

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
World Language**

**Latin II Honors
Grades 9-12**

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[Course Description and Fundamental Concepts](#)

Latin II begins with a review of the basics of Latin I and then focuses on learning more advanced vocabulary, grammar, and translation skills through stories set in the waning years of Emperor Nero's reign. Emphasis is placed on strengthening students' ability to read and comprehend longer stories in Latin. Students delve deeper into ancient Roman culture and history, including the political intrigue of the first century and the expectations placed on various members of Roman society within each social class. The course is designed to deepen students' understanding of the world of ancient Rome and ready them for reading authentic ancient Latin literature.

[New Jersey Student Learning Standards \(NJSLs\)](#)

2020 New Jersey Student Learning Standards – World Languages

7.1 World Languages Novice Mid by the End of Grade 5, Grade 8¹, Grade 12²

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>

Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.
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Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea	Performance Expectations
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.
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English Companion Standards (grades 9-10, grades 11-12) <i>List grade-level appropriate companion standards for <u>History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12</u>. English Companion Standards are <u>required</u> in these subject/content areas.</i>		
Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

	NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
9	NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which strands (A through F) will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p>

		<i>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i>
	An individual's income and benefit needs and financial plan can change over time.	<i>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<i>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income. 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i>

	<p>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</p>	<p>9.2.12.CAP.21: <i>Explain low-cost and low-risk ways to start a business.</i></p> <p>9.2.12.CAP.22: <i>Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p>9.2.12.CAP.23: <i>Identify different ways to obtain capital for starting a business</i></p>
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Life Literacies and Key Skills ([Standard 9.4](#))*List appropriate units below for which CRPs will be addressed*

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: <i>Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: <i>Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i> 9.4.12.CI.3: <i>Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: <i>Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i> 9.4.12.CT.2: <i>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i> 9.4.12.CT.3: <i>Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i> 9.4.12.CT.4: <i>Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i>
	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: <i>Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> 9.4.12.DC.2: <i>Compare and contrast international differences in copyright laws and ethics</i>

	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>

<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p>	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</i></p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</i></p>
	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

Interdisciplinary Connections

Visual & Performing Arts Integration (Standard 1)		
<i>List appropriate units below for which standards (1.1 through 1.5) <u>may be addressed</u></i>		
Unit Addressed	Artistic Process	Anchor Standard
	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
9, 10	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
	Performing /Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i>
	Responding	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>

Interdisciplinary Connections (2020 NJSL)

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Unit Addressed	Content / Standard #	Standard Description
12, 14, 17	6.2.8.CivicsPI.3.a	<i>Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</i>
14	6.2.8.CivicsDP.3.a	<i>Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</i>
8	6.2.8.CivicsDP.3.b	<i>Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.</i>
3, 14	6.2.8.CivicsHR.3.a	<i>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</i>
2, 3, 5, 6, 13	6.2.8.EconEM.3.a	<i>Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</i>
2, 3, 5, 16	6.2.8.EconGE.3.a	<i>Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</i>
	6.2.8.GeoPP.3.a	<i>Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</i>
2	6.2.8.GeoPP.3.b	<i>Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</i>
4, 7, 11, 15	6.2.8.HistoryCC.3.a	<i>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</i>
3, 7, 8	6.2.8.HistoryUP.3.a	<i>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</i>

8	6.2.8.HistoryUP.3.b	<i>Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</i>
4, 12	6.2.8.HistoryUP.3.c	<i>Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</i>
9, 13	6.2.8.HistoryCA.3.a	<i>Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</i>
12	6.2.8.HistoryCA.3.b	<i>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</i>

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws: Grades 6-12

Unit Addressed	Performance Expectations
	<p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p>
	<p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
	<p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>

