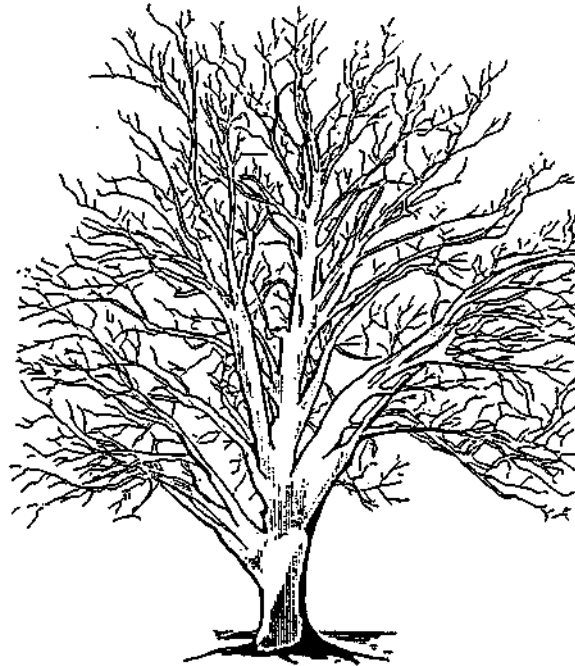


# **Monroe Township Schools**



## **Curriculum Management System**

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**Latin II Honors**

**Grades 10-12**

**Revised April 2008**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

**Board Approved: August 2008**

<b>Table of Contents</b>
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<b>Monroe Township Schools Administration and Board of Education Members</b>	<b>Page 3</b>
<b>Acknowledgments</b>	<b>Page 4</b>
<b>District Mission Statement and Goals</b>	<b>Page 5</b>
<b>Introduction/Philosophy/Educational Goals</b>	<b>Pages 6</b>
<b>National and State Standards</b>	<b>Page 7</b>
<b>Scope and Sequence</b>	<b>Page 8-9</b>
<b>Goals/Essential Questions/Objectives/Instructional Tools/Activities</b>	<b>Pages 10-29</b>
<b>Benchmarks</b>	<b>Page 30</b>

# **MONROE TOWNSHIP SCHOOL DISTRICT**

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## **Acknowledgments**

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# **Monroe Township Schools**

## **Mission and Goals**

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

## **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

### **Philosophy**

The Monroe K-12 School District recognizes the global environment of our world and the subsequent need for world language skills. Latin IIH will be offered as a world languages option to all high school students in the Monroe K -12 School District who have completed Latin I. As a planned program of instruction, the course will provide students with a high novice level of instruction in the study of Latin and an opportunity to develop an in-depth understanding of the culture. Although greater emphasis will be placed upon interpretation, students participating in this course will also learn other facets of language study including grammar, idiomatic sayings, culture, and geography. Participation in this course will encourage students to become more versatile citizens of a global world.

The primary beliefs of this philosophy are:

- A person who studies a world language gains empathy and increased tolerance towards others as a result of a broadened worldview which comes from learning about other cultures and peoples.
- A person who studies a world language gains a better understanding of and appreciation for one's own native language as well as the increased capacity to learn related world languages.
- A person who studies a world language benefits from improved critical thinking skills and creativity.
- A person who studies a world language increases performance in all aspects of learning, especially language acquisition, reading, and social studies.
- A person who studies a world language produces higher ACT and SAT scores.
- A person who studies a world language is more competitive in the global marketplace.
- A person who studies a world language and culture examines one's own personal values as well as civic responsibilities

### **Educational Goals**

The primary goal for the study of Latin is the interpretation of texts and historical/cultural understanding. Instruction in the study of Latin will be concentrated in the interpretive mode. Students will be asked to understand and interpret within the appropriate cultural context spoken and written communication.

## **New Jersey State Department of Education Core Curriculum Content Standards**

### **A note about World Languages Standards and Cumulative Progress Indicators.**

The New Jersey Core Curriculum Content Standards for World Languages were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

[http://www.nj.gov/njded/cccs/s7\\_wl.htm](http://www.nj.gov/njded/cccs/s7_wl.htm)

## Latin II Honors

### Scope and Sequence

Quarter I	
<b>Big Idea: The Backbone of Rome: The Roman Military</b> I. Roman soldiers a. Use of <i>dum</i> in subordinate clauses b. Principal parts of verbs c. Uses of the infinitive d. Subject verb agreement	<b>Big Idea: Ancient City Life</b> II. Roman monuments and aqueducts a. Dative, ablative case b. Future tense c. Complete charts, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> declension nouns d. Complete charts, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> declension adjectives
<b>Big Idea: Ancient City Life</b> III. Inscriptions a. Pluperfect tense b. Future perfect tense c. Punic Wars d. Hannibal	
Quarter II	
<b>Big Idea: Ancient City Life</b> IV. Rome, City Life a. 4 <sup>th</sup> declension b. 5 <sup>th</sup> declension c. Hic (demonstrative pronoun) d. Ille (demonstrative pronoun) e. The Forum	<b>Big Idea: Ancient City Life</b> V. Roman Entertainment a. Reflexive pronouns b. Personal pronouns c. Intransitive verbs d. Compound verbs e. Possessive adjectives
<b>Big Idea: Daily Life</b> VI. Lifestyles of the Rich and Roman a. English words derived from Latin b. Relative pronouns in clauses c. Indefinite adjectives d. Affluent Roman styles, homes, transport, slave uses	



