

MORRIS SCHOOL DISTRICT

COURSE TITLE: Latin II

CURRICULUM AREA: World Language -- Latin

1. COURSE DESCRIPTION

Narrative summary of content, activities, and expectations

As a continuation of the goals set forth in the Latin I course description, Latin II is designed to graduate students from basic readings and intermediate text to the reading and interpretation of authentic text (e.g.: Ovid and Pliny). The culture and practices of the Romans will be examined in detail as we begin to focus on various aspects of their daily lives: religion, science, philosophy, military, entertainment, et al. This exploration will begin in Roman Britain, extend out to Judea, and find its end in Rome itself. In addition, students will deepen their understanding of important historical figures and facts from Roman history. Through their readings and historical studies, students will develop a connection between other disciplines, as well as an insight into their own culture, and what the Romans have brought to them. As in Latin I, students will be expected to complete an independent project based upon a cultural or historical topic from the Greco-Roman 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

<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 21:</p> <p>perfect passive participle</p> <p>Culture: Romano-British town of Aquae Sulis, its baths and temple complex.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 21:</i> anno domini (A.D.) ars est celare artem Deo adiuvante e pluribus unum ne plus ultra nihil amantibus durum est – St. Jerome quis...bene celat amorem? stultus nil celat: quod habet sub corde revelat</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read isolated Latin sentences and associate pictures with them. -- answer questions in Latin and English about short passages in Latin, e.g.: Quid multi fabri agebant? -- 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 perfect passive participles. -- compare the bathhouse at Aqua Sulis to the bathhouses of Pompeii and Herculaneum. -- Make a large wall plan of the baths at Aqua Sulis and mark incidents from the stories and add line drawings from the appropriate locations through stages 21-23. -- describe how Latin roots, and the prefixes ‘a, ab’ and ‘circum’ are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.

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 22:</p> <p>perfect active (deponent) participle partitive genitive/genitive of quality genitive of description</p> <p>Culture: Pompeian town life and business.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 22:</i> crescit in adversis virtus – Lucan facta, non verba ipsa quidem pretium virtus sibi – Claudian Iuppiter in caelis, Caesar regit omnia terris nullis amor est sanabilis herbis – Ovid patentia rara virtus quod verum, tutum</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer questions in Latin and English about short passages in Latin, e.g.: Cur fur fugit? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- fill in a chart listing various uses of the genitive according to their readings. -- translate simple phrases and sentences in Latin that focus on the perfect active participle for deponent verbs, and the partitive genitive, genitive of quality, and genitive of description. -- act out scenes in a group from the plays in the text. -- examine the Vilbia curse tablet with students, transcribe the letters and work out a translation.

