



Montclair Public Schools  
Montclair High School  
**[Latin II Honors]** Curriculum

Grade(s) **[9-12]**

**Approved by the Montclair Board of Education  
2012**

**Montclair High School  
LATIN II HONORS / 9-12  
Montclair Public Schools**

**ACKNOWLEDGEMENTS**

**This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Latin that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Latin teachers employed by the Montclair Public Schools.**

**Introduction:** This document explains the curriculum for Latin II Honors for the Montclair Public School District.

**Purpose:**

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

**Curriculum Committee:**

The development of this Latin curriculum followed a curriculum mapping process. The teachers involved in the development imparted the most critical components in this curriculum.

**Montclair High School**  
**LATIN II HONORS / 9-12**  
**Montclair Public Schools**

**INTRODUCTION**

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the Roman Empire.
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

**Montclair High School  
LATIN II HONORS / 9-12  
Montclair Public Schools**

**STATEMENT OF PHILOSOPHY**

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

**Montclair High School**  
**LATIN II HONORS / 9-12**  
**Montclair Public Schools**

stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning. In the case of non-spoken language, such as Latin, studying this ancient language brings greater insight to English regarding both grammar and vocabulary.

**PROGRAM GOALS ACCORDING TO THEMATIC UNITS**

Unit 13: The focus of this chapter is to understand the difference between reflexive pronouns and non-reflexive pronouns. Students will learn who reflexive pronouns refer to in a sentence. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 14: The focus of this chapter is to learn *i*-stem nouns. Students will learn third declension nouns with the characteristic *i* in certain case endings. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 15: The focus of this chapter is to learn common numerals in Latin. Students will learn the difference between ordinal numbers and cardinal numbers. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 16: The focus of this chapter is to learn adjectives of three terminations (endings). Students will learn to differentiate each of the three genders by understanding the distinctive forms. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 17: The focus of this chapter is to learn relative pronouns. Students will learn that relative pronouns are common in Latin and ordinarily introduce a subordinate clause referring back to the relative clause. Students exercise their language skills (speaking,

**Montclair High School**  
**LATIN II HONORS / 9-12**  
**Montclair Public Schools**

listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 18: The focus of this chapter is to learn the passive verb forms and passive sentence types. Students will learn the rule for forming passives (passives of the present, future, and imperfect tenses). Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 19: The focus of this chapter is to learn the perfect passive participle- the fourth principal part. Students will learn the pattern employed for verbs of all conjugations. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 20: The focus of this chapter is to learn the form of fourth declension nouns. Students will learn that fourth declension nouns are mainly masculine rather than feminine. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 21: The focus of this chapter is to learn the present system of third and fourth conjugations verbs. Students will learn that present system of third and fourth conjugation verbs are formulated in a similar manner to the first and second conjugation. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 22: The focus of this chapter is to learn the fifth and the last of Latin noun declensions. Students will learn the ablative of place where and summary of ablative uses. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

**Montclair High School**  
**LATIN II HONORS / 9-12**  
**Montclair Public Schools**

Unit 23: The focus of this chapter is to learn the set of verbal adjectives in Latin identified as “participles.” Students will learn that regular transitive verbs in Latin have four principal parts; two of them in the active voice (the present and future), and two in the passive (future and perfect). Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 24: The focus of this chapter is to learn the participial system employed by the Romans. Students will learn to apply the common constructions of the Romans; the “ablative absolute” and the “passive periphrastic”. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

**Montclair High School  
LATIN II HONORS / 9-12  
Montclair Public Schools**

**GENERAL OVERVIEW**

*“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”*

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Latin Programs in the Montclair Public Schools Latin offers an abundant of academic benefits. It provides a strong grounding in the vocabulary and structure of modern European languages, it also helps students learn and understand the technical vocabulary of the sciences. By offering a window into Roman culture, history, and literature, Latin deepens understanding of Western civilization. All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal, and presentational modes of communication.