Quarter III	
<b>Big Idea: Daily Life</b> VII. Power to the People <ul style="list-style-type: none"> <li>a. Historic present tense</li> <li>b. Passive voice</li> <li>c. Irregular verbs</li> <li>d. Republican Rome</li> </ul>	<b>Big Idea: Daily Life</b> VIII. Roman Hospitality <ul style="list-style-type: none"> <li>a. Present Passive Infinitives</li> <li>b. Demonstrative Adjectives and Pronouns</li> <li>c. Ablative case</li> <li>d. Roman guest lists, invitations, honored guests and umbrae</li> </ul>
<b>Big Idea: Daily Life</b> IX. Gustatory habits <ul style="list-style-type: none"> <li>a. Passive voice</li> <li>b. Perfect Passive Participle</li> <li>c. Dining with the Romans</li> </ul>	
Quarter IV	
<b>Big Idea: Conflict and Relationships</b> X. The End of the Republic <ul style="list-style-type: none"> <li>a. Comparison of Adjectives</li> <li>b. Ablative of degree</li> <li>c. Adverbs</li> <li>d. Terminating events of the Republic</li> </ul>	<b>Big Idea: Conflict and Relationships</b> XI. Dating Roman Style <ul style="list-style-type: none"> <li>a. Uses of quam</li> <li>b. Roman calendar</li> <li>c. Political Influence on Art</li> </ul>
<b>Big Idea: Conflict and Relationships</b> XII. Beware of Greeks Bearing Gifts <ul style="list-style-type: none"> <li>a. Deponent verbs</li> <li>b. Locative case</li> <li>c. Trojan War I – the story</li> </ul>	<b>Big Idea: Conflict and Relationships</b> XIII. From the Iliad to the Aeneid <ul style="list-style-type: none"> <li>a. Semi-deponent verbs</li> <li>b. Present participles</li> <li>c. Perfect active infinitive</li> <li>d. The life and works of Vergil</li> </ul>

Suggested days of Instruction 5	Curriculum Management System	<b>Big Idea: The Backbone of Rome: The Roman Military</b>	
	<u>Grade Level/Subject:</u>	Topic: Roman Soldiers	
	Latin IIH		
	Grades 10-12	<u>Goal 1:</u> The student will be able to describe the traits of Roman military, its officers, soldiers and aspects of their lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.1. Translate “dum” clauses 1.2. Translate infinitives based on context 1.3. Use principal parts appropriately 1.4. Identify key events in the rise of the early Roman Republic 1.5. Understand connections between Latin roots and English words  <b>Novice – Mid Learner Range</b>  7.1 Communication <ul style="list-style-type: none"> <li>A 1, 2, 3, 5, 6</li> <li>B 1, 2, 4, 5</li> <li>C 1, 2, 3, 4</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 1, 2, 4</li> <li>B 1</li> <li>C 1</li> </ul>	<ul style="list-style-type: none"> <li>How does military might define a nation?</li> <li>How does military might affect matters in modern society? In ancient society?</li> <li>In what ways can military power ensure peace? Disrupt peace?</li> </ul> <b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b>  <b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>	<ul style="list-style-type: none"> <li>Ecce Romani Chapter 20, 21</li> <li>Ecce Romani Language Activity Book</li> <li>Ecce Romani Audio CD</li> <li>Maps of Roman Expansion</li> <li><i>Roman Life</i></li> <li>Frontinus: <u>Strategemata</u>, <u>De Aquaeductu</u></li> </ul> Assessment: <b>Interpretive</b> (Knowledge, Comprehension, Evaluation) <ul style="list-style-type: none"> <li>Create derivative list from common Latin root words, emphasis on chapter vocabulary.</li> <li>Translate dum clauses in sentences.</li> <li>Translate infinitives by context.</li> <li>List principal parts for model verbs.</li> <li>Define the phases of the Roman Empire (monarchy, republic, empire).</li> <li>Identify the parts of a soldiers' uniform.</li> <li>Using three historical examples, critique Rome's use of military power. Were they right to do what they did? Why or why not? What would you have done differently? How would this have been more effective?</li> </ul> <b>Interpersonal</b> (Synthesis, Evaluation) <ul style="list-style-type: none"> <li>You will create a labeled model of a Roman soldier with a team of students.</li> <li>Debate the use of military might in historically dubious situations – Athens intervening at Corcyra, Philip invading the Greek world, Rome</li> </ul>

Suggested days of Instruction 5	Curriculum Management System	<b>Big Idea: The Backbone of Rome: The Roman Military</b>	
	<u>Grade Level/Subject:</u>	Topic: Roman Soldiers	
	Latin IIH	<u>Goal 1:</u> The student will be able to describe the traits of Roman military, its officers, soldiers and aspects of their lives.	
	Grades 10-12	<u>Goal 1:</u> The student will be able to describe the traits of Roman military, its officers, soldiers and aspects of their lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>becoming involved with the Punic Wars (i.e. at Saguntum). Did any party have the right to impose their will forcefully? Take opposing sides to these historical arguments presenting your interpretation of the facts to the class. Be sure to use facts. Approach this debate as a lawyer in front of a courtroom – Be compelling and convincing with your use of facts. How is this then active in our own world?</p> <p><b>Presentational</b> (Application)</p> <ul style="list-style-type: none"> <li>• Present a model of a Roman soldier in class</li> </ul>