<p>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p>	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
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Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p align="center">Unit 1-Review of Latin I <i>(plus start of ch. 17 if Labor Day is early)</i></p>	<p align="center">September (~19 days)</p>
<p align="center">Unit 2 – pluperfect tense/ Life in Pompeii Unit 3 – future tense; eō and its compounds/ Patrons & Clients</p>	<p align="center">October (~19 days)</p>
<p align="center">Unit 4 – present participles; forms of ferō/ Death in the Roman World Unit 5 – present & imperfect passive verbs + ablative of agent/ Amphitheatres</p>	<p align="center">November (~16 days)</p>
<p align="center">Unit 6 – perfect passive participles; perfect & pluperfect passive vbs/ Fashion Unit 7 – deponent verbs; present passive infinitives/ Childhood</p>	<p align="center">December (~15 days)</p>
<p align="center">Unit 8 – cum clauses with imperfect & pluperfect subjunctives/ Roman Politics Unit 9 – result clauses; 4th decl. nouns/ Greek Architecture & Thought</p>	<p align="center">January (~18 days)</p>
<p align="center">Unit 10 – indirect commands & indirect questions; 5th decl. nouns/ Athleticism Unit 11 – purpose clauses and dum clauses/ Music & Poetry</p>	<p align="center">February (~18 days)</p>
<p align="center">Unit 12 – ablative absolute; forms of <i>ipse</i>/ Medicine Unit 13 – imperfect & pluperfect passive subjunctives/ The City of Ephesus <i>(plus start of Ch. 29 if spring break is in April)</i></p>	<p align="center">March (~15-20 days)</p>
<p align="center"><i>(end of ch. 28 if spring break is in March, plus)</i> Unit 14 – ablative absolutes; perfect infinitives (active & passive)/ Imperial Rule Unit 15 – future passives; future participles; future infinitives/ Omens & Magic</p>	<p align="center">April (~15-20 days)</p>
<p align="center">Unit 16 – verbs of fearing & fear clauses; forms of <i>mālō</i>; ablative of comparison/ Military & Warfare Unit 17 – <i>ad</i> + gerundive; forms of <i>īdem</i>/ Rome after Nero</p>	<p align="center">May (~18 days)</p>
<p align="center">Final Exam review</p>	<p align="center">June (~15 days)</p>

Units Scope and Sequence

Unit 1 Name: Review of Latin I

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.4, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.4](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Verbs have principal parts, from which all other verb forms are derived.
- Imperfect tense expresses the concept of a past action that is ongoing, interrupted, habitual, or repeated.
- Perfect tense expresses the concept of a past action that is completed, momentary, or “one-and-done”.
- Most languages have irregular verbs, whose forms don’t follow one fixed rule & must be memorized.
- Latin nouns have grammatical gender (masculine, feminine, neuter, or masc./fem.)
- Latin nouns have endings that change to show number (singular vs. plural).
- Latin nouns are grouped into declensions that convey which endings the noun uses.
- Latin nouns have endings that change to show grammatical function (e.g., subject vs. direct object).
- Latin adjectives agree in gender, number, and case with the nouns they modify.

Learning Objectives

Students will be able to . . .

- define very familiar Latin words learned in Latin I
- conjugate familiar and unfamiliar verbs in present, imperfect, future, and perfect tenses
- identify a verb’s conjugation from its infinitive form
- name familiar uses of the six common noun cases
- identify the noun with which an adjective agrees and explain why
- identify the degree of an adjective and give its appropriate translation
- decline familiar nouns in the five major cases
- express the case use of a noun in a sentence when translating from Latin to English
- identify the antecedent of a pronoun and use that to give its appropriate translation

Unit 2 Name: Chapter 17

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NH.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- An -era- between a verb's perfect stem and its personal ending creates the pluperfect tense.
- The pluperfect tense expresses a past action completed before another past action.
- In English we express the pluperfect tense by adding the helping verb *had*.
- Adverbs often express *how* an action is done.
- Many adjectives can be the base for a related adverb by adding a suffix.
- Ancient perfumes used olive oil as a base, as opposed to the alcohol base found in modern perfumes.
- Volcanic soil is highly fertile for agriculture and local plant life.
- Wool garments like togas were cleaned professionally at fulleries.

Learning Objectives

Students will be able to...

- Identify, form, and translate pluperfect tense verbs on their own or in a sentence.
- Form adverbs from Latin adjectives using -ē or -(i)ter and translate into English.
- Translate the use of *quam* with superlative adverbs.
- Explain the use of perfumes in the ancient world and common ingredients used to make them.
- Identify other places in the world with volcanic soil and fertile land.
- Name common products grown or produced in Pompeii.
- Explain what a fullery was.