## SECTION II

### Course Description

**Latin II Honors** is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.

### Thematic Units for Latin II Honors

#### **Units of Study:**

- Pronouns – personal, demonstrative, possessive, reflexive, and intensive
- Verb Forms – active and passive voices, participles, infinitives
- Remaining Declensions – 3rd, I -stem, 4th, and 5th declension nouns and 3rd declension adjectives
- Numerals
- Geography, Mythology, Major Wars, Literature; The Republic

#### **UNIT 13 – Reflexive Pronouns and Possessives; Intensive Pronoun**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	A reflexive pronoun refers back to the subject of a sentence. A possessive noun shows ownership.	<ul style="list-style-type: none"><li>• How do we recognize and translate reflexive and intensive?</li><li>• How do we distinguish between personal pronouns and reflexive pronouns?</li></ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Identify, analyze, form, and interpret reflexive pronouns and reflexive possessive adjectives</li> <li>• Identify, analyze, form, and interpret intensive pronouns</li> <li>• Interpret pronouns according to form and context</li> <li>• Use reflexive and intensive pronouns correctly</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student’s understandings.</li> <li>• Performance on teacher-generate materials</li> </ul>	<p><b>Rubric</b> See below</p>	<p><b>Key Criteria for Differentiation</b></p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’</p>
--	------------------------------------	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p><i>Authentic materials and video/audio clips</i></p>	<p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Reflexive pronouns and possessives in Latin</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p>cartoon with introductory phrases in Latin.</p>
		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 14 – I-Stem Nouns of the third Declension**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.C.1	Third declension <i>i</i> -stem nouns fall into three general categories: "parisyllabics," "monosyllabics with nominative singulars ending in <i>-s/x</i> and bases ending in two consonants," and neuters ending in <i>-e</i> , <i>-al</i> , or <i>-ar</i> :	<ul style="list-style-type: none"> <li>• How do we distinguish 3<sup>rd</sup> regular from 3<sup>rd</sup> I stem nouns?</li> <li>• How do we recognize and translate the various ablative constructions (abl. of means, manner, accompaniment, place where, place from which, time when/within which)?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Analyze and correctly decline 3<sup>rd</sup> regular and 3<sup>rd</sup> <i>i</i> stem nouns</li> <li>• describe ablative constructions</li> <li>• Show ablative constructions in Latin using the correct helping words where necessary</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student's understandings.</li> </ul>	<b>Rubric</b> <b>See below</b>	<b>Key Criteria for Differentiation</b> Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
--	-----------------------------------	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<ul style="list-style-type: none"><li>• Performance on teacher-generate materials</li></ul>		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. This beginning course covers the</p>
---	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• grammatical structure of I-Stem Nouns of the third Declension</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 15 – Numerals: Genitive of the Whole**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1 7.1.NM.C.2	Numerals are used to show the relationship of part to whole and explain the difference between cardinal and ordinal numbers.	<ul style="list-style-type: none"> <li>• What are Roman Numerals, Ordinal Numbers, and Cardinal Numbers?</li> <li>• How do we distinguish between ordinals and cardinals?</li> <li>• How do we form and translate the partitive genitive?</li> <li>• How do we form, recognize and translate genitives and ablatives with cardinal numbers?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to</li> </ul>	<b>Rubric</b> <b>See below</b>	<b>Key Criteria for Differentiation</b> Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the
---	-----------------------------------	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p>evaluate student's understandings.</p> <ul style="list-style-type: none"> <li>• Performance on teacher-generate materials</li> </ul>		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations</p>
---	--	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.  World map  <i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• grammatical structure of Numerals: Genitive of the Whole</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 16 – Third Declension Adjectives**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	Third declension adjectives can be split into I stems and consonant stems.	<ul style="list-style-type: none"> <li>• What are declension adjectives?</li> <li>• How are 3<sup>rd</sup> declension adjectives different from 1<sup>st</sup> and 2<sup>nd</sup> declension adjectives?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Compare 1<sup>st</sup>, 2<sup>nd</sup>, &amp; 3<sup>rd</sup> declension adjectives.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student’s understandings.</li> <li>• Performance on teacher-generate materials</li> </ul>	<b>Rubric</b> See below	<b>Key Criteria for Differentiation</b> Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate
---	----------------------------	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities,</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Grammatical structure of Third Declension Adjectives</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>
		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 17 – The Relative Pronoun**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	A relative pronoun agrees with its antecedent in number and gender, but not case; it derives its case from its use in its own clause.	<ul style="list-style-type: none"> <li>• How are relative pronoun used?</li> <li>• When do you form agreements with relative pronouns?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Identify relative pronouns in English and compose sentence that contain them</li> <li>• Explain relative pronouns and interpret according to the form and context</li> <li>• Examine the antecedent of a relative pronoun</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to</li> </ul>	<b>Rubric</b> See below	<b>Key Criteria for Differentiation</b> Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level
---	----------------------------	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p>evaluate student's understandings.</p> <ul style="list-style-type: none"> <li>• Performance on teacher-generate materials</li> </ul>		<p>and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations</p>
---	--	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.  World map  <i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b> Identifying Similarities and Differences between English and Latin  Summarizing and Note Taking  <ul style="list-style-type: none"> <li>• grammatical structure of the future and the imperfect indicative</li> </ul>  Multiple choice questions of vocabulary and grammar concepts taught</p>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 18 – First and Second Conjugations: Passive voice of the Present System**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	In Latin, there are usually four principal parts of verbs.	<ul style="list-style-type: none"> <li>• What is the passive voice?</li> <li>• How do we distinguish active and passive voice?</li> <li>• How do we form the passive voice of 1<sup>st</sup> and 2<sup>nd</sup> conj. verbs in the present system?</li> </ul>

