

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM**

LATIN LEVEL II

AUGUST 2021

GRADES 9 - 12

Course Overview

The Latin II CP World Language Course is available to all students in grades 10-12. The course meets five times per week. The broad objective of all levels of language is the development of the three modes of communication: interpersonal, interpretive and presentational. The first level places particular emphasis upon oral-aural competence. Students develop their ability to decode and interpret the written word while simultaneously developing presentational and basic conversational skills in the target language. Reading/translation skills are developed systematically, with learning proficiency fostered by means of the reading (as opposed to more conventional grammar-translation) method of instruction. A reading approach helps students develop a critical appreciation of the way language is used to express feelings, to develop trains of thought, and to influence people. It contextualizes Latin grammar in culturally rich narratives. A core goal is to encourage "thinking" in the target language, to be nurtured by extensive observation, listening, speaking, performing, reading and writing, secondarily supported by rote drill and memorization. Since culture, the sum total of the beliefs and behavior of a people, is best revealed by language, a major emphasis is placed on the appropriate use of language in culturally authentic situations. Students are constantly exposed to Latin logic and both Greek and Latin derivatives and Romance language cognates to foster greater understanding of both the humanities and sciences and improve performance on standardized tests. Finally, Latin as a course of study promotes mental discipline, provides solid pre-professional training for study in law, medicine, and other professions, meets a high demand for linguistic awareness in an increasingly globalized community, and makes students better citizens.

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Latin II - Curriculum Map**

Unit/Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
The palace of the client-king and tribal rivalries; the construction of Hadrian's Wall and its significance	4 weeks	The palace of Fishbourne, imported entertainments and Romanization; the <i>cena Trimalchionis</i> ; clients and client kings, cooperation and resistance, tribalism, the destruction of Pompeii revisited; Hadrian's Wall and the limits of expansion	<p>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p>	<p>What is the archaeological evidence for the palace of the client-king and what can we learn from it? What materials from where were used in building Fishbourne palace? How does the architectural materials and techniques compare with modern buildings? How is Belimicus' revenge behavior predictable? Is it justifiable? How does Quintus' flashback add to what we know of his family's fate? How and why was Hadrian's Wall built, what remains, and what does it tell us?</p>	Students will be able to use visual images to identify and reconstruct physical evidence of the palace, workshop, and gardens of Fishbourne and interpret this evidence with reference to ongoing discussion of Romanization; same for Hadrian's Wall; assess the ethical and practical implications of revenge; respond to and interpret use of the pluperfect tense in relative clauses	Problem-solving, individual oral presentations, collaborative translation, teacher-made test	Written lecture notes, write a speech, write grammar exercises
Alexandria	4 weeks	The fabled remains of Alexandria, its origins and role in the ancient world, its cultural hegemony and heritage, Alexander the Great, the Seven Wonders, Eastern religions	<p>7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p>	<p>What was the size, layout, political, cultural and economic significance of Alexandria? What is meant by "Hellenistic"? What do Rome, Antioch and Alexandria have in common? Why is the "pharos" on the list of Wonders? Who were the Ptolemies? What are similarities and differences of life</p>	Students will be able to use auditory and visual images to identify and reconstruct physical evidence of ancient Alexandria, apply Juvenal satire to understanding of urban problems, compare and contrast Greek and Egyptian culture and religion, articulate the people and purposes of the Mouseion, respond to and interpret use of genitive case, pluperfect in main clause, logic of <i>tamen, igitur, enim</i> , clauses with <i>sicut</i>	Note-taking, aural and oral proficiency, oral grammar drill, diagnostic homework	Take lecture notes, compile and write a ranking list, write Latin to English translation