Unit 3 Name: Chapter 18

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NH.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- Future tense using *-am, -ēs, -et* . . . (3rd and 4th conjugations)
- *Necesse, placet, and licet* pair with an infinitive verb to express that an action is necessary, pleasing, or permitted.
- The irregular verb *eō* can take many prefixes to form related compound verbs.
- The Roman system of patronage was a complex societal hierarchy system that had benefits and obligations for people at all levels.
- Roman citizenship provided specific rights and privileges.
- *Garum* and wine were both backbones of Roman cuisine.

Learning Objectives

Students will be able to...

- Form the future tense of regular verbs in all conjugations.
- Correctly decide when to use *-bō, -bis, -bit* . . . and when to use *-am, -ēs, -et* . . . for future tense.
- Identify and translate forms of the irregular verb *eō* and its compounds.
- Explain the roles of patron & client & the importance of the patronage system to Roman society.
- Explain some differences between Roman citizenship and U.S. citizenship.

Unit 4 Name: Chapter 19

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NH.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- A participle is a word that's formed from a verb but modifies a (pro)noun like an adjective does.
- Like adjectives, participles change their endings to agree (in case, number, and gender) with the nouns they describe.
- Present participles denote actions taking place at the same time as the main verb.
- Present participles can be used instead of nouns to represent a person or group of people doing something.
- The irregular verb *ferō* can take many prefixes to form related compound verbs.
- Funerary practices can vary greatly from one culture to another.
- Rites and rituals associated with the dead can give us insights into a culture. (E.g., the placement of aristocratic tombs along major highways reflect the Romans' focus on one's legacy and being remembered after their death.)
- The Roman world didn't have one monolithic belief about the afterlife; the influence of local cultures had an impact on their area.

Learning Objectives

Students will be able to...

- Form and translate the present participle of regular verbs in all conjugations.
- Correctly identify the (pro)noun modified by the present participle based on rules of agreement.
- Use the correct case ending on a present participle to agree with its modified (pro)noun.
- Identify and translate forms of the irregular verb *ferō* and its compounds.
- Describe some differences between Roman funerals and the funeral practices that students are familiar with.
- Explain the purpose and appeal of funeral clubs.
- Explain how funeral practices would vary according to social status.
- Name a few beliefs about the afterlife other than the "traditional" Roman one.

Unit 5 Name: Chapter 20

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- A passive verb expresses an action that is done to the subject, rather than done by the subject.
- Passive verb endings express to whom/ what the action is being done.
- English uses a form of the verb *to be* (am/is/are, was/were, be/being/been) plus the English past participle to express the passive voice.
- The imperfect tense marker *-ba-* can be used with passive verbs, just as with active verbs.
- The preposition *ā/ab* is used with the ablative case form to express the person(s) by whom an action is done; this is called the ablative of (personal) agent.
- The ablative case form is used without a preposition to express the thing(s) by which an action is accomplished; this is called the ablative of means.
- Amphitheaters were built to host gladiatorial games, a popular form of entertainment in ancient Rome.
- Gladiators were usually slaves or condemned criminals, but some were free men.
- Beast fights and performances were another type of entertainment hosted in amphitheaters.
- Carthage was one of the great empires of the ancient Mediterranean; they clashed with the growing Roman empire in a series of wars known as the Punic Wars.

Learning Objectives

Students will be able to...

- Identify, form and translate passive verbs in English and Latin.
- Differentiate passive verbs from active verbs.
- Differentiate ablative of agent & ablative of means from each other and from other ablative uses.
- Explain the major types of entertainment found in amphitheaters, and how amphitheater construction was determined by the requirements of said entertainment.
- Name a few types of gladiators and explain reasons why someone might have been a gladiator.
- Name at least two reasons for the hostility between Rome and Carthage that led to war between the two powers.
- Describe how the outcome of the Punic Wars contributed to the expansion of the Roman Empire.

Unit 6 Name: Chapter 21

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- Perfect passive participles denote actions which have taken place before the action of the main verb.
- The fourth principal part of a verb as found in a dictionary entry is the perfect passive participle.
- Like adjectives, participles change their endings to agree (in case, number, and gender) with the nouns they describe.
- The perfect passive participle (PPP) can be combined with forms of the verb *to be* to create perfect and pluperfect passive indicative verbs.
- A verb that includes the PPP will give additional information about the gender of the subject.
- Many aspects of ancient Roman jewelry and cosmetics would be familiar to a modern American.
- The types of clothing worn by an ancient Roman varied according to gender, class, and marital status.
- Northern Africa was home to multiple African powers that interacted with ancient Rome.