<b>Skills</b>		<b>Key Content</b>
Listening Speaking Reading Writing		<ul style="list-style-type: none"> <li>• Explain the differences between active and passive voice</li> <li>• Identify the personal endings for the passive voice of the present system</li> <li>• Explain, apply and interpret the present system tenses in the passive voice of 1<sup>st</sup> and 2<sup>nd</sup> conj. verbs</li> <li>• Discuss, identify and interpret abl. of personal agent</li> </ul>
<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student’s understandings.</li> </ul>	<b>Rubric</b> See below	<b>Key Criteria for Differentiation</b>  Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<ul style="list-style-type: none"><li>• Performance on teacher-generate materials</li></ul>		<p>and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations</p>
---	--	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b> Identifying Similarities and Differences between English and Latin</p> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• grammatical structure of third declension</li> </ul> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**UNIT 19 – Perfect Passive System of All verbs; Interrogative Pronouns and Adjectives**

<p><b>Learning Goal NJCCCS &amp; CPI</b></p>	<p><b>Enduring Understanding</b></p>	<p><b>Essential Question</b></p>
--	--------------------------------------	----------------------------------

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.1	The fourth principal part of the verb is the perfect passive participle; it carries a sense of past-tense action with it. The perfect passive participle + a form of <i>esse</i> = the perfect passive system of the Latin verb.	<ul style="list-style-type: none"> <li>• How do we distinguish active and passive voice in the perfect system?</li> <li>• How do we form the passive voice of all verbs in the perfect system?</li> </ul>
--	--	---

<b>Skills</b>		<b>Key Content</b>	
Listening Speaking Reading Writing		<ul style="list-style-type: none"> <li>• Analyze, compose and interpret the perfect system tenses of passive voiced verbs of all conjugations</li> <li>• Explain and distinguish the function of an interrogative pronoun and interrogative adj.</li> <li>• Categorize, create and interpret the interrogative pronouns and adj.</li> <li>• Compare the interrogatives from each other and from relative pronouns</li> </ul>	
<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to</li> </ul>	<b>Rubric</b> <b>See below</b>	<b>Key Criteria for Differentiation</b> Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the	

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p>evaluate student's understandings.</p> <ul style="list-style-type: none"> <li>• Performance on teacher-generate materials</li> </ul>		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations</p>
---	--	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.  World map  <i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b> Identifying Similarities and Differences between English and Latin  Summarizing and Note Taking  <ul style="list-style-type: none"> <li>• grammatical structure of third conjugations</li> </ul>  Multiple choice questions of vocabulary and grammar concepts taught</p>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 20 – Fourth Declension; Ablatives of Place from Which and Separation**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	There are two major classes of nouns in this declension, the masculine/feminine and the neuter classes. This declension was declining in use, with a number of masculine and feminine nouns moving to the second declension.	<ul style="list-style-type: none"> <li>• How do we recognize and form 4<sup>th</sup> decl. nouns?</li> <li>• How are the ablative of place from which and separation recognized, formed, and translated? How are they distinguished from each other?</li> </ul>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Examine, create, and interpret 4<sup>th</sup> decl. nouns</li> <li>• Explain, identify and interpret the abl. constructions and distinguish between the two</li> <li>• Distinguish abl. constructions from previously learned abl. constructions</li> <li>• Identify and classify certain verbs that commonly take an ablative of separation</li> </ul>