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				in Pompeii, Roman Britain, and Alexandria?			
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Clients, Commerce and Corruption in Alexandria; the ancient epic	5 weeks	Origins and legacy of ancient Greek epic, entrepreneurship and glassmaking in Alexandria, client/patron and its inversion, Eastern religions (continued)	<p>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p>	What is the archeological significance and cultural heritage of Troy and how did the Homeric epic begin and evolve? How does it figure as a source for the movie <i>Troy</i> ? How and why did glassmaking thrive in Alexandria? How does organized crime in Alexandria invert typical Roman patronage and mob psychology play a role?	Students will be able to articulate the origins of Greek epic and its influence on classical and contemporary culture, articulate the strengths and pitfalls of Roman clientage, explain why a trade like glassmaking would flourish in Alexandria, compare individual and mob psychology, respond to and interpret uses intransitive verbs plus dative case, <i>ut</i> clauses, genitive case and agreement of adjectives	Note-taking, game playing, teacher-made test	Take lecture notes, complete a papyrus fragment, write an indictment
General Latin Grammar, Roman Mythology, Culture, History	3 weeks	Recognition and comprehension of Latin language, grammar, and Roman culture and history	<p>7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p>	How does Latin impact other disciplines?	Students will effectively participate in National Latin Exam preparatory exercises and games/ activities; taking of exam voluntary	Student performance measured in relation to other novice learners in internationally and annually administered national Latin exam	NA

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Roman Comedy/ Plautus' <i>Aulularia</i>	2 weeks	Roman comedy as a form of popular entertainment; its origins in Greece and evolution; a window into the middle Republic; its depiction of the institutions of slavery and marriage; physical and social structures of the ancient theater	<p>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p>	<p>When and why did ancient comedy begin in Rome? What were its origins and evolution? Who was Plautus? What was comedy then and what is it today? What is comic conflict in <i>Aulularia</i> and how is it resolved? What can we learn of Roman behavior and attitudes in comedy? How does "authentic" differ from textbook Latin?</p>	<p>Students will be able collaborate in workgroups to complete daily translation, interpretation and grammar activities from <i>Aulularia</i>, prepare assigned passages for group presentations, retain and recall lecture on ancient theater and comedy, and interpret film <i>A Funny Thing Happened on the Way to the Forum</i> in relation to Plautine comedy and character stereotypes</p>	<p>Collaborative translation, role-playing/skits, teacher-made quizzes, cooperative learning, teacher-made test</p>	<p>Create written plot summary (<i>argumentum</i>), write a family tree, write directors' notes and Latin to English translation for Plautus' <i>Aulularia</i></p>
Isis Worship and an Alexandrian Family	4 weeks	Egyptian/Eastern religion and private vs. public practice (continued), Apuleius and religious cults, origins and evolution of astronomy and astrology, the cult of Isis, leisure activities in Roman Egypt	<p>7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p>	<p>What aspects of Isis worship seem familiar? Which ones strange? How does her cult differ from that of Serapis? What constitutes a "mystery" religion? How do astronomy and astrology differ? Which is closer to scientific observation? How is the marital relationship introduced in this stage typical of ancient ones?</p>	<p>Students will be able to compare and contrast the Isis cult with other ancient religious beliefs and practices as well as their own, compare and contrast the origin and function of astronomy vs. astrology, assess the role of women in the family and in ritual as depicted in this stage, recognize and effectively use demonstrative pronouns, genitive case adjectives, and negative commands</p>	<p>Skits, vocabulary contextualization, website manipulation, response to commands</p>	<p>Write a horoscope, write and defend a debatable proposition, write grammar exercises</p>

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				Roman ones? contemporary ones? How different?			
Ancient Medicine and Mortality: science, pseudo-science, and last testaments	3 weeks	Ancient medicine, its origins and practices, competition between scientific practice and pseudo-science, death and legacies	<p>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p>	<p>What were the origins and evolution of ancient medicine? How do rational practices differ from irrational? How do ancient practices compare with modern ones? How did the Roman world advance medical practices? What impact did (and does) environmental practices have upon public health? Who were the Alexandrian scholar-scientists? What were key aspects of Roman wills?</p>	<p>Students will be able to recognize and explain key ancient medical terms like <i>pharmakia</i> and <i>valetudinarium</i>, compare and contrast ancient and modern medical practices, assess the ancient and contemporary battles between science and pseudo-science, develop a list of ancient science superstars, recognize and interpret basic legal terminology of wills, the present participle, descriptive genitive, and oblique cases of "is"</p>	<p>Individual oral presentations, concept articulation and application, note-taking, teacher-made test</p>	<p>Take lecture notes, write composition for oral presentation, create a legal document</p>