Suggested days of Instruction 4	Curriculum Management System	<b>Big Idea: Ancient City Life</b>	
	<u>Grade Level/Subject:</u>	Topic: Roman Monuments	
	Latin IIH		
	Grades 10-12	<u>Goal 2:</u> The student will be able to identify the major structures (and their functions) in ancient Rome.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.1. Conjugate and translate future tense verbs 2.2. Identify major monuments in Rome by sight, describe what each memorializes 2.3. Define "substantive adjective" 2.4. Translate adjectives according to context 2.5. Understand connections between Latin roots and English words  <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>A 2, 3, 5, 6</li> <li>B 4, 5</li> <li>C 4</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 1, 2, 3, 4</li> <li>C 1</li> </ul>	<ul style="list-style-type: none"> <li>Why do societies commemorate important events and people?</li> <li>What events are worthy of commemoration?</li> <li>Does modern society honor victories and military heroes as ancient societies did?</li> </ul> <b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b>  <b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>	<ul style="list-style-type: none"> <li>Ecce Romani Chapter 22, 23</li> <li>Ecce Romani Language Activity Book</li> <li>Ecce Romani Audio CD</li> <li>Postcards from Rome</li> <li>Slides of monuments</li> <li>Handouts, worksheets</li> </ul> Assessment: <b>Interpretive</b> (Knowledge, Comprehension) <ul style="list-style-type: none"> <li>Identify derivatives from Latin root words, emphasis on 4<sup>th</sup> principal part.</li> <li>Conjugate and translate the model verbs in future tense.</li> <li>Match monument to name and purpose.</li> <li>Use adjectives in context.</li> </ul> <b>Interpersonal</b> (Evaluation, Synthesis) <ul style="list-style-type: none"> <li>Scenario: As part of a team, you will design and build your own war memorial. Be sure to include military traits which Romans would have found admirable. Model your monument on others of its kind from the Ancient Roman era.</li> </ul> <b>Presentational</b> (Application, Synthesis) <ul style="list-style-type: none"> <li>Present monuments to other groups.</li> <li>Display monuments.</li> <li>Build an American war memorial that extols Roman military virtues.</li> </ul>

Suggested days of Instruction 6	Curriculum Management System	<b>Big Idea: Memento Mori</b>	
	<u>Grade Level/Subject:</u> <b>Latin IIH</b>	Topic: Inscriptions	
	<b>Grades 10-12</b>	<u>Goal 3:</u> The student will be able to conjugate and translate pluperfect, future perfect verb forms in inscriptions and recognize, analyze, and present a project that details Hannibal's impact on Rome.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	3.1. Conjugate, translate pluperfect verbs 3.2. Conjugate, translate future perfect verbs 3.3. List the major events and outcome of the Punic Wars 3.4. Describe Hannibal and his role in the Second Punic War 3.5. Translate common Roman inscriptions 3.6. Understand connections between Latin roots and English words  <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>A 1, 2, 3, 5, 6</li> <li>B 2, 3, 4, 5</li> <li>C 1, 2, 3, 4</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 1, 2</li> <li>B 1</li> <li>C 2</li> </ul>	<ul style="list-style-type: none"> <li>What purpose do inscriptions serve?</li> <li>Does the theme of inscriptions remain constant or change over time?</li> <li>How can tense help to more specifically express thoughts?</li> </ul> <b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b>  <b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>	<ul style="list-style-type: none"> <li>Ecce Romani Chapter 24</li> <li>Ecce Romani Language Activity Book</li> <li>Ecce Romani Audio CD</li> <li>Maps of Punic Wars</li> <li>History Essay on Hannibal</li> <li>Photos of inscriptions</li> <li>Livy, <u>Ab Urbe Condita</u>; Books 21-30</li> <li>Polybius, <u>The Rise of the Roman Empire</u></li> <li>Cornelius Nepos, <u>The Life of Hannibal</u></li> </ul> Assessment: <b>Interpretive</b> (Comprehension, Knowledge) <ul style="list-style-type: none"> <li>Create derivative list from common Latin root words, emphasis on chapter vocabulary.</li> <li>Conjugate model verbs in pluperfect tense, future perfect tense.</li> <li>Identify events and key players in the Punic Wars.</li> <li>Translate inscriptions on Roman monuments.</li> </ul> <b>Interpersonal</b> (Comprehension, Synthesis, Evaluation) <ul style="list-style-type: none"> <li>You will construct a map of Hannibal's travels and the Punic Wars.</li> <li>See attached (2<sup>nd</sup> Punic War Project)</li> </ul> <b>Presentational</b> (Application) <ul style="list-style-type: none"> <li>Display maps to the class as a whole.</li> </ul>

