.R.) qui genus jactat suum, aliena laudat. (Seneca, <i>Herc. Furens</i> 340-341) legere et non intellegere est tamquam non legere (Anon.) nomina stultorum semper parietibus haerent (Anon.) stultorum plena sunt omnia (M. Tullius Cicero, <i>Ad Familiares</i> 9.22) stilus virum arguit (Anon.) res publica virum docet (Plutarch) de sapienti viro facit ira virum cito stultum (Med.) ignis aurum probat, miseria fortes viros (Anon.) unus vir, nullus vir (Med.) forma viros neglecta decet (Ovid, <i>Ars Amatoria</i> 1.509)</p>	<p>systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- loosen their translate of the dative case when it is used with an intransitive verb. -- translate simple phrases and sentences in Latin that focus on ‘placet’, nos and vos, and question words. -- act out a scene from a play “Lucius Spurius Pomponianus” -- Compare the Roman and American electoral systems. -- Participate in a mock election, putting forth candidates, slogans, speeches, etc. -- Research Roman elections and plan an election strategies for their class’s candidates. -- Analyze samples of Roman graffiti -- Compare and contrast Roman and American graffiti. -- Create posters with Latin graffiti supporting or slandering candidates running for office. -- describe how Latin roots and the prefix ‘de’ are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.</p>
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<p>1.</p> <p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student’s knowledge of grammar, derivatives and culture.</p>

SCOPE AND SEQUENCE	
<p>Topical outline of content or performance cluster in order of presentation</p>	<p style="text-align: center;">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</i></p>

<p>Stage 12:</p> <p>1st and 2nd persons singular and plural, imperfect and perfect 1st and 2nd persons singular and plural, imperfect of sum</p> <p>Culture: The eruption of Vesuvius, Aug. 24th A.D. 79; The excavation of Pompeii and Herculaneum.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 12:</i> veni, vidi, vici fortiter in re suaviter in modo fugit hora (Persius, 5.153) fugit irreparabile tempus (Vergil, <i>Georgics</i>) aka: tempus fugit. mirabile dictu mirabile visu terra es, terram ibis (Genesis) terra firma terra incognita timeo Danaos et dona ferentes (Vergil, <i>Aeneid</i>) timeo hominem unius libri (Thomas Aquinas) Fumum fugiens in ignem incidit (Med.) Non est vir fortis ac strenuus qui laborem fugit (Seneca, <i>Epist. Mor.</i>) Nec motem effugere quisquam nec amorem potest (Publius Syrius 433) Totus mundus deorum est immortalium templum (Seneca, <i>De Beneficiis</i>, 7.7.3)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quid Pomppaea conspexit? Quid Lucrio vīdit? Quid Sulla audivit et sensit? -- answer simple questions in Latin about themselves responding in the first and second singular and plural, perfect and imperfects. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- fill in and memorize paradigms for the imperfect and perfect tenses. -- Compare endings from the present, imperfect and perfect endings to see a pattern: present and imperfect are basically the same endings, except that imperfect has a tense marker. Perfect ends are unique to the perfect tense. -- translate simple phrases and sentences in Latin that focus on the 1st and 2nd persons singular and plural in the imperfect and perfect tenses. -- Read English translations of Pliny's letters about Vesuvius and answer questions based upon these letters. -- Research volcanic eruptions and describe how this information ties into the eruption at Pompeii. -- Prepare an audio or video recording of a news report describing the final hours of Pompeii. -- Research how excavation work is done in the field and report on a famous archaeological find from the ancient world to be reported to the class. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
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INSTRUCTIONAL BENCHMARK

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SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>History Unit: Government and History (see Objective Sheet at the end of the curriculum for this unit)</p> <p>The Monarchy: Romulus and Remus, The Seven Kings of Rome, The Rape of Lucretia, Collatinus and Brutus oust Tarquinius Suberbus.</p> <p>The Roman Republic: Structure of Government under Republic (Consul, Praetor, Quaestor, Aedile, Tribune of Plebs, Censor, Dictator, Senate, cursus honorem) , The Orders of Society: Senatorial, Equestrian, Plebian, Freedmen, and Slaves, The Twelve Tables, Gauls sack Rome, The Punic Wars (Hannibal), Republican Breakdown!: G. Iulius Caesar and the first triumvirate, The Ides of March, Octavian and the second triumvirate, Actium.</p> <p>The Empire:</p>	<p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3, 7.1.A.5, 7.2.A.1-4, 7.2.B.2-3,7.2.B.5, WRS standards 2-4</i></p> <ul style="list-style-type: none"> -- Define the words Monarchy, Republic, and Empire -- Place the three historical periods in chronological order -- Determine the events that changed each structure of government. -- Analyze the political structure underlying each form of government. -- Rank each period of government in terms of quality of life, political stability, and social mobility -- Pretend to be an affluent Roman citizen who has made a fortune in Rome’s untapped bread-baking industry. Having already made your fortune, choose the period of government that would best support your bread empire. Support your answer with solid reasoning from this unit.