Learning Objectives

Students will be able to...

- Identify the 4th principal part of common Latin verbs.
- Translate a PPP and identify what it modifies based on its case ending.
- Use a PPP to describe a Latin noun, including the correct agreeing case ending.
- Identify, form, and translate perfect and pluperfect passive verbs.
- Explain the purpose of a signet ring.
- Describe some similarities and differences in jewelry and cosmetics between ancient Rome and today.
- Identify the three basic parts of a Roman matron's clothing.
- Explain the reasons why Queen Amanirenas of Kush attacked and defeated Roman forces in Egypt.
- Describe the role of the Numidians within the Carthaginian and the Roman empires.
- Name at least one Roman emperor from northern Africa.

Unit 7 Name: Chapter 22

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- Verbs which look passive but are translated as active are known as deponent verbs.
- Deponent verbs can be spotted only by memorizing them as deponent or by noticing that their principal parts are passive in form.
- The present passive infinitive of non-deponent verbs looks like the 2nd principal part of deponent verbs.
- The absence of public schools made education entirely dependent on wealth, gender, and parent willingness.
- High rates of infant and childhood mortality, as well as the need for a male heir, had a direct effect on childhood and parenthood.

Learning Objectives

Students will be able to...

- Identify and define several common deponent verbs, as well as pick out unknown deponent verbs based the appearance of their principal parts.
- Distinguish between deponent verbs and passive verbs in the context of a sentence.
- Form and translate the present passive infinitive.
- Describe the options for education in ancient Rome.
- Name a few major milestones in the life of a Roman child.
- Explain the impact of Roman medical knowledge on the experience of parenthood and the rituals of childhood.
- Name motivations for parenthood, adult adoption, and infant exposure in ancient Rome.

Unit 8 Name: Chapter 23

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- The subjunctive mood of verbs is used in certain subordinate clauses.
- When the conjunction *cum* is used with a subjunctive verb, it means “when, since, because”
- Although the U.S. takes the terms of *senator* and *senate* from ancient Rome, there are major differences between the Roman Senate and the U.S. Senate.
- The *cursus honōrum* was a series of political offices held by Roman senators.
- Poison was a common method of assassination in ancient Rome.
- Political upheaval and division amongst the ruling class led to the end of the Roman Republic and the establishment of the Principate (early Empire).

Learning Objectives

Students will be able to...

- Form the imperfect and pluperfect passive subjunctive forms of verbs.
- Use subjunctive verbs within *cum* clauses to express the circumstances or cause of the main clause.
- Name and briefly describe the steps of the *cursus honōrum*.
- Explain some differences and similarities between the Roman Senate and the U.S. Senate.
- Name the three major social classes in ancient Rome and what distinguished them.
- Explain the roles and power held by imperial freedmen.
- Describe the use of poisons, food tasters, and antidotes in ancient Rome.
- Briefly explain how ancient Rome transitioned from a Republic to an Empire.

Unit 9 Name: Chapter 24

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- Result clauses are introduced by *ut* and are followed by a verb in the subjunctive.
- Result clauses are often signaled by a *so/such* word in the main clause.
- 4th declension nouns make up a small amount of Latin nouns, but several are high-frequency words.
- Ancient Greece, which predated ancient Rome, had enormous influence on Roman architecture, art, speechwriting, and philosophy.
- The art of *rhetoric*, which was developed in ancient Greece, has had long-lasting effects up through the modern day.
- Ancient Greece began to decline in power after its conquest by Alexander the Great and his subsequent death.

Learning Objectives

Students will be able to...

- List the Latin adjectives and adverbs that can signal the presence of a result clause.
- Recognize the occurrence of a result clause and translate it appropriately.
- Name, define, and gender several common 4th declension nouns.
- Decline 4th declension nouns in all 5 major cases.
- Differentiate 4th declension nouns from 2nd declension nouns.
- Identify some lasting contributions of ancient Greece.
- Explain the relative placement of ancient Greece and ancient Rome on a timeline.