Suggested days of Instruction 5	Curriculum Management System	<b>Big Idea: Ancient City Life</b>	
	<u>Grade Level/Subject:</u>	Topic: City Life	
	Latin IIH		
	Grades 10-12	<u>Goal 4:</u> The student will be able to describe major elements of Roman city life.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.1. Describe Roman city life</p> <p>4.2. Decline 4<sup>th</sup> and 5<sup>th</sup> declension nouns</p> <p>4.3. Decline <i>hic</i> and <i>ille</i></p> <p>4.4. Understand connections between Latin roots and English words</p> <p><b>Novice – Mid Learner Range</b></p> <p>7.1 Communication</p> <ul style="list-style-type: none"> <li>A 2, 3, 4, 5, 6</li> <li>B 2, 4, 5</li> <li>C 2, 3, 4</li> </ul> <p>7.2 Culture</p> <ul style="list-style-type: none"> <li>A 1, 2, 3</li> <li>B 1, 2</li> <li>C 3</li> </ul>	<ul style="list-style-type: none"> <li>What connections remain between ancient and modern life?</li> <li>Do societies develop in a vacuum or are they always influenced by another? How do they tend to influence one another? In social, religious, commercial ways? How are another society's mores adopted? Who decides to adopt them?</li> <li>What patterns of rise and fall are common to all great societies?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p>	<ul style="list-style-type: none"> <li>Ecce Romani Chapter 25, 26</li> <li>Ecce Romani Language Activity Book</li> <li>Ecce Romani Audio CD</li> <li>Maps of Mediterranean Rome</li> <li>Art depicting urban Roman life</li> </ul> <p>Assessment:</p> <p><b>Interpretive</b> (Comprehension, Application)</p> <ul style="list-style-type: none"> <li>Create derivative list from common Latin root words, emphasis on chapter vocabulary.</li> <li>Decline arcus, dies.</li> <li>Decline and translate hic, ille.</li> <li>Compare/contrast modern and ancient crowds, crime, urban characteristics.</li> </ul> <p><b>Interpersonal</b> (Synthesis)</p> <ul style="list-style-type: none"> <li>Scenario: As a typical Roman, plan a vacation to the city of ancient Rome.</li> </ul> <p><b>Presentational</b> (Knowledge, Synthesis, Evaluation)</p> <ul style="list-style-type: none"> <li>Describe your vacation to the class.</li> <li>See attached (Forum Romanum Project)</li> </ul>

Suggested days of Instruction 6	Curriculum Management System	<b>Big Idea: Entertainment</b>	
	<u>Grade Level/Subject:</u>	Topic: Roman Entertainment	
	Latin IIH		
	Grades 10-12	<u>Goal 5:</u> The student will be able to describe several forms of Roman entertainment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	5.1. Decline and translate personal pronouns  5.2. Decline and translate reflexive pronouns  5.3. Decline and translate possessive pronouns  5.4. Describe various forms of Roman entertainment  5.5. Describe Roman performers, athletes and actors  5.6. Understand connections between Latin roots and English words  <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>A 1, 2, 3, 4, 5, 6</li> <li>B 1, 2</li> <li>C 3, 4</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 1, 3, 4</li> <li>B 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>Why is entertainment so important?</li> <li>How has entertainment evolved over 2000 years? How has it remained unchanged?</li> </ul> <b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b>  <b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>	<ul style="list-style-type: none"> <li>Ecce Romani Chapter 27</li> <li>Ecce Romani Language Activity Book</li> <li>Ecce Romani Audio CD</li> </ul> Assessment: <b>Interpretive</b> (Knowledge, Comprehension, Application) <ul style="list-style-type: none"> <li>Identify derivatives from Latin root words, emphasis on prefixes.</li> <li>Decline ego, tu; is, ea, id.</li> <li>Compare/contrast modern and ancient entertainment.</li> </ul> <b>Interpersonal</b> (Analysis, Application) <ul style="list-style-type: none"> <li>You will research one type of Roman entertainment in a small group.</li> <li>Choose one mode of Roman sport. Research your chosen sport and answer the questions below in a short essay format:               <ul style="list-style-type: none"> <li>What is the sport you have chosen?</li> <li>Who participated in this game?</li> <li>What was the aim or desired outcome of this sport?</li> <li>Was it meant to entertain? Who did it entertain?</li> <li>What were the rules?</li> <li>How often was it played?</li> <li>How is this sport similar to any sports we have in contemporary times?</li> </ul> </li> </ul> Complete the above short essay regarding a Roman dice or board game. In addition to the short

Suggested days of Instruction 6	Curriculum Management System	<b>Big Idea: Entertainment</b>	
	<u>Grade Level/Subject:</u>	Topic: Roman Entertainment	
	Latin IIH		
	Grades 10-12	<u>Goal 5:</u> The student will be able to describe several forms of Roman entertainment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>essay, you will reconstruct a working reproduction of your Roman dice or board game. You will then teach the game to the class.</p> <p><b>Presentation</b> (Synthesis)</p> <ul style="list-style-type: none"> <li>Plan and participate in Roman Field Day showcasing the different forms of entertainment</li> </ul>



Suggested days of Instruction 4	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u>	Topic: Lifestyles of the Rich and Roman	
	Latin IIH		
	Grades 10-12	<u>Goal 6:</u> The student will be able to reconstruct the lifestyles of ancient Roman upper class.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	6.1. Derive English words from Latin vocabulary 6.2. Explain methods of styling hair in Ancient Rome 6.3. Design a Roman domus 6.4. Decline and translate the forms of qui, quae, quod  <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>• A 3,4</li> <li>• B 3,4</li> <li>• C 2</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>• A 1, 3</li> <li>• B 2</li> </ul>	<ul style="list-style-type: none"> <li>• How does the wealthy Roman lifestyle compare to the modern one?</li> <li>• How do modern hairstyles have ancient roots? What is the relationship, ancient and modern, between affluence and hairstyle?</li> <li>• How would a modern American survive in the housing of an ancient Roman?</li> <li>• In what ways does Latin live on in English?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ER II Chaps 28, 29</li> <li>• ER II WB Chaps 28, 29</li> <li>• Ecce Romani Audio CD</li> <li>• Quia.com</li> <li>• Teacher prepared materials</li> <li>• Ovid: <i>De medicamine faciei</i></li> </ul> <p>Assessment:</p> <p><b>Interpretive</b> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> <li>• Create derivative list from Latin to English</li> <li>• Translate text using relative pronouns</li> <li>• Describe, in English, Roman hairstyles.</li> </ul> <p><b>Interpersonal</b> (Knowledge, Application)</p> <ul style="list-style-type: none"> <li>• Scenario: As the director of a Roman beauty school, interview a slave for admission.</li> </ul> <p><b>Presentational</b> (Knowledge, Application, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> <li>• Create a collage comparing ancient &amp; modern hairstyles</li> <li>• Construct a model of a Roman domus</li> <li>• Imagine that today's upper class has taken a liking to a very "Retro" look – the Roman hairstyle. Design a modern hairstyle that incorporates facets of the Roman beauty aesthetic. Then, compose an ad for a beauty salon that creates this hairstyle in classic Roman fashion. In doing so, relate to the reader how the style is created using Latin terms for the tools employed: i.e. <i>Pecten</i>. *For extra</li> </ul>