<p>Octavian becomes Augustus, Defining Government Structure of the Empire. Augustus' political and social achievements.</p>	
<p style="text-align: center;">INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>At the end of this Unit, students will be tested upon the material covered in this unit. The test will include multiple choice questions, fill-in the blank answers, and short answer questions.</p>	

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Stage 13:</p> <p>present infinitive (active) conjugations of verbs present tense of volo, nolo, possum the enclitic –que</p> <p>Culture: British tribal system, invasions of Caesar and Claudius, Romanization, the career of Salvius</p> <p><i>Proverbs and Expressions related to Vocab in Stage 13:</i> alter ego alter idem et cetera custos morum nolens, volens noli me tangere</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Ubi est villa? Quid Rufilla habet? Quid Volubilis coquere potest? -- answer simple questions in Latin about what they want, do not want, and are able to do, e.g.: Quid agere vis?, Possumusne linguam latinam scribere? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- Define ‘principal parts’ of a verb and demonstrate how these assist us in forming paradigms in Latin. -- classify verbs from the preceding stages as 1st, 2nd, 3rd, 3rd -io, or 4th conjugation. -- verbalize the necessity of using an infinitive with the verbs nolo, volo, and possum.

<p>nolo contendere (legal) novus homo novus ordo seclorum (dollar bill) nulli secundus vita brevis, ars longa vita non est vivere, sed valere vita est vivat regina volens et potens volo, non valeo deo volente Quamvis per multos cuculus cantaverit annos, dicere nescit adhuc aliud verbum nisi “Cuccuc.” (Med. cuccuc = cuckoo) “Omnes” inquit Alexander “iurant esse me Iovis filium, sed vulnus hoc hominem me esse clamat.” (Seneca, Epis. Mor. 59.12) donec eris felix, multos numerabis amicos (Ovid, <i>Tristia</i>)</p>	<ul style="list-style-type: none"> -- write out and memorize the paradigms for the verbs nolo, volo, and possum. -- recognize ‘-que’ as an alternative conjunction for ‘et’ -- translate simple phrases and sentences in Latin that focus on the present infinitive, the present tense of the verbs nolo, volo, possum, as well as the enclitic ‘-que’. -- interpret the life of Salvius along the lines of the cursus honorem. -- compose a journal of a stay in Britain, illustrating the many aspects of life in Britain that reflect a Roman influence. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
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INSTRUCTIONAL BENCHMARK

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SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Stage 14: agreement of adjectives in case, number ablative singular and plural</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read Latin sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quid Philo est difficile? Cur

