Latin I_Unit 4

Content Area: **World Language**
Course(s): **Latin I**
Time Period: **Marking Period 4**
Length: **9-10 weeks**
Status: **Published**

Course Pacing Guide

Lesson	Timeframe
Chapter 1 Livy "Romulus and Remus"	2-3 weeks
Chapter 2 Plautus "The Menaechmi Twins"	2-3 weeks
Chapter 3 Terence "Two Brothers"	2-3 weeks
Unit Review Chapters 1-3	1-2 weeks
Chapter 4 Cicero "The Deserter Wants a Reward"	2-3 weeks
Chapter 5 Cicero "Cicero Writes to Terentia"	2-3 weeks
Chapter 6 Caesar "The Druids"	2-3 weeks
Unit Review Chapters 4-6	1-2 weeks
Chapter 7 Catullus, "About Love"	2-3 weeks
Chapter 8 Nepos, "Themistocles Saves the Greeks"	2-3 weeks
Chapter 9 Sallust, "The Catilinarian Conspiracy"	2-3 weeks
Unit Review Chapters 7-9	1-2 weeks
Chapter 10 Vergil, "The Trojan Horse"	2-3 weeks
Chapter 11 Vergil, "Queen Dido"	2-3 weeks

Chapter 12 Livy, "Mucius Scaevola"	2-3 weeks
Unit Review Chapters 10-12	1-2 weeks

Unit Overview

Unit Title: Unit 4 (Chapters 10-12)

Overview: Students will gain a basic understanding of the Latin language:

- Third Conjugation -io verbs (Present active and passive)
- Third Declension Adjectives
- Substantive Adjectives
- The Imperfect Tense - all conjugations
- First, Second and Third Person Personal Pronouns
- First and Second Person Possessive Adjectives
- Declension of Vis
- The Aeneid
- Vergil as a Roman author
- Livy and the early history of the Roman Monarchy/Republic
- Ancient heroes in Livy

Enduring Understandings

- Basic Roman history/culture (cont.)
- Nouns 3rd Declension Nouns/Adjectives
- Pronunciation
- Verbs of the 3rd-i Conjugation (active and passive - Present tense)
- Imperfect Tense of all Conjugations
- Readings from Roman literature
- Pronouns, 1st/2nd/3rd
- Possessive Adjectives of the 1st and 2nd Person
- The Irregular Noun vis

Essential Questions

- What are the essential features of Latin epic?
- What did the Romans think about the heroes of their ancient past?
- Who was Vergil and why is he important for Roman literature?
- Who was Livy and why is he important for Roman historiography?
- How did Ab Urbe Condita shape images of Roman history?
- How do Noun-Adjective pairs of the 3rd declension form?
- How does 3rd-i conjugation differ from 3rd and 4th conjugations respectively?
- What does the Imperfect tense imply in respect to its time and aspect?
- What are pronouns in English and Latin?
- What are possessive adjectives in Latin and how are they formed?

New Jersey Student Learning Standards (No CCS)

WL.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 in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.A.L.1	The Novice - High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:
WL.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.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Cultural concepts include:

- Epic Poetry (Vergil)
- Historiography about prehistoric Roman cultural myth
- Roman hero worship

Technology Standards

TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Themes/Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Financial Literacy Integration

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

Instructional Strategies & Learning Activities

- Teacher observation
- Collaborative groups
- Asking/answering questions
- Reinforcing effort and providing recognition
- Non-linguistic representations
- Making clear objectives