Suggested days of Instruction 4	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u>	Topic: Lifestyles of the Rich and Roman	
	Latin IIH	<u>Goal 6:</u> The student will be able to reconstruct the lifestyles of ancient Roman upper class.	
	Grades 10-12	<u>Goal 6:</u> The student will be able to reconstruct the lifestyles of ancient Roman upper class.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>credit* Consult Ovid's <i>De medicamine faciei</i> and include 3 aspects of Roman makeup in your ad.</p> <ul style="list-style-type: none"> <li>Imagine you are a Roman Real Estate agent. Research and plan a Roman <i>domus</i> for an upper class family. Compose a script which details a tour you will give the family. Tell the family about each room, its prominent features and amenities, and why the rooms are befitting an upper crust Roman family.</li> </ul>

Suggested days of Instruction 3	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u> <b>Latin IIH</b>	Topic: Power to the People	
	<b>Grades 10-12</b>	<u>Goal 7:</u> The student will be able to explain the structure and major political figures of the Republic of Rome.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.1. Describe the men in power during the Roman Republican era</p> <p>7.2. Analyze the alliances of powerful men and their effect on the Roman Republic</p> <p>7.3. Translate the historic present</p> <p>7.4. Form and translate the present, imperfect and future passive</p> <p>7.5. Recognize the irregular verb "ferre"</p> <p><b>Novice – Mid Learner Range</b></p> <p>7.1 Communication</p> <ul style="list-style-type: none"> <li>A 3, 4, 6</li> <li>B 3,4</li> <li>C 2, 4</li> </ul> <p>7.2 Culture</p> <ul style="list-style-type: none"> <li>A 1, 4</li> <li>C 1</li> </ul>	<ul style="list-style-type: none"> <li>What is the significance of alliances in politics?</li> <li>What characteristics are present in a Republican form of government?</li> <li>Why are some Latin words so irregular in form? What do these words have in common?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p>	<ul style="list-style-type: none"> <li>ER II Chaps 30</li> <li>ER II WB Chaps 30</li> <li>Ecce Romani Audio CD</li> <li><a href="http://www.roman-empire.net/republic/rep-index.html">http://www.roman-empire.net/republic/rep-index.html</a></li> <li>The Republic of Rome Game</li> <li>Teacher prepared materials</li> <li>Polybius: <u>Histories</u></li> </ul> <p><b>Interpretive</b> (Knowledge, Application, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> <li>Create derivative list</li> <li>Summarize Latin text including historic present and passive voice.</li> <li>Frame the ideals of the Roman Republic and explain the reason for the presence of one of those ideals through the analysis of Roman historians (Livy, Suetonius, etc.). For example, the fear of monarchy brought on by the wickedness of the Tarquin royal family. <b>–Also–</b> Frame the ideals of the Roman Republic and identify a Roman politician who exemplifies these ideals.</li> </ul> <p><b>Interpersonal</b> (Knowledge, Application)</p> <ul style="list-style-type: none"> <li>Scenario: You will play the role of a Roman Senator competing for power while protecting Rome</li> </ul> <p><b>Presentational</b> (Knowledge, Application, Analysis, Comprehension)</p> <ul style="list-style-type: none"> <li>Choose one of the major political figures of the Republican era, create a map of their political</li> </ul>

Suggested days of Instruction 3	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u>	Topic: Power to the People	
	Latin IIH	Goal 7: The student will be able to explain the structure and major political figures of the Republic of Rome.	
	Grades 10-12	Goal 7: The student will be able to explain the structure and major political figures of the Republic of Rome.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>ascent and alliances.</p> <ul style="list-style-type: none"> <li>Compare and contrast the ideals of the Roman republic with those of early American government. Research and identify an American politician from this period who exemplifies ideals of the Roman Republic. Explain why these two governments may share so many similarities (or differences). How are the circumstances surrounding each government's foundation similar? What were these individuals and their governments striving for? Present your findings to the class.</li> </ul>