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<p>Aquae Sulis (Roman Baths in SW England) and Divination</p>	<p>3 weeks</p>	<p>The <i>cursus honorum</i> (career path) of a Roman magistrate, practice of divination, continuation of study of <i>thermae</i> (Roman baths) and Roman occupation of Britain, evidence for religious syncretism, conspiracy and power politics</p>	<p>7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p>	<p>Why was <i>Aquae Sulis</i> the right place for Rome to establish its bathing culture? What is unique and historically revealing about this place? What was the function and procedure of Roman divination there and in Roman public life in general? What archaeological evidence is there for its practitioner in this stage? What historical sources are there for Romanization of Britain? What does the Celtic goddess Sul have in common with Egyptian Isis?</p>	<p>Students will be able to further analyse <i>Romanization</i> in Britain, religious syncretism, the politics of religion (e.g. <i>pax deorum</i>) and of career advancement, resume the discussion of the baths as place of healing, discuss the origin and meaning of key terms relating to divination like <i>haruspex</i>, <i>augur</i>, <i>alio die</i>, <i>auspicium</i>, <i>devotio</i>, and <i>extispicium</i>, respond to and interpret uses of perfect passive participle, partitive and descriptive genitive, neuter plural</p>	<p>Note-taking, vocabulary contextualization, workstation, teacher-made test</p>	<p>Take lecture notes, write answers to comprehension questions</p>
<p>Spellbound: Love, Curses and the <i>miles gloriosus</i></p>	<p>3 weeks</p>	<p>Magic and superstition in religious practices, magical foreseeability of future, occupation vs. assimilation (continued), comic conflict and comic stereotypes, introduction to the soldier abroad</p>	<p>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational</p>	<p>What is the nature of civilian and military interaction in a typical Roman outpost? How does the interaction in this stage amount to comic conflict? What makes the <i>miles gloriosus</i> a “stock” character? Relationship to Plautine comedy? How does superstition come into play in the baths? Why are curse tablets significant archaeological artifacts? What do these and anagrams/palindromes tell us about the power of language?</p>	<p>Students will be able to assess the role of curse tablets (<i>defixiones</i>) in both private and public affairs and decipher a number of them, develop and solve anagrams relating to these and the power of language theme, create “Playbill” for comic sketch; compare the <i>miles gloriosus</i> with Plautine stock characters previously studied, assess the role of superstition in public and private relationships, respond to and interpret, perfect active participles, clauses with <i>cui</i>, increased incidence of the descriptive genitive</p>	<p>Website manipulation, diagnostic homework, concept articulation and application, game playing</p>	<p>Write an incantation, write a comedy Playbill, write character descriptions</p>

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			and fictional texts that are spoken, viewed and written.				
Divination (again) and Power Politics	3 weeks	Clients and client kings, Machiavellian politics, the political role of the <i>haruspex</i> and <i>extispicium</i> , the baths and ceremonial ritual	7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	Why is the <i>haruspex</i> an important figure in ancient Roman society? From where did this practice develop? Why did Romans place so much trust in it? What does it tell us about Roman superstition and the foreseeability of the future? How could religion be manipulated for political purposes? What is a votive tablet?	Students will be able to assess the role of divination and more specifically <i>extispicium</i> in both religious and political affairs, articulate the reasons for the downfall of a client king, define Roman <i>fides</i> , respond to and interpret a variety of irregular perfects, neuter plural, <i>idem</i>	Vocabulary contextualization, individual oral presentation, collaborative translation, teacher-made test	Write a defensible, debatable proposition, write grammar exercises, write essay for oral presentation