<p> ridens stolidi verba Latina – Ovid semel emissum volat irremediabile verbum – Horace stultum est timere quod vitare non potes – Publilius Syrus ut incepit fidelis sic permanet – motto of Ontario verba dat omnis amor – Ovid verba movent, exempla trahunt verba volant, scripta manent verbum sat sapienti via trita, via tuta virtus mille scuta virtute et armis – motto of Mississippi virtute, non verbis </p>	<ul style="list-style-type: none"> -- examine other curse tablets with students and work out the meanings. -- write your own defixiones dedicated to an imaginary hater and based upon a situation given to the class, e.g.: a person has been telling lies about you to your best friend. -- compare Roman and Greek superstitious practices with universal ones. -- 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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<p>Stage 23:</p> <p>consolidation of participles: present active, perfect passive, and perfect active of deponents</p> <p>Culture: Roman religion, astrology</p> <p><i>Proverbs and Expressions related to Vocab in Stage 23:</i> alea iacta est – Julius Caesar errare humanum est – Seneca mihi cura futuri nullum magnum ingenium sine mixtura dementiae fuit – Seneca verus amor nullum novit habere modum -- Propertius</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer questions in Latin and English about longer passages in Latin, e.g.: Quid sacerdos egit, postquam rex signum dedit? -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- explain the differences between the formation of the various participles for recognition purposes. -- translate simple phrases and sentences in Latin that focus on participle forms learned. -- compare ancient mystery cults, e.g.: Isiacism or Mithraism, with modern sects, e.g.: Hare Krishna or the Unification Church; the importance of ritual and the links between religions and states. -- Research and catalogue Roman practices of divination: exta, monstra, et fulgura. -- write a question to which they desire an answer and predict an answer based upon one of the forms of divination that they choose to practice. -- 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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<p>Stage 24:</p> <p>Cum clauses pluperfect and imperfect subjunctive, 3rd sg. and pl., all conjugations; pluperfect and imperfect subjunctive, 3rd sg. and pl., esse and velle</p> <p>Culture: The forum at Pompeii: finance and the law courts.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 24:</i> pontifex maximus</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. -- differentiate the imperfect and pluperfect subjunctive forms, but do not define them as the subjunctive form until covering About the Language I. -- differentiate the usage of cum as a conjunction versus cum as a preposition. -- translate simple phrases and sentences in Latin that focus on the accurate translation of cum clauses as well as the pluperfect and imperfect subjunctive forms for 3rd person, sg. and pl. -- Calculate approximate distances and journey times over various routes using different means of transport. See Lewis and Reinhold II, pp. 148 and 198-207. -- Examine copies of the Peutinger Table (reproduced in Cunliffe’s <i>Rome</i>) and trace a path around the Empire with it. -- Consider various ways in which an efficient road and maritime system affects life in the provinces: economic, political, military, religious, private communication, and travel. -- describe how Latin roots, and the prefix ‘cum’ is used to create words in English from the vocabulary ‘collective’ -- compare the basic language patterns of English and Latin.

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<p>Stage 25</p> <p>Indirect Questions Imperfect and Pluperfect Subjunctive, all persons</p> <p><i>Proverbs and Expressions related to Vocab in Stage 25:</i> bene qui latuit bene vixit – Ovid difficile est longum subito deponere amorem – Catullus latet anguis in herba – Vergil militat omnis amans et habet sua castra Cupido – Ovid sera...tacitis poena venit pedibus -- Tibullus</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 questions in Latin and English about longer 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. -- recognize the difference between questions and indirect questions in English. -- translate simple phrases and sentences in Latin that focus on the translation of indirect questions and the usage of the imperfect and pluperfect subjunctive forms. -- work in groups and research one of the following topics by producing a display properly illustrated with maps, plans, diagrams, etc.: protective clothing worn by soldiers; legion on the march and what it did at the end of a day's march; arrangement of a legion on the battlefield; rewards, decorations, and punishments in the Roman army; deployment of Roman army (in Empire or just in Britian)

	<p>with maps showing location of fortresses, smaller forts, and frontier defenses; Hadrian’s wall (construction, purposes, manning, and some of the events that affected it—including civilian population that lived close to the forts); auxilia and how they differed from legions (citizen status, cavalry, forts, tasks, links with legions); the machina (various items of siege equipment and how deployed in attacking an enemy stronghold); the Vindola tablets.</p> <p>-- describe how Latin roots and the prefix ‘extra’ are used to create words in English from the vocabulary.</p> <p>-- compare the basic language patterns of English and Latin.</p>
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Additionally, students will earn a test grade for their military presentation. Grades for the military presentation are based upon the group’s information, the presentation of the information, and the visuals created to support their presentation. The rubric used to grade these creative projects covers the following areas: overall impression of the presentation, organization of the presentation, mechanics of the presentation, and visual effectiveness. This rubric is attached to the end of the curriculum.

