

Latin I_Unit 2

Content Area: **World Language**
Course(s): **Latin I**
Time Period: **Marking Period 2**
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	1-2 weeks
Chapters 1-3	

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	1-2 weeks
Chapters 4-6	

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	1-2 weeks
Chapters 7-9	

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	1-2 weeks
Chapters 10-12	

Unit Overview

Unit Title: Unit II (Chapters 4-6)

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

- Second Declension Neuter Nouns
- First and Second Declension Adjectives
- Agreement of Nouns and Adjectives, the Present Passive of 1st/2nd Conjugation Verbs
- Infinitives (Present)
- Second Declension -er Nouns, irregular Verbs (Sum and Possum - Present tense)
- Complimentary infinitives

Enduring Understandings

- Basic Roman history/culture (cont.)
- Nouns - 2nd Declension Neuter and -er, -ir endings
- Pronunciation
- Verbs of the 1st and 2nd conjugations (Passive Voice)
- Principal parts
- 1st and 2nd declension adjectives
- Sum and Possum
- Transitive vs. Intransitive verbs
- Readings from Roman literature

Essential Questions

- Why study Roman History?

- Who were Caesar and Cicero?
- What did the Romans believe about "Barbarians"?
- How does Latin influence our languages today?
- What is the difference between active and passive verbs?
- Who were the gods the Romans worshipped? (cont.)
- How was marriage institutionalized in the ancient world?
- How did the Romans do battle?

New Jersey Student Learning Standards (No CCS)

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.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.
WL.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.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Cultural concepts include:

- Roman valor and military life
- Roman epistolary style/content and a focus on Marriage
- "Barbarian" peoples and the Roman understanding of their religious customs

- Caesar and Cicero (their general influence on Roman culture/history)

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

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 57-110
- Latin for the New Millennium Level 1 - Workbook (Chapters 4-6)

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-Dictionaries

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

- 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