<b>Assessment: (Formative and Summative)</b>	<b>Rubric See below</b>	<b>Key Criteria for Differentiation</b>
<ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> </ul>		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<ul style="list-style-type: none"> <li>• Informal teacher observation to evaluate student’s understandings.</li> <li>• Performance on teacher-generate materials</li> </ul>		<p>profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar,</p>
---	--	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Grammatical structure of Fourth Declension; Ablatives of Pace from Which and Separation</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**UNIT 21 – Third and Fourth Conjugations: Passive Voice of the Present System**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	The third conjugation is characterized by a short thematic vowel, which alternates between <i>e</i> , <i>i</i> , and <i>u</i> in different environments  The fourth conjugation is characterized by the vowel <i>ī</i> and can be recognized by the <i>-īre</i> ending of the present active infinitive. short thematic vowel, which alternates between <i>e</i> , <i>i</i> , and <i>u</i> in different environments.	<ul style="list-style-type: none"> <li>• How do we form the passive voice of 3<sup>rd</sup> and 4<sup>th</sup> conjugations in the present system?</li> <li>• How do we form the passive infinitive?</li> </ul>

<b>Skills</b>	<b>Key Content</b>	
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Identify, create and interpret the passive voice of the 3<sup>rd</sup> and 4<sup>th</sup> conj. present system and the present infinitive</li> <li>• create a full synopses of any regular verb in the present and perfect system indicative</li> </ul>	
<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student’s understandings.</li> <li>• Performance on teacher-generate materials</li> </ul>	<b>Rubric</b> <b>See below</b>	<b>Key Criteria for Differentiation</b>  Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Grammatical structure of Third and Fourth Conjugations: Passive Voice of the Present System</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**UNIT 22 – Fifth Declension: Ablatives of Place Where**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The Fifth declension nouns in Latin are sometimes called -e stem nouns. The nouns are few nonetheless common.	<ul style="list-style-type: none"> <li>• How do we recognize 5<sup>th</sup> decl. nouns?</li> <li>• How do we form the abl. of place where? How do we distinguish the various abl. constructions?</li> </ul>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Identify, create and interpret 5<sup>th</sup> decl. nouns</li> <li>• Define, identify and interpret the abl. of place where and distinguish from other constructions</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"><li>• Translation</li><li>• Quizzes</li><li>• Class participation</li><li>• Informal teacher observation to evaluate student's understandings.</li><li>• Performance on teacher-generate materials</li></ul>	<p><b>Rubric</b> See below</p>	<p><b>Key Criteria for Differentiation</b></p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences.</p>
--	------------------------------------	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p> <p>The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Grammatical structure of Fifth Declension</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**UNIT 23 – Participles**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.1	Latin has four participles: Present Active, Perfect Passive, Future Active and Future Passive and they are used extensively.	<ul style="list-style-type: none"> <li>• What is a participle?</li> <li>• How are participles formed in the various tenses and voices?</li> </ul>

Skills	Key Content
Listening Speaking Reading	<ul style="list-style-type: none"> <li>• Discuss and explain the basic functions of a participle</li> <li>• Identify, create and interpret the four participles of regular Latin verbs</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

Writing	<ul style="list-style-type: none"> <li>• Create participles into subordinate clauses in English according to the context of the sentence and rules for tenses</li> </ul>
---------	--

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student’s understandings.</li> <li>• Performance on teacher-generate materials</li> </ul>	<p><b>Rubric</b> See below</p>	<p><b>Key Criteria for Differentiation</b></p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning</p>
--	------------------------------------	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.  World map  <i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Grammatical structure of participles</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**UNIT 24 – Ablative Absolute; Passive Periphrastic; Dative of Agent**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	An Ablative Absolute phrase is used when a thought, condition or action is grammatically separate but modifies the meaning of the rest of the sentence.	<ul style="list-style-type: none"> <li>• What is an ablative absolute and how is it recognized?</li> <li>• What is a passive periphrastic and how is it formed?</li> <li>• What is a dative of agent? When is it used?</li> </ul>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Discuss, identify and interpret the abl. absolute</li> <li>• Discuss, identify and interpret the passive periphrastic</li> <li>• Define, recognize and translate the dative of agent</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<b>Assessment: (Formative and Summative)</b>	<b>Rubric</b> See below	<b>Key Criteria for Differentiation</b>
<ul style="list-style-type: none"> <li>• Translation</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Informal teacher observation to evaluate student’s understandings.</li> <li>• Performance on teacher-generate materials</li> </ul>		<p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning</p>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. The grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p><b>Resources</b> Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.  World map  <i>Authentic materials and video/audio clips</i></p>	<p><b>Instructional Strategies / Best practices</b></p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences between English and Latin</li> </ul> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> <li>• Grammatical structure of Ablative Absolute; Passive Periphrastic; Dative of Agent</li> <li>• Multiple choice questions of vocabulary and grammar concepts taught</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards for vocabulary.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in Latin.</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p><b>Key Criteria for Identifying Student Needs</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**Pacing Guide**