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<p>Stage 26:</p> <p>Purpose Clauses Gerundives</p> <p>Culture: Organization of the Legion, senior officers, Agricola.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 26:</i> ante bellum bona fide de duobus malis, minus est semper eligendum – Thomas a Kempis Fidei Defensor (one of the titles of the British monarch) fides Punica fronti nulla fides – Juvenal mendacem memorem esse oportet – Quintilian multa docet fames nil desperandum – Horace quot capita, tot sententiae quot homines, tot sententiae – Terence si vis pacem para bellum ultima Thule</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer questions in Latin and English about short 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. -- translate simple phrases and sentences in Latin that focus on purpose clauses and the use of gerundives in sentences -- answer questions based upon a reading packet that discusses the organization of the legion and senior officers. -- re-read an English translation of Tacitus' <i>Agricola</i> chapter 21 and 33-34 in order to discuss Roman attitudes towards Romanization, Roman historiography, and the <i>cursus honorum</i>. -- Research the main phases of the occupation of Britain from A.D. 43 to the arrival of Agricola and Agricola as a military commander. -- 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 27:</p> <p>indirect commands result clauses</p> <p>Culture: The legionary fortress</p> <p><i>Proverbs and Expressions related to Vocab in Stage 27:</i> culpam poena premit comes – Horace dum feles dormit, mus gaudet et exsilit antro gaudeamus igitur non sum qualis eram – Horace nullus est liger tam malus ut non aliqua parte prosit – Pliny the Yngr. oscula, non oculi, sunt in amore duces quae nocent, docent qualis pater, talis filius qualis vir, talis oratio struit insidias lacrimas cum femina plorat – Dionysius Cato venienti occurrere morbo – Persius</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer questions in Latin and English about short 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. -- Compare indirect commands to direct commands in English and review indirect questions and direct questions. -- Differentiate the translation and meaning of result clauses from purpose clauses by writing three sentences that demonstrate this difference. -- translate phrases and sentences in Latin that focus on indirect commands and result clauses. -- using the pictures and research on legionary fortresses, draw a diagram of your own legionary fortress. Be sure to include those vital features from Roman fortresses into your architectural plan. -- describe how Latin roots, the 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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<p>Stage 28:</p> <p>Ablative without a preposition (abl. of means/instrument) w/participle Ablative expressing time when Accusative expressing time how long/duration of time impersonal verbs</p> <p>Culture: Interpreting the evidence—our knowledge of Roman Britian</p> <p><i>Proverbs and Expressions related to Vocab in Stage 28:</i> dies irae in vino, in ira, in puero semper est veritas lapsus linguae maximum remedium irae mora est – Seneca mens sana in corpore sano spem reduxit – motto of New Brunswick</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer questions in Latin and English about short 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. -- translate simple phrases and sentences in Latin that focus on the various uses of the ablative and accusative cases in this stage. -- recall information on such topics concerning Roman Britian as slavery, invasion of Britian, Cogidubnus and the Palace at Fishbourne, Roman baths and temple at Aquae Sulis, military presence at Deva. -- read funerary inscriptions for military personnel. -- recreate large scale funerary inscriptions on posterboard with English on one side and Latin on the other. -- describe how Latin roots, prefixes, and suffixes are used to create words in English from the vocabulary.

	<ul style="list-style-type: none"> -- describe how Latin roots, the 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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<p>Stage 29:</p> <p>Perfect Passive Indicative, all persons Imperfect Passive Indicative, all persons Purpose Clauses with <i>qui</i> and <i>ubi</i></p> <p>Culture: Origins of Rome; the Roman Forum; Rome and Judea</p> <p><i>Proverbs and Expressions related to Vocab in Stage 29:</i> nemo liber est qui corpori servit</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer questions in Latin and English about short 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. -- recall the definitions of active voice and passive voice -- create sentences in English that demonstrate the difference between active voice and passive voice.