Suggested days of Instruction 3	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u> <b>Latin IIH</b>	Topic: Roman Hospitality	
	<b>Grades 10-12</b>	<u>Goal 8:</u> The student will be able to summarize the characteristics of a good Roman host/ess.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	8.1. Translate the present passive infinitive 8.2. Decline and translate the demonstrative pronoun 8.3. Identify and translate the various uses for the ablative case 8.4. Explain the difference between an honored guest and an umbrae. 8.5. Explain Roman host traditions  <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>A 2, 3, 4, 5, 6</li> <li>B 2, 3, 4, 5</li> <li>C 2, 3</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 1, 3</li> <li>C 2</li> </ul>	<ul style="list-style-type: none"> <li>Is being a good host more important today or in Roman times?</li> <li>What does modern society have in common with ancient civilizations?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p>	<ul style="list-style-type: none"> <li>ER II Chaps 31</li> <li>ER II WB Chaps 31</li> <li>Ecce Romani Audio CD</li> <li>Quia.com</li> <li>Phschool.com</li> <li>Teacher prepared materials</li> <li>Petronius: <i>Satyricon</i>, "Trimalchio's dinner"</li> <li>Athenaeus: <i>Deipnosophists</i></li> <li>Homer – <i>The Iliad, Odyssey</i></li> </ul> <p>Assessment:</p> <p><b>Interpretive</b> (Knowledge, Application, Evaluation, Comprehension)</p> <ul style="list-style-type: none"> <li>Create derivative list</li> <li>Translate a Latin paragraph which uses the demonstrative pronoun &amp; the perfect passive infinitive</li> <li>Read Petronius and elaborate on what particular traits make Trimalchio a good host or a bad one. Why do you suppose these social traits were important to the Romans? Be sure to tell students of Petronius' influence on Roman style as <i>arbiter elegantiae</i>.</li> <li>Explore the tradition of hospitality through Greek influence. Pay close attention to Homer: the reason for the Trojan War (Paris violating Menelaus' hospitality), the suitors at Odysseus', the bond of hospitality in the Iliad (Achilles entertains – Book 9, 24). Compare this with Roman hospitality. How would you explain the reason for these similarities and differences?</li> </ul>

Suggested days of Instruction 3	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u>	Topic: Roman Hospitality	
	Latin IIH	<u>Goal 8:</u> The student will be able to summarize the characteristics of a good Roman host/ess.	
	Grades 10-12	<u>Goal 8:</u> The student will be able to summarize the characteristics of a good Roman host/ess.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p><b>Interpersonal</b> (Knowledge, Application, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> <li>You will compare/contrast derivative lists with a partner</li> <li>Organize a Roman party with a partner. Address every aspect: Be sure to include entertainment, a variety of good food, furniture arrangement (which is conducive to good conversation). Create a guest list. Explain why you have chosen to include certain guests: You have invited a senator? Why? For political influence? Any poets? Entertainment?</li> </ul> <p><b>Presentational</b> (Knowledge, Application, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> <li>Using simple phrases, ask and answer questions in Latin for an audience</li> <li>Read Athenaeus and observe the dishes eaten at the Symposium. Concoct the ideal Roman four-course dinner based on the meals present in Athenaeus. Explain why you think these meals are important to the Roman elite. Present to the class.</li> </ul>

Suggested days of Instruction 3	Curriculum Management System	<b>Big Idea: Daily Life</b>	
	<u>Grade Level/Subject:</u> <b>Latin IIH</b>	<b>Topic: Gustatory Habits</b>	
	<b>Grades 10-12</b>	<u>Goal 9:</u> The students will be able to prepare an authentic Roman dinner party.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	9.1. Conjugate and translate verbs in the passive voice (perfect, pluperfect, future perfect) 9.2. Recognize the perfect passive participle 9.3. Describe Roman party customs 9.4. Interpret a Roman recipe <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>A 3, 4, 5, 6</li> <li>B 2, 3, 4</li> <li>C 1, 2, 4</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 3</li> <li>C 2</li> </ul>	<ul style="list-style-type: none"> <li>Which daily experiences span time?</li> <li>What do we have in common with ancient cultures? What don't we have in common with the ancient Romans?</li> <li>What factors affect the food customs of a culture?</li> </ul> <b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b>  <b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>	<ul style="list-style-type: none"> <li>ER II Chaps 32, 33</li> <li>ER II WB Chaps 32, 33</li> <li><a href="http://www.pbs.org/wgbh/nova/lostempires/roman/recipes.html">http://www.pbs.org/wgbh/nova/lostempires/roman/recipes.html</a></li> <li>Teacher prepared materials</li> </ul> Assessment: <b>Interpretive</b> (Knowledge, Application, Comprehension) <ul style="list-style-type: none"> <li>Create derivative list</li> <li>Translate sentences containing passives and participles</li> <li>Describe in English the events of a typical Roman dinner party</li> </ul> <b>Interpersonal</b> (Knowledge, Application, Synthesis) <ul style="list-style-type: none"> <li>As a class, you are throwing a Roman dinner party. Prepare a menu, invitations and a schedule for entertainment</li> </ul> <b>Presentational</b> (Knowledge, Application) <ul style="list-style-type: none"> <li>Recreate a Roman dinner party</li> </ul>

