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|  |  | | | Global Languages**Latin II Scope and Sequence**176 Instructional Days*8 Units* | | |
| **Latin II** | |  | **Essential Concepts and Skills** | |  |  |
| **Concepts** | |  | **Grammar and Vocabulary** | |  | **Culture** |
| **In order to successfully complete Latin II students should master**:   * Concept of passive voice * Ability to recognize active and passive voice * Concept of relative clauses * Concept of adjective agreement * Ability to recognize complex sentences and divide into clauses * The Cursus Honorem * Select study of Roman laws | |  | * Adjective Agreement * Active and Passive Voice * 4th and 5th declensions | |  | * Patricians and Plebians * History of the Punic Wars * Plautus, Ennius, Terrence * Creation of the Roman Republic |

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| **Unit 1: What do You Remember?** |  |  |  |
| **Objectives and Standards** | **Grammar** | **Vocabulary** | **Culture** |
| **Review of Latin I**  - Review will vary depending on student needs. Should include but no limited to: Declensions 1-3, verb forms, subject/verb agreement and the concept of tense  5-15 days |  |  |  |

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| **Unit 2: Britannia** |  | | |  | |  |
| **Objectives and Standards** | **Grammar** | | | **Vocabulary** | | **Culture** |
| ***How did Roman conquest lead to diversity?***    -Identify and translate infinitives (NH.CLL.4.3)  -Identify the conjugation of a verb (NH.CLL.4.3)  -Identify and translate irregular verbs (NM.CLL.3.3, NH.CLL.4.3)  -Identify and translate “-que” (NH.CLL.4.3)  -Identify derivatives (NH.CLL.4.2)  -Identify and translate noun/ adjective pairs (NH.CLL.4.3)  -Identify derivatives (NH.CLL.4.2)  Describe life in Britain as compared to Italy (NH.CLL.3.1, NH.CLL.4.1, NH.COD.4.1, NH.COD.4.2)  \*\*11 days Block/22 days Traditional | **-** infinitives  -conjugations  -enclitic “-que”  -noun adj agreement with different endings  -neuter nouns | | | -volo  -nolo  -possum | | -Britannia  -Life in Roman Britain  -The Celts |
| **Unit 3: Roman Government and Politics** | |  |  | |  | |
| **Objectives and Standards** | | **Grammar** | **Vocabulary** | | **Culture** | |
| ***What was the structure of the Roman government and does it have influence in politics today?***  -Identify written words and phrases that are similar to words and phrases in the students’ language. (NL.CLL.2.3)  -Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language (NM.CLL.2.5)  -Understand how the basic terms from other content areas may be different from the students’ language. (NM.COD.2.2)  -Recall simple, spoken expressions and memorized phrases commonly used in target language communities (NL.CMT.2.2)  - \*\*11 days Block/22 days Traditional | | -the passive voice  -4th declension | -The Cursus Honorem | | -Plebians and Patricians  -Pax Romana  -Law of Nations | |

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| **Unit 4: Egypt, Greece and Rome** |  |  |  |
| **Objectives and Standards** | **Grammar** | **Vocabulary** | **Culture** |
| ***How did these ancient empires influence each other politically and religiously?***  - Identify antecedents based on context and agreement of case, number, gender (IL.CLL.4.3, IL.COD.2.1, IL.COD.2.2)  - Identify derivatives (IL.CLL.4.2, IL.COD.2.1)  -Differentiate the structural patterns of the target language and the students’ language (IL.COD.2.2)  -Understand main ideas and a few details in academic texts that contain familiar vocabulary (IL.COD.2.4)  -Understand the meaning of memorized words and phrases in sentences. (NM.CLL.2.2)  -Recall common expressions and phrases about familiar topics used in target language communities (NM.CMT.2.3)  \*\*11 days block/22 days Traditional | -5th declension  -relative clauses  -gentive case | -nonne  -num  -ne | -Isis  -Roman, Egyptian and Greek gods compared  -Edict of Milan  -Caesar and Cleopatra |

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| **Unit 5: Roman Law** |  |  |  |
| **Objectives and Standards** | **Grammar** | **Vocabulary** | **Culture** |
| ***Comparing Roman law with law today. How does Latin factor in?***  - Identify and translate Genitive case ( IL.COD.2.1, IL.COD.2.2)  -Identify noun declension (IL.CLL.4.3, IL.COD.2.1, IL.COD.2.2)  -Identify derivatives (IL.CLL.4.2, IL.COD.2.1)  -Understand practices, products, and perspectives on familiar topics from simple texts. (NH.CMT.2.1)  \*\*11 days Block/22 days Traditional | -derivatives  -noun declension vs. genitive | - legal speak today  -Qui/Quae as adj.  -hic  -ille | - Roman justice  -Justinian |

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| **Unit 6: Roman Medicine** |  |  |  |
| **Objectives and Standards** | **Grammar** | **Vocabulary** | **Culture** |
| ***Comparing Roman law with law today. How does Latin factor in?***  - Identify and translate Genitive case ( IL.COD.2.1, IL.COD.2.2)  -Identify noun declension (IL.CLL.4.3, IL.COD.2.1, IL.COD.2.2)  -Identify derivatives (IL.CLL.4.2, IL.COD.2.1)  -Describe Roman medical practices (IL.CLL.4.1, IL.COD.4.1, IL.COD.4.2, IL.CMT.4.1)  -Describe Roman scientific knowledge (NM.CMT.3.1, IL.CLL.4.1, IL.COD.4.1, IL.COD.4.2, IL.CMT.4.1  \*\*11 days Block/22 days Traditional | -derivatives | - Remedium Astrologi,  -Petro,  -Fortuna Credulis,  -Astrologus Victor,  -Testamentum | - Galen  -Celsus  -medical relics in Pompeii |

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| **Unit 7: Architecture in the Roman Empire** |  |  |  |
| **Standards** | **Grammar** | **Vocabulary** | **Culture** |
| ***How did Roman architecture influence their ability to rule?***  -Recognize that ideas and expressions may be presented differently in the target language than the students’ language. (IL.CLL.2.3)  -Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details (IM.COD.2.2)  -Differentiate the structural patterns of the target language and the students’ language. ( IL.COD.2.2)  -Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics. (IM.CMT.2.1)  \*\*11 days Block/22 days Traditional | - the vocative case  -imperatives  -verbs in present, imperfect, perfect and pluperfect | -fresco  -arcade  -culina  -pantheon  -oculis | -the aqueducts  -The Appian Way  -Hadrian’s Wall |

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| **Unit 8: The Punic Wars** |  |  |  |
| **Objectives and Standards** | **Grammar** | **Vocabulary** | **Culture** |
| ***What were they and who won?***  -Deconstruct written and spoken texts for cultural attitudes, viewpoints and values. (IM.CLL.4.3)  -Understand how practices and perspectives impact the target culture. (IM.COD.4.2)  -Integrate traditions and activities of the target culture and the students’ culture. (IL.CMT.4.1)  -Understand how prominent citizens and events impacted the target culture and the students’ culture (IL.COD.4.2)  -Analyze the language conventions in authentic written and spoken texts. (IL.CLL.4.3)  -Review for Final Exams  \*\*11 days Block/22 days Traditional | - review and reinforce all declensions  -review passive and active voice  -review adjective agreement | - is, ea, id  -present participles  -personal, relative and demonstrative pronouns | - Carthage  -Hannibal  -Cato the Elder |