<p>nemo sua sorte contentus salus populi suprema lex esto – motto of Missouri Senatus Populusque Romanus ver non una dies, non una reducit hirundo</p>	<ul style="list-style-type: none"> -- translate simple phrases and sentences in Latin that focus on the formation of the perfect and imperfect passive indicatives, as well as purpose clauses. -- explain how the perfect indicative is related to a perfect participle -- explain how the imperfect passive is relate to an infinitive -- Research buildings, monuments, and areas of the Roman forum to present to the class. -- Create a classroom tourist map of the Roman Forum with visuals from the presentation. -- 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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- 2) Additionally, students will take a test on the Roman Forum which will ask them to locate important buildings, structures, and areas on a blank map. Students will also need to know important content from the student presentations in order to complete short answer style questions on this test. This will be on a 100 point scale.

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<p>Stage 30:</p> <p>Perfect Passive Indicative, all persons Pluperfect Passive Indicative, all persons</p> <p>Culture: Roman Engineering</p> <p><i>Proverbs and Expressions related to Vocab in Stage 30:</i> acta est fabula – Augustus’ last words bonitas non est pessimis esse meliorem – Seneca the Younger divitiae pariunt curas finis coronat opus hoc opus, hic labor est – Vergil iniuria non excusat iniuriam lux et veritas – motto of Yale University magnum opus multitudo sapientium sanitas orbis – Motto of Univ. of Victoria, B.C. neminem pecunia divitem fecit – Seneca nihil novi sub sole – Ecclesiastes opus superabat materiam – Ovid saepe creat mollis aspera spina rosas – Ovid</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- read simple sentences and associate them with pictures. -- answer questions in Latin and English about short 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. -- translate simple phrases and sentences in Latin that focus on the formation of the perfect and imperfect passive indicatives. -- Research ancient building techniques, e.g.: the dome, or the construction of a particular building or monument from the ancient word, e.g.: the Pantheon. Present your findings 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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	<i>WRS standards 2-4</i>
<p>Stage 31</p> <p>Ablative Absolute Negative Purpose Clauses and Indirect Commands</p> <p>Culture: The city of Rome, patronage, and Roman society.</p> <p><i>Proverbs and Expressions related to Vocab in Stage 30:</i> ante meridiem (A.M.) civium in moribus rei publicae salus – motto of Univ. of Florida dum spiro, spero ex tempore fugit irreparabile tempus in angustis amici boni apparent in Deo speramus – motto of Brown University leges...bonae ex malis moribus procreantur – Macrobius litterae sine moribus vanae – motto of the Univ. of Pennsylvania lusisti satis, edisti satis atque bibisti: tempus abire tibi est – Horace moribus antiquis res stat Romana virisque – Ennius mos maiorum multa sub vultu odia, multa sub osculo latent o tempora! o mores! ora et labora – Cicero ostendit sermo mores animumque latentem parcere subiectis et debellare superbos – Vergil per angusta ad augusta pro bono publico pro tempore res publica saepe tacens vocem verbaque vultus habet – Ovid speramus in Deo sua quemque fraus, suus timor maxime vexat superbus et avarus numquam quiescunt</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. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin. -- analyze Latin sentences in order to recognize the usage of the ablative absolute. -- translate simple phrases and sentences in Latin that focus on the ablative absolute constructions, negative purpose clauses and negative indirect commands. -- relate places mentioned in stage 31 to photos, reconstructions and overlays. -- compare the lives of rich Romans to the poorer classes -- read primary source material to witness the extent of patron-client relationships in ancient Rome. -- assess the uses and abuses of the patronage system. -- research and present other aspects of city life in small groups to the class: police and fire patrols, Augustus' building program, aqueducts, dimensions of city, utilities and services, the Great Fire, baths, life in Rome. -- describe how Latin roots, and the prefix 'ante' are used to create words in English from the vocabulary. -- compare the basic language patterns of English and Latin.

tempus fugit	
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
Stage 32: Deponent Verbs Future Active Participle Gerundive of Obligation with Transitive Verbs Culture: Roman beliefs: religion and philosophy <i>Proverbs and Expressions related to Vocab in Stage 32:</i> amicus verus rara avis crudelis est in re adversa obiurgatio – Publilius Syrus cum iocus est verus, iocus est malus atque severus curia pauperibus clausa est – Ovid	Students will: -- read sentences and associate them with pictures. -- answer simple questions in Latin and English about short 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. -- Define “deponent” from the latin roots (de + pono) -- Compare the future active participle to other participles learned up to this point. -- translate simple phrases and sentences in Latin that focus on deponent verbs, the future active participle, and the gerundive of obligation with transitive verbs.