<b>Month</b>	<b>New Jersey Core Curriculum Content Standards</b>	<b>Enduring Understandings / Essential Questions</b>	<b>Instructional Objectives/ Skills</b>	<b>Suggested Activities</b>	<b>District Programs/Supplemental Resources</b>	<b>Assessments</b>
<b>SEPTEMBER</b>  <b>Unit 13</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• How do we recognize and translate reflexive and intensive?</li> <li>• How do we distinguish between personal pronouns and reflexive pronouns?</li> <li>• How do we distinguish between personal and reflexive possessives?</li> <li>• When are the intensive pronouns used?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, analyze, form, and interpret reflexive pronouns and reflexive possessive adjectives</li> <li>• Identify, analyze, form, and interpret intensive pronouns</li> <li>• Interpret pronouns according to form and context</li> <li>• Describe in both Latin and English the various pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Declension exercises</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games – bingo, derivative game, flyswatter</li> <li>• Pronoun relays</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Review presentations of previously learned material</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

			<ul style="list-style-type: none"> <li>• Use reflexive and intensive pronouns correctly</li> <li>• Interpret complex sentences from Latin and from English</li> <li>• Learn and apply vocabulary and English derivatives</li> </ul>			
<p><b>OCTOBER</b></p> <p><b>Unit 14</b></p>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• How do we distinguish 3<sup>rd</sup> regular from 3<sup>rd</sup> I stem nouns?</li> <li>• How do we recognize and translate the various ablative constructions (abl. of means, manner, accompaniment, place where, place from</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and correctly decline 3<sup>rd</sup> regular and 3<sup>rd</sup> i stem nouns</li> <li>• describe correctly ablative constructions</li> <li>• Show ablative constructions in Latin using the correct helping words</li> </ul>	<ul style="list-style-type: none"> <li>• Declension exercises</li> <li>• Oral Presentations</li> <li>• Student performances of skits</li> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games – bingo, derivative game, flyswatter</li> <li>• Noun/Adj. relays</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a>  <a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Presentations</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		which, time when/within which)?	where necessary <ul style="list-style-type: none"> <li>• Discuss and compare the ablative constructions in both Latin and English</li> <li>• Interpret more complex sentences from Latin and from English</li> <li>• Learn and apply vocabulary and English derivatives</li> </ul>		Authentic materials and video/audio clips.  Teacher made worksheets  See below – Section IV	
<b>NOVEMBER</b>  <b>Units 15-16</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• What are Roman Numerals, Ordinal Numbers, and Cardinal Numbers?</li> <li>• How do we distinguish between ordinals and cardinals?</li> <li>• How do we form</li> </ul>	<ul style="list-style-type: none"> <li>• List the numbers from 1 – 20</li> <li>• identify irregular forms of numbers 1 – 3</li> <li>• Interpret genitive and ablative constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Declension exercises</li> <li>• Number Games – relays, toss the ball to the correct numbered person, adding numbers in Latin, etc</li> <li>• Student performances of skits</li> <li>• Vocabulary bees</li> <li>• Translations of stories and practice</li> </ul>	Wheelock F. M. - Wheelock's Latin Grammar. 4th  World map  Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Presentations</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>and translate the partitive genitive?</p> <ul style="list-style-type: none"> <li>• How do we form, recognize and translate genitives and ablatives with cardinal numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• State when to use which partitive construction</li> <li>• Interpret more complex sentences from Latin and from English</li> <li>• Explain and apply vocabulary and English derivatives</li> </ul>	<p>sentences</p> <ul style="list-style-type: none"> <li>• Vocab games – bingo, derivative game, flyswatter, etc</li> <li>• Verb relays</li> </ul>	<p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
<p><b>DECEMBER</b></p> <p><b>Unit 17</b></p>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• What is a relative pronoun and what is its function?</li> <li>• What is an antecedent?</li> <li>• How do we form the relative pronoun in Latin? What are the rules for agreement with the antecedent?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify relative pronouns in English and compose sentence that contain them</li> <li>• Explain relative pronouns and interpret according to the form and</li> </ul>	<ul style="list-style-type: none"> <li>• Compose sentences with relative clauses</li> <li>• Identify antecedents and relative pronouns in practice sentences</li> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games – bingo, derivative game, flyswatter</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin">http://www.bolchazy.com/prod.php?cat=latin</a></p>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<ul style="list-style-type: none"> <li>• How do we recognize a relative pronoun and translate it?</li> <li>• What is a relative clause?</li> </ul>	<p>context</p> <ul style="list-style-type: none"> <li>• Examine the antecedent of a relative pronoun</li> <li>• Create and interpret Latin sentences using the appropriate forms of the rel. pronoun</li> <li>• Interpret complex sentences from Latin and from English</li> <li>• Identify and apply vocabulary and English derivatives</li> </ul>		<p><a href="#">&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
<p><b>JANUARY</b></p> <p><b>Unit 18</b></p>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• What is the passive voice?</li> <li>• How do we distinguish active and passive voice?</li> <li>• How do we form the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the differences between active and passive voice</li> <li>• Identify the personal endings for the</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary bees</li> <li>• Compose sentences in English in both active and passive voices</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games –</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created</p>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Presentations</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>of 1<sup>st</sup> and 2<sup>nd</sup> conj. verbs in the present system?</p> <ul style="list-style-type: none"> <li>• How do we translate passive Latin verbs?</li> <li>• What is ablative of personal agent and when is it used?</li> </ul>	<p>passive voice of the present system</p> <ul style="list-style-type: none"> <li>• Explain, apply and interpret the present system tenses in the passive voice of 1<sup>st</sup> and 2<sup>nd</sup> conj. verbs</li> <li>• Discuss, identify and interpret abl. of personal agent</li> <li>• Interpret complex sentences from Latin and from English</li> <li>• Identify and apply vocabulary and English derivatives</li> </ul>	<p>bingo, derivative game, flyswatter</p> <ul style="list-style-type: none"> <li>• Verb relays focusing on passive</li> </ul>	<p>online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
--	--	--	---	---	--	--