The Convergence of Comedy and Tragedy	3 weeks	Comparison of serious flight of political refugees with comic flight of <i>miles gloriosus</i> , Agricola as a historical figure, Roman travel and tourism: military vs. civilian, Roman roads, engineering, and communication, the literary tradition of epistles, treatment of slaves revisited	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.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.	What is the historical evidence and significance of Agricola? What is the nature of archaeological and historical evidence for the Roman road system? Why and how did Rome advance the mechanisms of travel? What is the significance of the <i>miliarium aureum</i> and <i>curatores viarum</i> ? How does this mesh with the view of Romans as pragmatic doers vs. creative thinkers? What are similarities and differences of ancient and contemporary travel and communications? What is the practical effect and morality of torturing slaves for evidence?	Students will be able to assess the economic, military and social viability of ancient Roman transport by land and sea, interpret the historical and archaeological record for both Agricola and Roman travel, compare and contrast reasons for ancient vs. contemporary travel and communications, respond to and interpret the subjunctive mood in imperfect and perfect plus <i>cum</i> , passive periphrastic/gerundive of obligation	Oral and aural proficiency, map manipulation, workstation, website manipulation	Write a travel itinerary, complete an inscriptional fragment, write grammar exercises
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Real and Fake Soldiers	3 weeks	Roman organization and Roman military might, its role in Romanization, military strategy, weaponry, training, the life and work of the Roman soldier	<p>7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p>	<p>What evidence do we have for the daily life of the Roman soldier? What were the origins and evolution of Roman military might? How did <i>virtus</i> and <i>disciplina</i> play competing roles? What are the main organizational and tactical aspects of the Roman legion and auxiliaries? Their weaponry?</p>	<p>Students will be able to compare strategy, tactics and organization of Roman military with its predecessors, account for inscriptional, historical and archaeological evidence for same, identify key components of military organization and of <i>castra</i> on charts, define the role of the military in Romanization, recognize and use effectively subjunctive with indirect question, 1st and 2nd person singular and plural perfect and pluperfect subjunctive, also imperfect and pluperfect passive voice</p>	<p>Concept articulation and application, teacher-made quiz, oral grammar drill, individual project presentation, board work, teacher-made test</p>	<p>Write a chart, take lecture notes, complete an inscriptional fragment, write sentence builders</p>

Types of Assessments

Web interactive and conventional homework to enable teacher assessment and student self-assessment and to facilitate processes of memorization, practice and consolidation

Note-taking (including lectures, PowerPoints, and integrated collection of uploaded documents available for download on Course Pages)

Class Participation

Oral proficiency: very basic conversational interactions

Aural proficiency: sight and prepared reading and translation; ability to process audio and video passages both in class and at home via

Cambridge Elevate eLearning

Grammar Drills

Role Playing/ Skits

Movement: Response to Commands, "Simon Says", etc.

Immersion in Maps, Posters, Charts, Relics, Coinage

Collaborative Reading and Translation

Games (*Periculum Latinum*, *Mythites*, *Mendax*, *Blockbuster*, *Latin Scrabble*, *Crosswords*)

Individual and Group Project Presentations

Cambridge Elevate eLearning (see Webliography)

Teacher-made Tests and Quizzes

Coordinated Quizzes and Tests by book publishers

Exams

Webliography

<https://elevate/cambridge.org>

<http://www.nle.org>

Bibliography

Latin II CP textbooks, workbooks & eBooks

- A. Cambridge Latin Course Units 2 & 3 textbook Cambridge University Press, Fifth Edition
- B. Cambridge Latin Course Units 2 & 3 Elevate eBook, Cambridge University Press, Fifth Edition
- C. Cambridge Latin Course Units 2 & 3 omnibus workbook

Reference Books and Scholarship

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Caesar, Life of a Colossus, A. Goldsworthy, Yale University Press, 2005

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How Rome Fell, A. Goldsworthy, Yale University Press, 2009

The Culture of Classicism, C. Winterer, The Johns Hopkins University Press, 2002

Latin, Story of a World Language. J. Leonhardt, Harvard University Press, 2013

Laughter in Ancient Rome, M. Beard, University of California Press, 2014

The Rise of Western Christendom, P. Brown, Wiley and Blackwell, 2013

Rome's Greatest Defeat, A. Murdoch, Sutton Publishing, 2006

Greek and Roman Warfare, J. Montagu, Greenhill Books, 2006