<p>malis avibus otium sine litteris mors est – Seneca panis, radix, vinum cena pauperum possunt quia posse videntur – Vergil post cineres est verus honor, est gloria vera quos amor verus tenuit, tenebit.</p>	<ul style="list-style-type: none"> -- compare the Roman school system to America’s system. -- explore stoicism and its implications in ancient Rome -- for a possible extra credit assignment, read a translation of the Enchiridion of Epictetus to enrich their understanding of Stoicism and report to the class. -- compare and contrast churches/synagogues/other religious buidings today and their services with temples and ceremonies in Rome. -- write a short report on any of the following words or topics: antropomorphism, numen, lectisternium, supplicatio, templum (a sacred space, rather than building), augur, pontifex maximus, Fratres Arvales (Salvius was one), feriae, rituals of sacrifice, etc. -- 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><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 33:</p> <p>Future Active Indicative (all persons) Future Indicative of Sum, esse Future perfect active indicative (all persons)</p> <p>Culture: Entertainment</p> <p><i>Proverbs and Expressions related to Vocab in Stage 33:</i> ars longa, vita brevis contra bonos mores ipsa scientia potestas est – Francis Bacon patriae potestas rebus in humanis Regina Pecunia nauta est</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. -- 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 future indicative and the future perfect actives. -- research various forms of Roman entertainment. -- act out a scene from one of the comedies of Plautus or Terence and prepare a dramatic reading for the class. -- write a scenario for a Roman-styled pantomime, based on a myth; make masks (with closed mouth) for each character; select background music and perform for the class. -- write and record a description of a chariot race as a running commentary and play for the class. -- 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.
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<p>1.</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 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 style="text-align: center;">SCOPE AND SEQUENCE</p>	
<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,</i></p>

	<i>WRS standards 2-4</i>
<p>Stage 34:</p> <p>Present Passive Infinitive (including deponent) Future Passive Indicative (including deponent), all persons</p> <p>Culture: Freedmen and freedwomen</p> <p><i>Proverbs and Expressions related to Vocab in Stage 34:</i> non sequitur quem di diligunt, adulescens moritur – Plautus vincam aut moriar</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer questions in Latin and English about short 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. -- change infinitives from their active to passive forms. -- translate simple phrases and sentences in Latin that focus on present passive infinitives and future passive indicatives. -- define freedman. -- research the following topics for presentation to the class: legal status of freedmen, obligations to ex-masters, inscriptional evidence of relationships between ex-masters and slaves, opportunities for freedmen, prejudice against freedmen, imperial freemen. -- 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>	