<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> </ul>	<ul style="list-style-type: none"> <li>• How do we distinguish active and passive voice</li> </ul>	<ul style="list-style-type: none"> <li>• analyze, compose and interpret the</li> </ul>	<ul style="list-style-type: none"> <li>• Declension exercises</li> <li>• Student</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> </ul>
-----------------	--	--	--	---	---	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p><b>Unit 19</b></p>	<ul style="list-style-type: none"> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>in the perfect system?</p> <ul style="list-style-type: none"> <li>• How do we form the passive voice of all verbs in the perfect system?</li> <li>• How do we translate passive perfect system Latin verbs?</li> <li>• How do we use the 4<sup>th</sup> principle part of Latin verbs?</li> <li>• How do we form and translate the interrogative pronouns and adjectives?</li> <li>• How do we distinguish the interrogatives from each other and from relative pronouns?</li> </ul>	<p>perfect system tenses of passive voiced verbs of all conjugations</p> <ul style="list-style-type: none"> <li>• Explain and distinguish the function of an interrogative pronoun and interrogative adj.</li> <li>• Categorize, create and interpret the interrogative pronouns and adj.</li> <li>• Compare the interrogatives from each other and from relative pronouns</li> <li>• compose interrogative adj. agreement with noun</li> <li>• Interpret complex</li> </ul>	<p>performances of skits</p> <ul style="list-style-type: none"> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games – bingo, derivative game, flyswatter</li> <li>• Verb relays</li> </ul>	<p>World map</p> <p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> <li>• Midterm Exams</li> </ul>
-----------------------	--	---	--	---	--	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