<p>prepositions imperfect of possum</p> <p>Culture: Life in Roman Britain: houses, mining, farming, slavery</p> <p><i>Proverbs and Expressions related to Vocab in Stage 14:</i> dulce et decorum est pro patria mori (Horace) manus manum lavat ad maiorem dei gloriam (motto of the Jesuits) ipso facto quis custodiet custodes ipsos? Deo, Regi, Patriae ditat Deus (motto of Arizona) Deus vult (motto of the First Crusade) deus ex machina delenda est Carthago (Cato the Elder) rex non potest peccare rex regum omne initium est difficile (Anon.) forti et fideli nihil difficile (Motto) non quia difficilia sunt, non audemus; sed quia non audemus, difficilia sunt (Seneca, Epist. Morales 104.26) vile donum, vilis gratia (Anon.) perdit maiora qui spernit dona minora (Med.) in regione caecorum, rex est luscus (Erasmus, Adagia)</p>	<p>difficile est Philo?</p> <ul style="list-style-type: none"> -- answer simple questions in Latin using prepositions and a noun in the ablative case e.g.: Quid in urnā ponis? -- answer simple questions in Latin that indicate what you were able to do (imperfect of possum) -- Use macrons to differentiate the ablative singular first declension from the nominative singular. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- locate examples of nouns agreeing with adjectives and formulate a rule about the endings on nouns and the adjectives with which they agree. -- create a card game, based on the game ‘go fish’, where students must make adjectives and nouns agree to earn points. -- write down and memorize paradigms for the 1st, 2nd, and 3rd declensions (Nom. Gen. left blank, Dat, Acc. and Abl.) -- translate simple phrases and sentences in Latin that focus on the agreement of nouns and adjectives, the ablative case, and the imperfect of sum, esse. -- create a poster that illustrates the various prepositions that students have learned and the cases that go with them. -- research and create a slideshow based upon mining, farming or another ancient industry (e.g.: fishing, shepherding, etc.) for presentation. -- write an advertisement for an ancient piece of farming equipment, focus on a new development that will sell your product. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
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SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Stage 15:</p> <p>relative clauses agreement of adjectives by gender</p> <p>Culture: The reaction of various Celtic chiefs to the arrival of the Romans: Boudica, Cartimandua, Cogidubnus</p> <p><i>Proverbs and Expressions related to Vocab in Stage 15:</i> felix qui nihil debet multos timere debet quem multi timent. labor omnia vincit (Vergil—motto of OK) aqua pura aqua vitae etiam atque etiam mare clausum mare liberum mare nostrum quod vide (q.v.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read Latin sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quō modō noscimus feminam reginam esse? Quid femina gerebat? Quō modō rex de equo sensit? -- classify nouns of the first and second declension as generally belonging to a particular gender. -- identify what gender means in the scheme of adjectival agreement. -- combine small Latin sentences to form a more complex sentence that uses a relative clause, e.g.: Paula est femina. Femina in villa laborat. = Paula est femina quae in villa laborat. -- construct simple sentences using relative clauses. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on

<p>quod erat demonstrandum (Q.E.D.) quod erat faciendum (Q.E.F.) vincam aut moriar vincit qui se vincit (adaption of Publilius Syrus' maxim) vincit veritas in mari aquam quaerit (Med.) is qui bibit hanc aquam, si fidem addit, salvus erit (seen at famous spas) equi donati dentes non inspiciuntur (St. Jerome) ignis, mare, mulier: tria mala (Med.)</p>	<p>the relative clauses. -- Research Boudica and the Celtic warfare style. -- Write an imaginative account of Boudica's soldiers destroying a Roman estate with observations about the Celtic tribes and their fighting style. -- evaluate information given about Cogidubnus and make three lists: facts that are certain and have evidence, details that are probably true with supporting reasons, and details that could possibly be true with supporting reasons. -- compare lists about Cogidubnus and defend your answers. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.</p>
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SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Stage 16: pluperfect tense questions with num, -ne, nonne Culture: The palace at Fishbourne; layout, decor, gardens</p>	<p>Students will: -- read Latin sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quid ex ovo vēnit? Num multa flora in aula sunt? -- Contrast the question word 'num' with 'nonne' -- create simple questions in Latin beginning with the question</p>

<p><i>Proverbs and Expressions related to Vocab in Stage 16:</i> qui tacet, consentit qui scribit, bis legit flos unus non facit hortum faber est suae quisque fortunae (Appius Claudius Caecus) inter alia summa cum laude cum laude inter pocula tolle, lege! tolle, lege! (Augustus of Hippo) consilio manuque (Beaumarchais's Barber of Seville) inter pares inter se inter vivos (legal) summum ius, summa iniuria nec mortem effugere quisquam nec amorem potest (Pub. Syrius 433) Qui per virtutem perit...non interit. (Pluatus, Captivi 690)</p>	<p>words num, -ne, nonne. -- Compare the translation of the pluperfect tense to the perfect and imperfect tenses. -- State a rule for the formation (or identification) of the pluperfect tense. (perfect stem + tense marker era+ ending) -- Write and memorize the paradigm for the pluperfect tense. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- translate simple phrases and sentences in Latin that focus on the pluperfect tense and questions with num, -ne, and nonne. -- examine samples of mosaics as a guide in creating their own mosaics on graph paper. -- research the basics of flower naming in Latin and identify the genus/species names for common flowers -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin. (4.1)</p>
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SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	<p style="text-align: center;">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.2.A.1-3, WRS 2-4</i></p>