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 35</p> <p>Supine</p> <p>Indirect Statement with Present Infinitive after present verb of telling, saying, knowing, feeling, etc.</p> <p>Culture: Country Villas, Roman Letters</p> <p><i>Proverbs and Expressions Related to Stage 35:</i> cave quid dicis, quando, et cui homo sum: humani nihil a me alienum puto (Terence) ipsa quidem pretium virtus sibi (Claudian) malum quidem nullum esse sine aliquo bono (Pliny the Elder) nullum est iam dictum quod non dictum sit prius (Terence)</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> <ul style="list-style-type: none"> -- answer questions in Latin and English about short 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. -- differentiate the supine from the usage of an infinitive. -- change direct statements into indirect statements in English -- pick out examples of indirect statements in the reading passages. -- identify infinitive and subject accusative usage in indirect statements in Latin. -- translate simple phrases and sentences in Latin that focus on the supine for expressing purpose and usage of the indirect statement. -- Following the Roman style of writing a letter, write a brief letter to a friend in Latin. -- 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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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: 7.2.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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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>
<p>Stage 36:</p> <p>present subjunctive, active and passive (including sum, possum, volo)</p> <p>Culture: Recitations</p> <p><i>Proverbs and Expressions related to Vocab in Stage 13:</i> cedant arma togae (Cicero) exigo a me non ut optimis par sim, sed ut malis melior (Seneca) finis coronat opus primus inter pares rem acu tetigisti (Plautus) Roma locuta est; causa finita est (Augustine) silent leges inter arma (Cicero) timendi causa est nescire (Seneca the Younger)</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer simple questions in Latin and English about short 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. -- review uses of the subjunctive in purpose and result clauses -- define the subjunctive and indicative moods -- analyze and interpret sentences that would use the subjunctive mood. -- determine how to form the present subjunctive in Latin “<u>W</u>e <u>B</u>eat <u>A</u> <u>L</u>iar” – each word representing the vowel change in the appropriate conjugation, i.e.: we is the 1st word, represents the first conjugation, and the vowel change is from an ā to an ē. -- recognize the form an epigram -- construct, in Latin, an original two line epigram -- read the original epigrams to the class in a recitatio -- study and lead a class discussion of Marital Epigrams III.44 and 50; Juvenal I.1, VII.36-37, 82-87; Pliny Letters I.13, II.19, V.12, VI.17, VII.17, IX.34. -- 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 37:</p> <p>Indirect Statement with perfect active and passive infinitives after present verb of speaking, etc.</p> <p>Culture: The emperor's council; the senatorial career</p> <p><i>Proverbs and Expressions related to Vocab in Stage 37:</i> aut disce aut discede (motto of Winchester College) crescit eundo (Vergil) Deo et patriae homines, dum docent, discunt (Seneca) non scholae sed vitae discimus (Seneca) patria est communis omnium parens (Cicero) paulo maiora canamus (Vergil) vae puto deus fio (Vespasian's last words) vendidit hic auro patriam (Vergil)</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. -- 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 indirect statement in the reading passages -- recall the formation of the perfect active and passive infinitives -- describe what changing the infinitive in indirect statement does to the translation of indirect statement. -- translate simple phrases and sentences in Latin that focus on indirect statement with perfect infinitives. -- read Tacitus Agricola 38-43 in order to explore Tacitus' innuendo's about Domitian's involvement in Agricola's death. -- explore particular examples of individual careers and contrast them with known individuals who dropped out of the Cursus Honorem, e.g. Ovid. See Lewis and Reinhold II.

	<ul style="list-style-type: none"> -- 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	
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<p>Stage38:</p> <p>Indirect Statement with future active infinitive after present verb of speaking, etc. Perfect Subjunctive, active and passive</p> <p>Culture: Marriage</p> <p><i>Proverbs and Expressions related to Vocab in Stage 15:</i> amicus certus in re incerta cernitur (Ennius) legum servi sumus ut liberi esse possimus (Cicero) lux et lex (motto of Univ. of North Dakota) mens agitat molem (motto of Univ. of Oregon) mens et manus (motto of M.I.T.) mors certa, hora incerta</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer simple questions in Latin and English about short 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. -- review the formation of the future active infinitive -- describe what changing the infinitive in indirect statement does to the translation of indirect statement. -- recognize the formation of the perfect subjunctive. -- compare the formation of the perfect active subjunctive to the future perfect indicative. -- compare the perfect and pluperfect passive subjunctive forms to the perfect and pluperfect passive indicative forms. -- translate simple phrases and sentences in Latin that focus on