			<p>sentences from Latin and from English</p> <ul style="list-style-type: none"> <li>• Discuss and apply vocabulary and English derivatives</li> </ul>			
<p><b>MARCH</b></p> <p><b>Units 20-21</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How do we recognize and form 4<sup>th</sup> decl. nouns?</li> <li>• How do we find the stem?</li> <li>• How are the ablative of place from which and separation recognized, formed, and translated? How are they distinguished from each other?</li> <li>• How do we form the passive voice of 3<sup>rd</sup> and 4<sup>th</sup> conjugations in the present</li> </ul>	<ul style="list-style-type: none"> <li>• Examine, create, and interpret 4<sup>th</sup> decl. nouns</li> <li>• Explain, identify and interpret the abl. constructions and distinguish between the two</li> <li>• Distinguish abl. constructions from previously learned abl. constructions</li> <li>• Identify and classify certain verbs that</li> </ul>	<ul style="list-style-type: none"> <li>• Compose sentences in Engl. and Latin that use 4<sup>th</sup> decl. nouns and contain various abl. constructions</li> <li>• Student performances of skits</li> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games – bingo, derivative game, flyswatter</li> <li>• Verb relays</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<ul style="list-style-type: none"> <li>• National Latin Exam</li> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Presentations</li> <li>• Vocab and grammar quizzes</li> <li>• Test</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>system?</p> <ul style="list-style-type: none"> <li>• How do we form the passive infinitive?</li> <li>• How do we create synopses?</li> </ul>	<p>commonly take an ablative of separation</p> <ul style="list-style-type: none"> <li>• Identify, create and interpret the passive voice of the 3<sup>rd</sup> and 4<sup>th</sup> conj. present system and the present infinitive</li> <li>• create a full synopsis of any regular verb in the present and perfect system indicative</li> <li>• Interpret complex sentences from Latin and from English</li> <li>• Explain and apply vocabulary and English derivatives</li> </ul>		See below – Section IV	
<b>APRIL</b>	• 7.1.NM.A.1	• How do we	• Identify, create	• Full synopses	Wheelock F. M. -	• Exercises in

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<p><b>Unit 22</b></p>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>recognize 5<sup>th</sup> decl. nouns?</p> <ul style="list-style-type: none"> <li>• How do we decline these nouns?</li> <li>• How do we form the abl. of place where? How do we distinguish the various abl. constructions?</li> </ul>	<p>and interpret 5<sup>th</sup> decl. nouns</p> <ul style="list-style-type: none"> <li>• Define, identify and interpret the abl. of place where and distinguish from other constructions</li> <li>• Interpret complex sentences from Latin and from English</li> <li>• Explain and apply vocabulary and English derivatives</li> </ul>	<ul style="list-style-type: none"> <li>• Declension exercises</li> <li>• Student performances of skits</li> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games – bingo, derivative game, flyswatter</li> </ul>	<p>Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>workbook</p> <ul style="list-style-type: none"> <li>•Translations</li> <li>•Presentations</li> <li>•Vocab and grammar quizzes</li> <li>•Test</li> </ul>
<p><b>MAY</b></p> <p><b>Unit 23</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What is a participle?</li> <li>• How are participles formed in the various tenses and voices?</li> <li>• How are</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and explain the basic functions of a participle</li> <li>• Identify, create and interpret the four</li> </ul>	<ul style="list-style-type: none"> <li>• Full synopses, including participles</li> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games –</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p>	<ul style="list-style-type: none"> <li>•Exercises in workbook</li> <li>•Translations</li> <li>•Presentations</li> <li>•Vocab and grammar quizzes</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>participles used in English and Latin?</p> <ul style="list-style-type: none"> <li>• How do we form participles in Latin?</li> <li>• How do we translate participles literally?</li> <li>• How do we transform participles into subordinate clauses when translating from Latin?</li> <li>• How do we recognize subordinate clauses that can be turned into participles?</li> </ul>	<p>participles of regular Latin verbs</p> <ul style="list-style-type: none"> <li>• Create participles into subordinate clauses in English according to the context of the sentence and rules for tenses</li> <li>• Interpret complex sentences from Latin and from English using participles</li> <li>• Explain and apply vocabulary and English derivatives</li> </ul>	<p>bingo, derivative game, flyswatter</p> <ul style="list-style-type: none"> <li>• Participle relays</li> </ul>	<p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> <li>• Test</li> </ul>
<p><b>JUNE</b></p> <p><b>Unit 24</b></p>	<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• What is an ablative absolute and how is it recognized?</li> <li>• How is an</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss, identify and interpret the abl. absolute</li> <li>• Discuss,</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary bees</li> <li>• Translations of stories and practice sentences</li> <li>• Vocab games –</li> </ul>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p>	<ul style="list-style-type: none"> <li>• Exercises in workbook</li> <li>• Translations</li> <li>• Vocab and grammar</li> </ul>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

