

Latin II Curriculum Pacing Guide		Montgomery County Public Schools	
1 <sup>st</sup> – 4 <sup>th</sup> Quarter		Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional	
Standards of Learning	Concepts	Resources	Pacing
<p><b>Reading for Understanding</b></p> <p>LII.1 The student will understand written Latin texts based on various topics.</p> <ol style="list-style-type: none"> <li>1. Read for information.</li> <li>2. Recognize the difference between giving literal meaning and paraphrasing.</li> <li>3. Demonstrate expanded knowledge of vocabulary and recognition of more complex syntactical structures essential to comprehension.</li> </ol> <p><b>Using Oral and Written Language for Understanding</b></p> <p>LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.</p> <ol style="list-style-type: none"> <li>1. Read Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.</li> </ol>	<ul style="list-style-type: none"> <li>• Each chapter story has students answer comprehension questions where students are to read for specific information.</li> <li>• Within each chapter students apply the grammatical constructions and vocabulary to the practice exercises and translation passage. They are also expected to read these aloud in Latin.</li> <li>• Audio exercises and CD's provided by Publisher</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated in Chapter translations by Teacher</li> <li>• Oral Latin – pledge of allegiance, Latin drama...</li> </ul>	<p><b>First Quarter</b>  LII.1.1, LII.2.1, LII.2.2, LII.3.1 (Entertainment, Games, and Meals), LII.3.2 (Legendary Heroes and Expulsion of the Kings), LII.3.4, LII.3.5 (Hercules and Aeneas), LII.4.2, LII.5.2, LII.6.1 (Entertainment, Games, and Meals), LII.6.2 (Cincinnatus and George Washington), LII.7.1</p> <p><b>Second Quarter</b>  LII.1.1, LII.1.2, LII.1.3, LII.2.3, LII.3.1 (Leisure Activities, Weddings, and Funerals), LII.3.3, LII.3.5 (Mars), LII.4.1, LII.5.1, LII.5.3, LII.6.1 (Marriage, Funerals, Leisure Time), LII.6.3, LII.7.2</p>

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<p>2. Respond appropriately to oral and written questions, statements, and commands.</p> <p>3. Compose Latin sentences with expanded vocabulary and structures.</p>	<ul style="list-style-type: none"><li>• Grammatical exercises within each chapter</li> <li>• Grammatical exercises within each chapter</li></ul>	<ul style="list-style-type: none"><li>• Classroom conversation</li><li>• Classroom games</li></ul>	

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<p><b>Cultural Perspectives, Practices, and Products</b></p> <p>LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated.</p> <p>1. Describe cultural practices of the Romans, such as weddings and funerals, leisure activities, games, entertainment, and meals.</p> <p>2. Examine how Roman perspectives were influenced by their legendary and historical figures and events, such as Cincinnatus, Horatius, and the expulsion of the kings.</p> <p>3. Examine how the practices and perspectives of the Romans were influenced by interaction with other Mediterranean cultures.</p> <p>4. Examine architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.</p> <p>5. Examine myths of Roman origin, and the influence of mythical figures, such as Mars, Hercules, and Aeneas on Roman perspectives.</p>	<ul style="list-style-type: none"> <li>• LFA 1 – “Glimpses of Roman Life” at the end of each unit, “Did You Know,” and translations</li> <li>• LFA 1 – Units IX – XIII</li> <li>• LFA 1 – Lesson LXIX</li> <li>• Numerous pictures of ancient Roman architecture with informational captions.</li> <li>• LFA 1 – Units IX – XIII</li> </ul>	<ul style="list-style-type: none"> <li>• Ovid at the Races</li> <li>• Ecce Romani translations</li> <li>• “Romans Speak For Themselves” text</li> <li>• <i>To Be A Roman</i> text</li> <li>• Ben Hur unit</li> <li>• Circus Maximus et Ludi</li> <li>• Marriage unit</li> <li>• Roman Housing</li> <li>• Punic Wars project – PowerPoint presentation and artistic representation of chosen topic</li> <li>• Architectural projects</li> <li>• Read part of Aeneid in English</li> <li>• DVD’s</li> </ul>	

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<p><b>Making Connections through Language</b></p> <p>LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.</p> <p>1. Give examples of the influence of the Latin language and Roman culture in other subject areas.</p> <p>2. Compare and contrast information acquired in other subject areas to information acquired in Latin class.</p>	<ul style="list-style-type: none"> <li>Vocabulary derivatives within each chapter</li> <li>Language comparison charts within the text</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Roman architectural project</li> <li>Language carolling</li> <li>Discussion about students other classes including history and science.</li> </ul>	

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<p><b>Linguistic and Cultural Comparisons</b></p> <p>LII.5 The student will develop a deeper understanding of English and/or other languages through study of Latin.</p> <p>1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their English derivatives.</p> <p>2. Compare and contrast structural patterns of Latin and English.</p> <p>3. Compare the use of idiomatic expressions in Latin and English.</p>	<ul style="list-style-type: none"><li>• Introduction to book – Our Roman Heritage, The Alphabet, and Pronunciation</li>          <li>• Introduction to book – Our Roman Heritage, The Alphabet, and Pronunciation</li></ul>	<ul style="list-style-type: none"><li>• Catullus poem 4</li><li>• Wheelock Stories</li><li>• Video's</li>          <li>• Class discussion</li>          <li>• Class discussion</li></ul>	

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<p><b>Linguistic and Cultural Comparisons</b></p> <p>LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.</p> <p>1. Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.</p> <p>2. Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.</p> <p>3. Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of both cultures.</p>	<ul style="list-style-type: none"> <li>• Culture sections in textbook cover this aspect</li>   <li>• Culture section on Roman Legendary Heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• PowerPoints</li> <li>• <i>To Be A Roman</i></li>   <li>• PowerPoint</li> <li>• Roman Hero Project</li>   <li>• PowerPoint</li> <li>• Class discussion</li> <li>• Maps</li> </ul>	

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LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Identify examples of the Latin language and Roman culture evident in media, entertainment, and occupations.

2. Locate and use resources, such as the Internet, and individuals, organizations, and institutions in the community to reinforce cultural understanding of the Roman world.

- Latin Living Today – how it relates to the modern world – students bring in examples
- Videos
  
- One page essays on cultural topics, researched from internet