Unit 10 Name: Chapter 25

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- Indirect commands are introduced by *ut* (or *nē* when someone is told not to do something) and are followed by a verb in the subjunctive.
- Although *ut* often means “that”, indirect commands are usually expressed in English using an infinitive.
- Indirect questions are introduced by interrogative pronouns or adverbs and are followed by a verb in the subjunctive.
- 5th declension nouns make up a small amount of Latin nouns, but several are high-frequency words.
- The Olympics originated in ancient Greece as a display of military training in honor of Zeus.
- The most popular sports in ancient Rome were ones in which the Romans were spectators.
- Romans valued fitness and moderate exercise, although only upper-class Romans needed to exercise deliberately.
- The proportion of the Roman population with a disability was likely higher than it is today, but many people with disabilities were commonly mocked or disdained.
- Idealized bodies in Greco-Roman sculpture were based on an unrealistic mathematical ratio.
- The nude depiction of idealized bodies was a common feature of Greco-Roman art, especially in sculpture.

Learning Objectives

Students will be able to...

- Name and define words that trigger an indirect command or an indirect question.
- Translate sentences containing indirect commands and/or indirect questions.
- Name, define, and gender several common 5th declension nouns.
- Decline 5th declension nouns in all 5 major cases.
- Differentiate 5th declension nouns from 3rd declension nouns.
- Explain some major differences between the ancient Olympics and the modern Olympics.
- Name the types of events held at the ancient Olympics.
- Explain Roman attitudes toward physical fitness and name some popular sports and forms of physical recreation.
- Explain why heroic nudity was a common convention in Greco-Roman art.

Unit 11 Name: Chapter 26

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

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Fundamental Concepts / Big Ideas

- Purpose clauses are introduced by *ut* or *nē* and are followed by a verb in the subjunctive; they explain the purpose of an event/action in the main clause.
- The conjunction *dum* can be used with a present or imperfect indicative verb to mean *while (something was happening)*.
- Music and poetry are closely related types of artistic expression and performance.
- Oracles and prophecies sometimes played a large part in the actions and decisions of ancient Romans

Learning Objectives

Students will be able to...

- Translate sentences containing purpose clauses or indicative *dum* clauses.
- Differentiate between various types of subjunctive clauses and translate them accurately.
- Explain the types of situations in which music would be important in ancient Rome.
- Discuss the differences between “publishing” a poem in the ancient world and today.
- Identify the different genres of Latin poetry.
- Give examples of oracles from the ancient world.

Unit 12 Name: Chapter 27

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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Fundamental Concepts / Big Ideas

- An ablative absolute is frequently used in Latin to give the time or circumstances of an action.
- An ablative absolute contains a noun and an agreeing participle in the ablative case.
- The tense of the participle expresses the time relative to that of the main action.
- When a *dum* clause contains a subjunctive verb, *dum* means “until”.
- The pronoun *ipse* is used to intensify/emphasize the (pro)noun it agrees with.
- There was no standard of medical training in ancient Rome and treatments varied widely.
- Ruling the vast Roman Empire became more and more difficult as military leaders competed for the throne and northern powers began to push south into the Empire.

Learning Objectives

Students will be able to...

- Identify and translate ablative absolutes within the context of a sentence.
- Use the correct tense meaning in English when translating an ablative absolute.
- Translate *dum* clauses containing indicative or subjunctive verbs.
- Correctly translate forms of *ipse* within a sentence according to the (pro)noun modified.
- Discuss the reasons why some Romans might have been resistant to consulting a doctor.
- Explain the use of surgery, anesthetics, and drugs in ancient Rome.
- Explain the purpose of the Tetrarchy.
- Name the notable accomplishments of Constantine the Great.
- Explain the relationship between the Roman Empire and the Byzantine Empire.

Unit 13 Name: Chapter 28

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- The imperfect and pluperfect passive subjunctives are formed in a similar way to passive indicatives.
- Relative pronouns in Latin can be used to introduce a sentence that relates back to a noun in the previous sentence; this is called a connecting relative.
- Adverbs can be formed from adjectives by adding a suffix.
- Adverbs can exist in the same three degrees as adjectives.
- Palmyra and Parthia played a role in the Silk Routes established by the Han dynasty.
- Travel in the ancient Mediterranean was hazardous for a variety of reasons.