Suggested days of Instruction 4	Curriculum Management System	<b>Big Idea: Conflict and Relationships</b>	
	<u>Grade Level/Subject:</u>	Topic: End of the Roman Republic	
	Latin IIH		
	Grades 10-12	<u>Goal 10:</u> The student will be able to analyze the events leading up to the fall of the Roman Republic.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	<p>10.1. Summarize the major players and events involved in the Fall of the Republic</p> <p>10.2. Form and translate comparative adjectives</p> <p>10.3. Identify the ablative of degree</p> <p>10.4. Recognize and translate adverbs</p> <p>10.5. Derive English vocabulary from Latin roots</p> <p><b>Novice – Mid Learner Range</b></p> <p>7.1 Communication</p> <ul style="list-style-type: none"> <li>• A 1, 2, 3, 4, 5, 6</li> <li>• B 1, 2, 4</li> <li>• C 3, 4</li> </ul> <p>7.2 Culture</p> <ul style="list-style-type: none"> <li>• A 3, 4</li> <li>• C 3</li> </ul>	<ul style="list-style-type: none"> <li>• What characteristics do stable governments share? What characteristics are common to an unstable government?</li> <li>• What effect does instantaneous global communication have on politics?</li> <li>• How do ancient political values compare with modern ones?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p>	<ul style="list-style-type: none"> <li>• ER II Chaps 34, 35</li> <li>• ER II WB Chaps 34, 35</li> <li>• The Perseus Project database</li> <li>• Rome: Power &amp; Glory DVD</li> <li>• Teacher prepared materials</li> <li>• Cicero: <u>Philippics</u></li> </ul> <p>Assessment:</p> <p><b>Interpretive</b> (Knowledge, Application, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> <li>• Create derivative list</li> <li>• Form comparatives and superlatives</li> <li>• Interpret an English essay</li> <li>• Translate a Latin essay</li> <li>• Construct a timeline of the events that led to the fall of the Republic. Be sure to include key characters, events, and locations. Also, construct a timeline of the events that led to the fall of the Roman monarchy. Compare the two – What is similar/different? Judge which factors lead to political change – How is political change affected and what factors lead to it?</li> </ul> <p><b>Interpersonal</b> (Knowledge, Application, Evaluation)</p> <ul style="list-style-type: none"> <li>• You will participate in a debate, as an ancient Roman, about living in a Republic vs. an Empire</li> </ul> <p><b>Presentational</b> (Knowledge, Application)</p> <ul style="list-style-type: none"> <li>• Choose an event of the late Republic and dramatize it for the class.</li> </ul>



Suggested days of Instruction 1	Curriculum Management System	<b>Big Idea: Conflict and Relationships</b>	
	<u>Grade Level/Subject:</u>	Topic: Dating Roman Style	
	Latin IIH		
	Grades 10-12	<u>Goal 11:</u> The student will be able to create and interpret a Roman calendar.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	<p>11.1. List the months which comprise the Roman calendar</p> <p>11.2. Identify significant Roman dates and festivals</p> <p>11.3. Explain the origin of the names of the months on our calendar</p> <p>11.4. Calculate and interpret Roman dates</p> <p>11.5. Translate quam in different contexts</p> <p>11.6. Analyze the political influence on the art of the Roman Republic</p> <p><b>Novice – Mid Learner Range</b></p> <p>7.1 Communication</p> <ul style="list-style-type: none"> <li>• A 1, 3, 5, 6</li> <li>• B 1, 2, 4</li> <li>• C 2, 3</li> </ul> <p>7.2 Culture</p> <ul style="list-style-type: none"> <li>• A 1, 4</li> <li>• B 2</li> <li>• C 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>• How have the structure and mechanics of time-keeping changed over the millennia?</li> <li>• Why keep track of the months? Years?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p>	<ul style="list-style-type: none"> <li>• ER II Chaps 36</li> <li>• ER II WB Chaps 36</li> <li>• Teacher prepared materials</li> <li>• Quia.com</li> <li>• Rome: Its People, Life and Customs</li> <li>• <a href="http://webexhibits.org/calendars/calendar-roman.html">http://webexhibits.org/calendars/calendar-roman.html</a></li> </ul> <p>Assessment:</p> <p><b>Interpretive</b> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> <li>• Create derivative list</li> <li>• Translate a Latin passage containing several dates</li> <li>• Interpret Roman Dates</li> </ul> <p><b>Interpersonal</b>(Knowledge, Application)</p> <ul style="list-style-type: none"> <li>• You will exchange important dates with a partner in Latin.</li> </ul> <p><b>Presentational</b> (Analysis, Synthesis)</p> <ul style="list-style-type: none"> <li>• In a group, you will create a calendar display labeled in Latin.</li> <li>• Choose a piece of ancient or modern art and describe the political influences at the time it was created.</li> </ul>

Suggested days of Instruction 6	Curriculum Management System	<b>Big Idea: Conflict and Relationships</b>	
	<u>Grade Level/Subject:</u>	Topic: Beware of Greeks Bearing Gifts	
	Latin IIH	<u>Goal 12:</u> The student will be able to re-tell the story of the Trojan War.	
	Grades 10-12	<u>Goal 12:</u> The student will be able to re-tell the story of the Trojan War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	<p>12.1. Read the story of the Trojan War</p> <p>12.2. Identify the major heroes, battles and events of the war</p> <p>12.3. Conjugate and translate deponent verbs</p> <p>12.4. Recognize and interpret the locative case</p> <p>12.5. Understand connections between Latin roots and English words</p> <p><b>Novice – Mid Learner Range</b></p> <p>7.1 Communication</p> <ul style="list-style-type: none"> <li>• A 5, 6</li> <li>• B 4, 5</li> <li>• C 1, 2, 3</li> </ul> <p>7.2 Culture</p> <ul style="list-style-type: none"> <li>• A 2, 3, 4</li> <li>• B 1</li> <li>• C 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• Why do civilizations embrace their epics so closely?</li> <li>• How and why does truth become myth?</li> </ul> <p><b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b></p> <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p>	<ul style="list-style-type: none"> <li>• ER II Chaps 37,38,39</li> <li>• ER II WB Chaps 37,38,39</li> <li>• Teacher prepared materials</li> <li>• Quia.com</li> <li>• In Search of the Trojan War book &amp; DVD</li> <li>• Edith Hamilton's Mythology</li> </ul> <p>Assessment:</p> <p><b>Interpretive</b> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> <li>• Create derivative list</li> <li>• Interpret English text and order the events of the Trojan War</li> <li>• Translate a Latin passage containing deponent verbs</li> <li>• Summarize, in English, the story of the Trojan War</li> <li>• <b>AP intro:</b> Art in the Ancient World. Students will research and discuss the "circle of Maecenas" and other members of the literary circle</li> </ul> <p><b>Interpersonal</b>(Knowledge, Application, Comprehension, Analysis)</p> <ul style="list-style-type: none"> <li>• With a partner, create a list of all the modern sayings, concepts or plots that resemble the Trojan War</li> <li>• <b>AP intro:</b> Discuss the pros and cons of literary patronage</li> <li>• Distinguish which passages in the Aeneid may be influenced by literary patronage. How?</li> <li>• How does this change your perception of art</li> </ul>