		<p>ablative absolute formed and translated?</p> <ul style="list-style-type: none"> <li>• What is a passive periphrastic and how is it formed?</li> <li>• How are passive periphrastic translated?</li> <li>• What is a dative of agent? When is it used?</li> </ul>	<p>identify and interpret the passive periphrastic</p> <ul style="list-style-type: none"> <li>• Define, recognize and translate the dative of agent</li> <li>• Create sentences in Latin and English the incorporate the abl. absolute and dative of agent</li> <li>• Compose the ablative absolute in Latin into a subordinate clause in Latin according to the rules of tenses and context</li> <li>• Interpret complex sentences from Latin and from</li> </ul>	<p>bingo, derivative game, flyswatter</p> <ul style="list-style-type: none"> <li>• Sentence relays</li> </ul>	<p>World map</p> <p>Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p><a href="http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675">http://www.bolchazy.com/prod.php?cat=latin&amp;id=23675</a></p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>quizzes</p> <ul style="list-style-type: none"> <li>• Test</li> <li>• Final Exams</li> </ul>
--	--	---	--	---	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

			English using new constructions • Explain and apply vocabulary and English derivatives			
--	--	--	---	--	--	--

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**Common Rubrics**

**WRITING RUBRIC** as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**PRESENTATIONAL RUBRIC**  
as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Expression of Ideas</b>	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
<b>Grammar</b>	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
<b>Vocabulary</b>	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
<b>Elaboration</b>	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
<b>Clarity / Fluency</b>	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
<b>Pronunciation / Intonation</b>	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
<b>Presentational Technique</b>	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

--	--	--	--

**INTERPERSONAL RUBRIC**  
as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
-------------------------------------	---	---	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**SECTION III**

**NJ Core Content Curriculum Standards**

**Novice-Mid**

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**Novice-High**

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
------------	--

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

**Intermediate-Low**

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
------------	---

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Presentational**

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**Intermediate-Mid**

**Interpretive**

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places,

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

	objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**SECTION IV**

**Resources and supplementary materials**

**Textbook**

Wheelock F. M. - Wheelock's Latin Grammar. 4th ed., revised. New York : Harper Collins, 1992. XXVI & 418 p.

**Wheelock Study Aids**

Dale Grote's Comprehensive Study Guide to Wheelock's Latin (4th ed.)

<http://humanum.arts.cuhk.edu.hk/Lexis/Wheelock-Latin/>

Dr J's Grammar Review and Drill for Wheelock (6th ed.)

[http://people.hsc.edu/drjclassics/Latin/explanations/Latin\\_chapter\\_by\\_chapter.shtm](http://people.hsc.edu/drjclassics/Latin/explanations/Latin_chapter_by_chapter.shtm)

Electronic Resources for Wheelock's Latin

<http://ablemedia.com/ctcweb/showcase/barrettelatin.html>

Latin Praxis: Practice Exercises for Wheelock (6th ed.)

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/wh-prax.html>

More Exercises for Wheelock (6th ed.)

<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

**Pronunciation**

The OFFICIAL WHEELOCKS AUDIO page (at this site); produced by R.A.LaFleur, readings by Mark Miner (a 4-CD audio package by Mark Miner of "Readings from Wheelock's Latin") is also available from Bolchazy-Carducci Publishers, Inc.)

The Pronunciation and Reading of Classical Latin A Practical Guide by Stephen G. Daitz  
<http://www.bolchazy.com/prod.php?cat=latin&id=23675>

**Games and Reviews**

QUIA: Wheelock's Latin Vocabulary Games  
<http://www.quia.com/pages/wh2001gold.html>

MORE QUIA: Wheelock's Latin Vocabulary Games  
<http://www.quia.com/pages/wheelock.html>

Crossword Puzzles for Wheelock (6th ed.)  
<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

Conjuguemus  
<http://conjugemos.com/>

**Wheelock Study Groups**

Atrium Latin: A Latin study Group  
<http://www.atrimum-media.com/latin/atrilumlatin.htm>

Schola Classical Tutorials:  
Latin-Greek-Great Books-Rhetoric Over the Internet  
<http://www.scholatutorials.org/>

**WORLD LANGUAGES DEPARTMENT  
LATIN II HONORS / GRADES 9-12  
Montclair Public Schools**

Online Wheelock Study Group at Latin Study  
<http://www.ravendays.org/latin/lists/listindex.html>

Latin & Greek Study Groups  
<http://www.quasillum.com/study/index.php>