Learning Objectives

Students will be able to...

- Identify and form passive subjunctive verbs in the imperfect and pluperfect tenses.
- Translate sentences containing passive subjunctive verbs.
- Translate connecting relatives in context.
- Form and translate adverbs in all three degrees.
- Describe the importance of Palmyra to the Silk Routes.
- Name some of the goods traded between the Roman Empire and the Han Dynasty via the Silk Routes.
- Explain some of the methods and dangers of travel in the ancient Mediterranean.

Unit 14 Name: Chapter 29

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- In Latin, direct speech in any past tense is represented by a perfect infinitive when it is reported via an indirect statement.
- The translation of a perfect infinitive within an indirect statement will vary according to the verb tense in the main clause.
- Roman emperors used a variety of means to maintain control over the Empire.
- The Roman legal system had great influence on modern legal systems.

Learning Objectives

Students will be able to...

- Form and translate perfect active and perfect passive infinitives.
- Identify and translate indirect statements containing perfect infinitives.
- Explain the temporal relationship between the main verb & the infinitive of an indirect statement.
- Name several types of propaganda used by the Roman emperors.
- Explain the significance of Roman citizenship within the Roman legal system.
- Name some types of punishment in ancient Rome.

Unit 15 Name: Chapter 30

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- The future passive indicative is formed in a similar way to future active, but with a swap of personal endings.
- The translation of a future infinitive within an indirect statement will vary according to the verb tense in the main clause.
- Romans differentiated between sanctioned rituals (e.g. augury, haruspicy, prophecy) and unsanctioned rituals (e.g. magical formulae, incantations, necromancy, Druidism).
- Many people in the Roman world consulted witches and fortune tellers and used curse tablets, despite the taboos.

Learning Objectives

Students will be able to...

- Form and translate the future passive indicative of verbs from all conjugations.
- Form and translate future active participles and future active infinitives.
- Identify and translate indirect statements containing future infinitives.
- Explain the temporal relationship between the main verb & the infinitive of an indirect statement.
- Define augury, haruspicy, and oracles.
- Discuss why Claudius would have outlawed Druidism.

Unit 16 Name: Chapter 31

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- After verbs of fearing, *nē* is used to mean “that” and either *ut* or *nē nōn* is used to mean “that ... not”.
- In a fear clause, the imperfect subjunctive is usually translated using “would”.
- To express comparison, Latin can use the word *quam* or the ablative case; in both instances, we would use “than” to translate it into English.
- The irregular verb *mālō* belongs to the *volō* family of verbs and conjugates similarly to *nōlō*.
- The backbone of the Roman army was the career soldiers.
- The Roman army was famed for its skill in engineering.
- The lack of a clear rule of succession in the Principate created the possibility for political instability.

Learning Objectives

Students will be able to...

- Identify and translate fear clauses in Latin sentences.
- Use the ablative of comparison to mean “than”.
- Identify, form, and translate forms of the irregular verb *mālō*.
- Describe the types of rations a Roman soldier might expect and what he would need to forage.
- Name some examples of Roman military engineering.
- Explain the ways that power might pass from one Roman emperor to another.

Unit 17 Name: Chapter 32

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Latin uses *ad* followed by a noun and gerundive in the accusative case to explain the purpose of an action.
- Just like adjectives, gerundives change their endings to agree (in case, number, and gender) with the nouns they describe.
- English often expresses purpose using an infinitive.
- The forms of *īdem* are based on the forms of *is*.
- The Praetorian Guard was strongly connected with the emperor's power.
- Nero was reviled by some, but adored by others, for a variety of reasons.

Learning Objectives

Students will be able to...

- Form the gerundive of regular Latin verbs in all conjugations.
- Identify and translate gerundive phrases used to express purpose.
- Identify, form, and translate forms of *īdem* and use the rules of agreement to identify what they modify.
- Explain the role of the Praetorian Guard.
- Discuss Nero's reputation, and whether it might have been deserved or not.
- Name some examples of Roman monuments that are still standing.

Please contact the Content Supervisor for any questions.