<p>Creative Projects</p> <p>Students should be given approximately 2 months to complete their project with a least two classes dedicated to library and internet research for their project. This time must be scheduled early enough to allow students to pick and begin to research their projects. The placement of this unit at this point in the curriculum assumes students have already been given research time two months ago.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- choose a historical, mythological, literary, or artistic topic that interests them and find a creative way of presenting that topic to the class (e.g: sculpture, poem, song, painting, crossword, models, poster, chariots, etc.). Caelum est finis. -- write a brief letter of intent for their project that will allow the teacher to guide them in the creative process. -- become an expert on that topic through research in order to inform their work and thereby the presentation. -- present their creative project before the class, sharing their expertise, informing students of the process behind creating their project, what interested them about the topic, and how they felt the project turned out.
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INSTRUCTIONAL BENCHMARK

Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section

Students grades for the Creative Project are based upon the actual creative project, the presentation of the project, and if the project conforms to the initial letter of intent, e.g.: a student who turns in a letter of intent stating that they are going to make a large scale catapult needs to create a catapult as their creative project. There will be a one grade deduction for students who turn in something other than what was intended. This is not to say that students can not modify what their project is going to be, with ample time left to complete a new project and teacher permission, modifications will be granted. The rubric used to grade these creative projects covers the following areas: overall impression of the topic, organization of the presentation, mechanics of the presentation, and project construction. This rubric is attached to the end of the curriculum.

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</i></p>
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<p>Stage 17:</p> <p>genitive singular and plural</p> <p>Culture: Alexandria—the magnificence of the city, its history and culture, its strategic economic position, its importance to the daily life of Rome itself, its ferment of nationalities and wealth of opportunities.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 17:</i> Dies Irae (13th century Latin hymn) facilis descensus Averno (Vergil, <i>Aeneid</i>) sine qua non sine die nil sine numine (motto of Colorado) a mari usque ad mare (motto of Canada) ab ovo usque mala ab imo pectore ab origine/ab initio reductio ab absurdo ex animo facile princeps invita Minerva (Minerva unwilling—to inspire art) mea culpa, mea maxima culpa (Christian confessional) pauca sed bona paucis verbis recipio = Rx sine mora sine prole (legal –wills) stat magni nominis umbra (Lucan, <i>Pharsalia</i> 1.135) fortuna opes auferre, non animum, potest (Seneca, <i>Medea</i> 176) facile est imperium in bonis (Plautus, <i>Miles Gloriosus</i> 611) Quod nimis miseri volunt, hoc facile credunt (Seneca, <i>Hec. Fur.</i> 314) facile consilium damus aliis (Robert Burton, <i>Anatomy of Melancholy</i>) multitudo non ratione ducitur sed impetu (Anon)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read Latin sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quid Barbilius narratori dedit? Quid narrator fudit in aram? -- answer simple questions in Latin using the genitive case to show possession: Cuius villa est? Estne villa eius (point to narrator, slave and barbilius)? A: Est villa Barbili. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- explain how possession is formed in English sentences and compare it to the use of the genitive. -- analyze Latin sentences for genitive usage and design an explanation for where to find a genitive in a sentence (usually the genitive follows the noun it is possessing.) -- complete and memorize paradigms for the 1st, 2nd, and 3rd declensions -- translate simple phrases and sentences in Latin that focus on the genitive singular and plural. -- compare and contrast the rulers of Alexandria: Alexander, Ptolemy, and Cleopatra -- list and identify the Seven Wonders of the Ancient World -- research the ancient city of Alexandria. -- prepare an illustrated brochure for the Chamber of Commerce in Alexandria in which students present aspects of life in the city: its population, area main industries, public facilities, university, local government, and the cultural and religious diversity of its population. –OR– -- draw a large scale plan of the city of Alexandria, while other groups prepare 3-dimensional buildings (plan in CLC p.104) -- describe how Latin roots and the prefix ‘a,ab’ are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.
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INSTRUCTIONAL BENCHMARK

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At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student's knowledge of grammar, derivatives and culture.

SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Stage 18:</p> <p>neuter nouns, singular and plural 4th and 5th declension nouns</p> <p>Culture: Glassmaking, Roman bureaucracy and the exploitation of the land and its people, Roman customs influenced by Egyptian ones.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 18:</i> annuit coeptis ubi mel, ibi apes quo vadis? nemo in amore videt pro deo et patria nem liber est qui corpori servi incipit: dimidium facti est coepisse (Ausonius) audemus iura nostra defendere (motto of Alabama) caput mortuum (residue after distillation) caput mundi (Rome or Manhattan?) Miles Gloriosus (comedy by Plautus)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer simple questions in Latin and English about passages in Latin -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- distinguish 2nd and 3rd declension neuter nouns from the 'regular' 2nd and 3rd declensions -- translate simple phrases and sentences in Latin that focus on neuter nouns in the singular and plural, as well as 4th and 5th declension nouns. -- Memorize the 4th and 5th declension paradigms. -- act out scenes from a simple Latin drama -- compare modern bribery rackets to ancient ones. -- find out examples of glassmaking techniques and present their findings to the class. -- visit a glassworks in operation to see, firsthand, ancient glass blowing techniques at work. -- describe how Latin roots and the prefix 'pro' are used to create words in English from the vocabulary.

<p>nemo malus felix nemo me impune lacessit (Motto of the kings of Scotland, line from Poe’s Cask of Amontillado) nemo repente fuit turpissimus (Juvenal, <i>Satires</i>) obsta principiis (Ovid, <i>Remedia Amoris</i>) pro bono publico (legal) pro forma (‘as a formality’) pro rata pro tempore altera manū fert lapidem, panem ostentat alterā. (Plautus, <i>Aulularia</i>) omnes una manet nox (Horace, <i>Odes</i> 1.28.15) curarum maxima nutrix nox (Ovid, <i>Metamorphoses</i> 8.81-2) vespere promittunt multi quod mane recusant (Med.)</p>	<p>-- compare the basic language patterns of English and Latin.</p>
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INSTRUCTIONAL BENCHMARK

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SCOPE AND SEQUENCE

<p style="text-align: center;">Topical outline of content or performance cluster in order of presentation</p>	<p style="text-align: center;">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-6, 7.1.B.1-3, 7.1.B.5, 7.2.A.1-4, 7.2.B.1-2, WRS standards 2-4</i></p>
<p>Stage 19:</p> <p>the demonstrative pronouns hic and ille imperatives, including the negative vocative singular and plural</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read Latin sentences and associate them with pictures. -- answer questions in Latin and English about Latin passages -- answer questions using the demonstrative pronouns hic and ille. -- respond to commands given in class (Simon dicit style).

Culture: the importance of Isis in Egyptian religion, her worship, her wider appeal in the Roman world.

Proverbs and Expressions related to Vocab in Stage 19:

in loco parentis

vita non est vivere sed valere vita est (Martial)

vox clamantis in deserto (motto of Dartmouth college)

qui bene amat, bene castigat (Hebrews 12.6)

medice, cura te ipsum

cogito, ergo sum (Descartes)

vox populi, vox dei

audi, vide, tace, si vis vivere in pace

castigat ridendo mores (the essence of satire itself!)

dulce et decorum est pro patria mori (Horace, *Odes*)

locus classicus

locus delicti ('scene of the crime')

locus poenitentiae (legal)

locus sigilli (l.s.)

periculum in mora

vive hodie (Martial)

vive ut vivas

vox et praeterae nihil (Plutarch)

favete linguis (Horace)

nemo patriam quia magna est amat, sed quia sua (Seneca, *EpMor* 66.26)

humanum amare est, humanum autem ignoscere est. (Plaut. *Mer.* 319)

quisquam amat luscam, luscam putat esse venustam. (anon.)

si vis amari, ama. (anon.)

In Venere semper dulcis est dementia (P. Syrus, *Sent.* 268)

quae fuit durum pati, meminisse dulce est (Seneca, *Her. Fur.* 656)

nullum sine exitu iter est (Seneca, *Epistulae Morales* 8.77.13)

commune periculum concordiam parit (Anon)

Saepe tacens vocem verbaque vultus habet (Ovid, *Ars Am.* 1.574)

- form singular and plural commands addressed to a classmate using a name in the vocative.
- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.
- recognize and reproduce the sounds of Latin.
- translate simple phrases and sentences in Latin that focus on hic, ille, imperatives, and the vocative singular and plural
- read sections from Apuleius' *The Golden Ass*, chapters 17-18 and discuss the worship of Isis.
- write a journal entry in which they will consider whether they agree with Quintus's statement about Clemens (p.114) vir fortis est. fortuna semper ei favet. Is good fortune or bravery more important? Would Clemens consider Fortuna or Isis more responsible for his good luck.
- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary.
- compare the basic language patterns of English and Latin.