Suggested days of Instruction 6	Curriculum Management System	<b>Big Idea: Conflict and Relationships</b>	
	<u>Grade Level/Subject:</u>	Topic: Beware of Greeks Bearing Gifts	
	Latin IIH		
	Grades 10-12	<u>Goal 12:</u> The student will be able to re-tell the story of the Trojan War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>overall?</p> <ul style="list-style-type: none"> <li>• Incorporate this theory into the modern world. Is anything we call art influenced by its investors?</li> </ul> <p><b>Presentation</b>al (Knowledge, Application, Synthesis)</p> <ul style="list-style-type: none"> <li>• Create a graphic display of the key figures and events of the Trojan War</li> </ul>

Suggested days of Instruction 7	Curriculum Management System	<b>Big Idea: Conflict and Relationships</b>	
	<u>Grade Level/Subject:</u>	Topic: From the Iliad to the Aeneid	
	Latin I/H Grades 10-12	<u>Goal 13:</u> The student will be able to describe the characteristics of the Trojan War epics and how each epic is representative of the culture from which it was produced	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	13.1. Conjugate and translate semi-deponent verbs 13.2. Identify and translate present participles 13.3. Recognize the perfect active infinitive 13.4. Describe the major events in the life and works of Vergil  <b>Novice – Mid Learner Range</b> 7.1 Communication <ul style="list-style-type: none"> <li>A 3, 4, 6</li> <li>B 4, 5</li> <li>C 2, 3, 4</li> </ul> 7.2 Culture <ul style="list-style-type: none"> <li>A 1, 2</li> <li>B 2</li> <li>C 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>Why do civilizations embrace their epics so closely?</li> <li>How and why does truth become myth?</li> </ul> <b>See CPIs and Assessment Models for Sample Conceptual Understandings.</b>  <b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>	<ul style="list-style-type: none"> <li>ER II Chaps 37,38,39</li> <li>ER II WB Chaps 37,38,39</li> <li>Teacher prepared materials</li> <li>Quia.com</li> <li>In Search of the Trojan War book &amp; DVD</li> <li>Passages from the Iliad, Odyssey &amp; Aeneid</li> </ul> Assessment: <b>Interpretive</b> (Knowledge, Application, Comprehension) <ul style="list-style-type: none"> <li>Create derivative list</li> <li>Translate sentences containing semi-deponent verbs</li> <li>Decline the present participle</li> <li>Outline an English passage on Vergil</li> <li>Translate lines from Vergil</li> <li><b>AP intro:</b> Introduce epic meter, especially that of the Aeneid (Dactylic Hexameter)</li> <li>Introduce students to poetic devices commonly used by Vergil (Metonymy, synecdoche, etc.)</li> </ul> <b>Interpersonal</b> (Knowledge, Application, Comprehension) <ul style="list-style-type: none"> <li>In teams of 3, you will compete to find the greatest number of facts about Vergil</li> </ul> <b>Presentational</b> (Knowledge, Application, Synthesis) <ul style="list-style-type: none"> <li>The class will create and display a timeline of Vergil's life</li> <li><b>AP intro:</b> Have students analyze the historical</li> </ul>

Suggested days of Instruction 7	Curriculum Management System	<b>Big Idea: Conflict and Relationships</b>	
	<u>Grade Level/Subject:</u> <b>Latin IIH</b>	Topic: From the Iliad to the Aeneid	
	<b>Grades 10-12</b>	<u>Goal 13:</u> The student will be able to describe the characteristics of the Trojan War epics and how each epic is representative of the culture from which it was produced	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>events surrounding the inception of Vergil's work</p> <ul style="list-style-type: none"> <li>Explain how two instances in this work have been influenced by historical circumstance. *Use this to discuss the criticism of literature in general. Are we to criticize and analyze art in regard to the period in which it was conceived? Is our critical approach historical, reader response, formalist?</li> </ul>

## Latin II

### COURSE BENCHMARKS

1. The student will be able to describe the traits of Roman military, its officers, soldiers and aspects of their lives.
2. The student will be able to identify the major structures (and their functions) in ancient Rome.
3. The student will be able to conjugate and translate pluperfect, future perfect verb forms in inscriptions and recognize, analyze, and present a project that details Hannibal's impact on Rome.
4. The student will be able to describe major elements of Roman city life.
5. The student will be able to describe several forms of Roman entertainment.
6. The student will be able to reconstruct the lifestyles of ancient Roman upper class.
7. The student will be able to explain the structure and major political figures of the Republic of Rome.
8. The student will be able to summarize the characteristics of a good Roman host/ess.
9. The students will be able to prepare an authentic Roman dinner party.
10. The student will be able to analyze the events leading up to the fall of the Roman Republic.
11. The student will be able to create and interpret a Roman calendar.
12. The student will be able to re-tell the story of the Trojan War.
13. The student will be able to describe the characteristics of the Trojan War epics and how each epic is representative of the culture from which it was produced.