

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

Latin 2

Course Description

Students in Latin 2 accumulate substantial Latin vocabulary, building upon what they have learned in Latin 1. Students extend their study of noun cases, pronouns, and adjective forms. They learn the active and passive conjugation of six verb tenses, and study participles and subjunctive forms. Students learn English derivatives as a complement to their vocabulary study and make connections between Latin roots and English words. Each chapter in the textbook continues the story about a Roman family (begun in Latin 1) and the course emphasizes the development of strong reading comprehension skills in the target language. Students complete creative and cooperative projects each quarter to demonstrate their knowledge of Roman culture, mythology, and Latin's influence on the English language. Students in Latin 2 can translate increasingly complex Latin stories and can demonstrate mastery of vocabulary and recognize grammar. With successful completion of Latin 2, students will be at the Intermediate Mid level of the ACL Standards for Classical Language Learning.

Intermediate Mid readers can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Intermediate Mid listeners can understand the main idea in Latin or Greek presentations on a variety of topics. They can understand the main idea of a narrative or conversation that they hear. .

Intermediate Mid speakers can communicate and exchange information about less familiar topics in full Latin or Greek sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and that are informed by vocabulary and grammar they have learned and accumulated.

Intermediate Mid writers can write on a variety of familiar topics using properly phrased, connected sentences. Students create written messages and announcements, write a short paragraph about something they have learned or researched, and compose short communications for public distribution .

Intermediate Mid presenters can make presentations in Latin or Greek on familiar topics using properly phrased connected sentences.

Intermediate Mid learners can make a presentation on something they have learned or researched on Roman or Greek culture/history and can make a presentation about their interests or on Roman or Greek cultural/historical issues and state their viewpoint .

Student Skills

- Students can read, interpret, and understand Latin sentences and stories that use familiar vocabulary.
- Students can use Latin orally and understand spoken Latin on an intermediate listening level
- Students can write sentences in Latin using vocabulary words and grammar forms they have studied.
- Students can recognize and use elements of the Latin language and can recognize seven noun cases and six verb tenses in context.
- Students can interpret written Latin as Intermediate Mid Level readers. They understand information in paragraph-length Latin texts relating to familiar topics and characters
- Students can make connections between Latin vocabulary words and English derivatives.
- Students can compare and contrast elements of Roman daily life and pastimes with modern American culture.
- Students complete creative projects each quarter to demonstrate knowledge of relevant topics in Greek mythology and Roman history.



Concepts	Essential Questions	Key Activities May Include:
Arriving in a New City	<p>How do we acknowledge and recognize the passage of time in written texts?</p> <p>What would the experience of walking into ancient Rome have been like?</p> <p>How is city life different from life in the country?</p>	<p>Use context clues and verb forms to identify relationships in time.</p> <p>Illustrate and describing the sensory experience of arriving in a new city.</p> <p>Make predictions of what will happen next.</p>
Entertainment in Rome	<p>Why do different languages use pronouns?</p> <p>How are pronouns used differently in different cultures?</p> <p>How did the Romans create entertainment?</p> <p>How do different languages “leave out” information and how do we infer the intended meaning?</p>	<p>Write and perform a script using pronouns in dialogue.</p> <p>Re-tell a story from different points of view using pronouns to replace nouns.</p> <p>Write a first person account of viewing a Roman chariot race.</p>
Preparing To Do Errands	<p>How does the use of voice change the tone of language?</p> <p>What is the value of having multiple ways to express the same idea?</p> <p>What would a Roman experience in the streets of the city?</p>	<p>Write a newspaper article describing an important event in a familiar story using a variety of verb forms (active and passive voice).</p> <p>Discussing orally life and gossip in Rome using the passive voice in Latin.</p>
Dangers of City Life -Fire!	<p>How do you recognize and understand the passive voice in the perfect, pluperfect, and future perfect tenses?</p> <p>How do we understand tone and inflection in other cultures and languages?</p> <p>What are dangers of city life today and in the past?</p> <p>How do cultural expectations of social status impact our lives?</p>	<p>Re-tell stories from the past as a reporter using passive voice.</p> <p>Re-enact a Latin story about the dangers of Rome at night.</p>



Concepts	Essential Questions	Key Activities May Include:
A Roman Dinner Party	<p>How do we make comparisons?</p> <p>What forms of language indicate comparisons?</p> <p>How do verbs vary in meaning based on the context? How does voice change the intent and purpose of language?</p> <p>What was it like to eat a meal in ancient Rome?</p> <p>How is hospitality viewed in different cultures?</p>	<p>Illustrate degree of adjectives.</p> <p>Tell tall tales to practice forms of comparative and superlative adjectives and adverbs.</p> <p>Read an account of an ancient Roman dinner party adapted from Petronius's <i>Satyricon</i>.</p> <p>Recreate the scene of a Roman dinner party.</p>
Daily Concerns on the Streets of the City—Crime	<p>·What is time and how do we measure it?</p> <p>How do you recognize and translate deponent verbs?</p> <p>What was the day of a Roman school child like?</p>	<p>Create a Roman calendar for their birth month using Roman system of dates.</p> <p>Read sentences with a variety of verb forms and writing the verb in the correct voice to express the intended meaning (active/passive/deponent)</p>
Going to School	<p>How do numbers, dates, and time expressions add complexity to Latin texts?</p> <p>How do we refer to time and place?</p> <p>How do different cultures perceive time?</p> <p>What is the value of education?</p> <p>Who receives education? Where?</p>	<p>Write a personal letter in Latin restating important events in the story, including dates and numbers.</p> <p>Narrate a trip using Latin place expressions indicating to, from, and at.</p> <p>Watch the video “Claudius, Boy of Ancient Rome” and compare to modern schools.</p>

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.