INSTRUCTIONAL BENCHMARK

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At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student’s knowledge of grammar, derivatives and culture.

SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Stage20:</p> <p>present active participle is, ea, id</p> <p>Culture: science and pseudo-science: medicine, mathmatics, astronomy, astrology and engineering.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 20:</i> stans pede in uno (Horace) ars gratia artis deo volente nolens, volens nihil difficile amanti post mortem veritas vos liberabit ars longa, vita brevis. (Hippocrates – art referred to the practice of medicine) ars est celare artem (Ovid, <i>Ars Amatoria</i>) Artium Baccalaureus (B.A.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read Latin sentences and associate them with pictures. -- answer simple questions in Latin and English about short passages in Latin, e.g.: Quid servi portant? Quid ancillae agunt? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- Define a ‘participle’ from the Latin word ‘pars, partis’ -- Change verbs into their present participle form. -- change classmates’ Latin names into the vocative case. The first one to translate them all gets the Vocative Award for All-Around Vocative Excellence. -- translate simple phrases and sentences in Latin that focus on the present active participle, and the pronoun is, ea, id. -- evaluate medical advice from ancient texts and create a poster showing useful and not useful remedies. -- Research the following Alexandrians and judge their contribution to ancient and modern society: Aristarchus, Eratosthenes, Archimedes, Ctesibius, Euclid, Hero,

<p>Artium Magister (M.A.) doctus cum libro morituri te salutamus mors tua, vita mea (sad expression—heart transplant) Laus alit artes (Seneca, Ep. Mor. 102.16.7) artes, scientia, veritas (Motto of the University of Michigan) omnis ars naturae imitatio est (Seneca, Ep. Mor. 65.3) Immo, id quod aiunt, auribus teneo lupum. Nam neque quō pactō a mē dimittam neque uti retineam scio!(Terence, Phormio 506)</p>	<p>Callimachus, Apollonius Rhodius, Theocritus, Hypatia. -- Choose a scientific development (e.g.: pulley, lever, concave mirror, cog wheel, etc.) based upon the ancient world. Explain to the class, with illustrations, the modern development, why it is important, and the original discovery that made it possible. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.</p>
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>At the end of this stage, students will complete a stage test that will involve answering questions based upon an unfamiliar reading passage, comprehension and grammar questions based upon the material learned in this stage, and a variety of activities that evaluate a student’s knowledge of grammar, derivatives and culture.</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.

Dominik, William J., Words and Ideas, Bolchazy-Carducci Publishers: Illinois, 2002.

Ehrlich, Eugene, Amo, Amas, Amat and More, Harper & Row: New York, 1987.

Moreford, Mark and Robert Lenardon, Classical Mythology, Longman Publishers: New York, 1995 (Fifth edition).

Pope, Stephanie (chair), Cambridge Latin Course: Units 1 and 2, Cambridge University Press: New York, 2003 (Fourth edition).

Pope, Stephanie (chair), Cambridge Latin Course: Units 1 and 2 Teacher’s Manual, Cambridge University Press: New York, 2002 (Fourth edition).

Sweet, Waldo E., Latin Proverbs: Wisdom from Ancient to Modern Times, Bolchazy-Carducci Publishers: Illinois, 2002.

5. EVALUATION AND GRADING

Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.

Students will be evaluated through:

written tests covering a specified section of the material (see benchmarks)
 weekly announced and unannounced quizzes
 daily homework
 oral quizzes -- students are graded upon the accuracy of their wording and pronunciation
 oral presentations on Roman and Greek history and mythology (grades will be assigned according to accuracy of the material presented, quality and depth of the material presented, flow of the presentation, and professionalism of the presenter)
 class participation
 in-class compositions targeting selected passages
 notebook checks to make sure students are up-to-date with the material
 portfolio assessing the student's overall progress within the course
 and cooperative learning activities (e.g.: team translations with assigned roles)

6. NEW JERSEY CORE CONTENT STANDARDS

To be inserted for reference

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

To be inserted for reference

SUBMITTED BY: Mark C. Gutkowski DATE: 21 July 2004

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____