- Providing written feedback on assessments and projects
- Do Nows
- Vocabulary activities
- Worksheets
- Homework
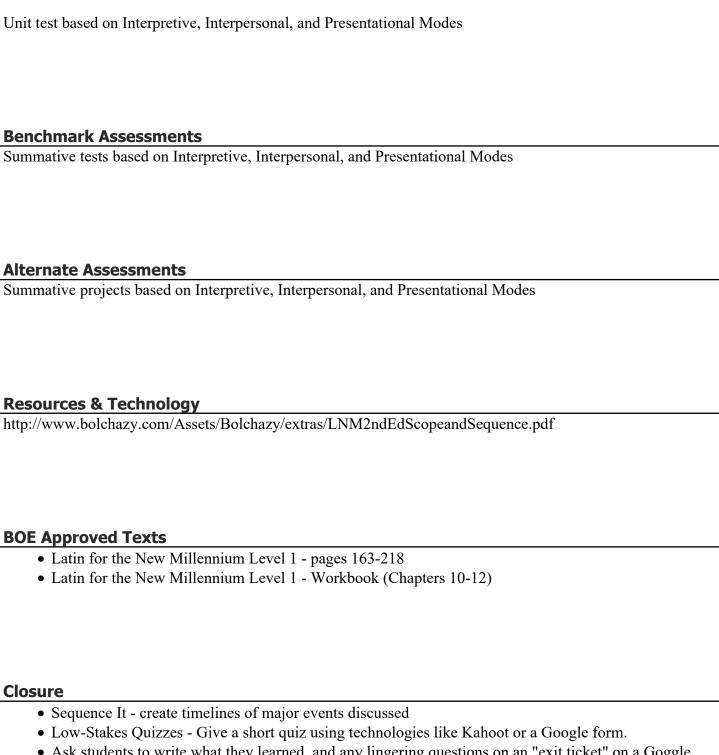- Guided Notes
- Quizzes/Tests

Differentiated Instruction

- Curriculum Mapping
- Inquiry-Based Learning
- Project-Based Learning
- Adjusting classroom Layout & Design
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Technology integration
- Analogies, Metaphors, And Visual Representations
- Student Data Inventories
- Game-Based Learning
- Grouping
- Problem-Based Learning/Place-Based Education
- Rubrics
- Jigsaws
- Graphic Organizers
- Learning Through Workstations
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
- Learning Feedback
- Class Rules

Formative Assessments

Oral questioning to review lesson comprehension, homework, and classwork

Summative Assessment

Unit test based on Interpretive, Interpersonal, and Presentational Modes

Benchmark Assessments

Summative tests based on Interpretive, Interpersonal, and Presentational Modes

Alternate Assessments

Summative projects based on Interpretive, Interpersonal, and Presentational Modes

Resources & Technology

http://www.bolchazy.com/Assets/Bolchazy/extras/LNM2ndEdScopeandSequence.pdf

BOE Approved Texts

- Latin for the New Millennium Level 1 - pages 163-218
- Latin for the New Millennium Level 1 - Workbook (Chapters 10-12)

Closure

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Ask students to write what they learned, and any lingering questions on an "exit ticket" on a Goggle form choosing, "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions

- E-Dictionaires

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Modify expectations based on student needs.
- Develop individualized rules for the student.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks. Instruction and Assignments Directions
- Use both oral and printed directions.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Teach the student how to take tests (e.g., how to review, to plan time for each section).
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Use recognition tests (true-false, multiple choice, or matching) instead of essays.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Provide typed test materials, not tests written in cursive.
- Allow take-home or open-book tests.
- Provide possible answers for fill-in-the blank sections.
- Provide the first letter of the missing word.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Provide a partial grade based on individual progress or effort.
- Use daily or frequent grading averaged into a grade for the quarter.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Textbooks for at-home use
- Additional time for assignments
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (Canvas)
- Peer or scribe note-taking
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Use of computers
- Graphic organizers
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Daily check-in with case manager or special education teacher
- Adjusted assignment timelines
- Visual daily schedule

- Varied reinforcement procedures
- Immediate feedback
- Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS:

- Frequent rest breaks
- Additional time
- Choice of test format (multiple-choice, essay, true-false)
- Accept short answers
- Read test and directions to student
- Provide study guides prior to tests
- Highlight key directions
- Test in alternative site
- Pace long-term projects
- Preview test procedures
- Simplified test wording; rephrased test questions and/or directions

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Use of alternative books or materials on the topic being studied
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands

BEHAVIOR MODIFICATIONS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Set and post class rules
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together

- Focus on effort and practice
- Encourage risk taking