<p>nemo autem regere potest nisi qui et regi (Seneca) qui non est hodie cras minus aptus erit (Ovid)</p>	<p>the indirect statement with future active infinitives and the usage of the perfect subjunctive.</p> <ul style="list-style-type: none"> -- research via a webcrawl the intricacies of marriage in ancient rome, focusing on the early marriage of girls, marriage cum manu, ceremonies, restrictions on marriage. -- reenact a roman wedding in class based upon the research that students do on marriage. -- 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

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<p>Stage 39:</p> <p>gerundives without esse fearing clauses</p> <p>Culture: Latin Literature: books, writers, writing, and reading</p> <p><i>Proverbs and Expressions related to Vocab in Stage 16:</i> audentes fortuna iuvat (Vergil) aut Caesar aut nihil</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- answer simple questions in Latin and English about short 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. -- translate simple phrases and sentences in Latin that focus on uses of the gerundive and clauses of fearing. -- recognize various uses of the gerundive: genitive with causa for purpose, genitive with certain nouns and adjs., the

<p>aut insanit homo, aut versus facit (Horace) aut inveniam viam aut faciam litterae sine moribus vanae (motto of Univ. of Pennsylvania) pessimum inimicorum genus, laudantes (Tacitus) quis fallere possit amantem? (Vergil) respice, adspice, prospice (motto of City College of New York) sine ira et studio (Tacitus) sui generis trahimur omnes laudis studio (Cicero) ut ver dat florem, studium sic reddit honorem (Medieval)</p>	<p>accusative with ad to express purpose, and the ablative of means. -- express a fear as a wish for something NOT to happen and therefore the often confused usage of ‘ne’ explained. -- read an unadapted selection from Ovid’s Metamorphoses. -- compare the content of political speeches on television and the reports of these in newspapers. -- read Quintillian’s summary opinion of Ovid and decide if you agree with him. -- 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

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<p>Stage 40</p> <p>Indirect Statement with present active and passive, perfect active and passive, and future active infinitives after past tense verb of speaking, etc.</p> <p>Gerunds</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. -- demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level. -- recognize and reproduce the sounds of Latin.

<p>Culture: Roman Law Courts</p> <p><i>Proverbs and Expressions related to Vocab in Stage 17:</i> amicus curiae caelum non animum mutant qui trans mare currunt (Horace) floreant domus (motto of Queen's College, Cambridge)</p>	<ul style="list-style-type: none"> -- explain changing the main verb in an indirect statement alters the translation of an indirect statement with the corresponding infinitive. -- analyze Latin sentences for gerund usage -- translate simple phrases and sentences in Latin that focus on indirect statements and gerunds. -- Read in class a description of the hearing of an actual case (in excerpted form) from the translation of one of Pliny's letters, e.g.: II.11 or III.9. Abridged version in Latin of Pliny II.12 is given in OW 40.1) -- Read Tacitus's Annals XVI.18-20 and play the relevant segments of Mervyn LeRoy's Quo Vadis portraying Petronius' easygoing character and leisurely suicide. -- 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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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.

Bath Archaeological Trust, The Roman Baths and Museum: Official Guidebook (1985).

Carcopino, J. Daily Life in Ancient Rome (Penguin, 1991).

Epictetus, Enchiridion, Trans. G. Long (Prometheus Books, 1991).

Grant, Michael, Routledge Atlas of Classical History: From 1700 BC to AD 565 (Routledge, 1995).

Lyne, G.M., Personae Comicae: Eight Short Classroom Plays (Bolchazy-Carducci Publishers, 1992).

Pope, Stephanie (chair), Cambridge Latin Course: Units 3 and 4, Cambridge University Press: New York, 2003 (Fourth edition).
Pope, Stephanie (chair), Cambridge Latin Course: Units 3 and 4, Teacher's Manual, Cambridge University Press: New York, 2002 (Fourth edition).

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: _____ 13 August 2004 _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

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

BOARD OF EDUCATION APPROVAL:

YES

NO

DATE: _____