

# Latin II\_Unit 6

Content Area: **World Language**  
Course(s): **Latin II**  
Time Period: **Marking Period 4**  
Length: **6-8 weeks**  
Status: **Published**

## Course Pacing Guide

Lesson	Timeframe
Chapter 13	
Horace, “A Boorish Man”	2 weeks
Chapter 14	
Ovid, “Pyramus and Thisbe”	2 weeks
Chapter 15	
Seneca, “Seneca Meets His Own Old Age”	2 weeks
Chapter 16	2 weeks
Pliny, “The Eruption of Vesuvius”	
Chapter 17	
Tacitus, “The Fire at Rome”	2 weeks
Chapter 18	
Apuleius, “Cupid and Psyche”	2 weeks
Chapter 19	
Ammanianus, “The Huns”	2 weeks
Chapter 20	2 weeks
Augustine, “The Theft of Pears”	
Chapter 21	
Boethius, “The Wheel of Fortune”	2 weeks
Book II Chapter 1	
Bede, “About Britain”	2 weeks
Book II Chapter 2	
Einhard, “About Charlemagne”	2 weeks
Book II Chapter 3	2 weeks
Heloise to Abelard “Letters”	
Book II Chapter 4	
William of Tyre, “Jerusalem is Taken by Frankish Soldiers”	2 weeks
Book II Chapter 5	

Medieval Latin Poetry, “The Confession of Golia”	2 weeks
Book II Chapter 6	
Anonymous, “About the Emperor Theodosius”	2 weeks
Book II Chapter 7	2 weeks
Petrarch, “Francis Greets His Own Cicero”	
Book II Chapter 8	2 weeks
Lorenzo Valla, “First Preface the Elegances of the Latin Language”	

Book II Chapter 9	2 weeks
Erasmus, “Erasmus of Rotterdam Greets His English Friend William Mountjoy”	

## Unit Overview

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**Unit Title:** Unit V (Chapters 7-9)

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

- The Irregular Verbs Nolo, Volo and Malo
- Negative Commands
- Irregular Comparatives and Superlatives
- Quam with Superlative of Adjectives and Adverbs
- Deponent Verbs
- Irregular verbs Fero and Fio

## Enduring Understandings

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- The Irregular Verbs Nolo, Volo and Malo
- Negative Commands
- Irregular Comparatives and Superlatives
- Quam with Superlative of Adjectives and Adverbs
- Deponent Verbs

- Irregular verbs Fero and Fio

## Essential Questions

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- Why did Latin find itself in a period of resurgence in the Renaissance?
- How did the field of linguistics develop through the study of Latin?
- Who were Erasmus and Petrarch and why are they important?
- How are the verbs Volo, Nolo and Malo used?
- What are Deponent verbs and what is strange about them?
- How is Quam used to show comparison between two things?
- How are the irregular verbs Fero and Fio used?

## New Jersey Student Learning Standards (No CCS)

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WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IL.A.C.4	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
WL.7.1.IL.A.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.IL.A.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IL.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IL.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.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.

WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

## **Amistad Integration**

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## **Holocaust/Genocide Education**

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## **Interdisciplinary Connections**

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Cultural concepts include:

- The legacy of Latin in the Renaissance
- The Italian Renaissance
- The study of Latin as a language by early linguists of the Western tradition

## **Technology Standards**

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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**

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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**

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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**

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- 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**

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- 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**

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Oral questioning to review lesson comprehension, homework, and classwork

### **Summative Assessment**

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Unit test based on Interpretive, Interpersonal, and Presentational Modes

### **Benchmark Assessments**

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Summative tests based on Interpretive, Interpersonal, and Presentational Modes

### **Alternate Assessments**

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Summative projects based on Interpretive, Interpersonal, and Presentational Modes

### **Resources & Technology**

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

### **BOE Approved Texts**

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- Latin for the New Millennium Level II - pages 143-220
- Latin for the New Millennium Level II - Workbook (Chapters 7-9)

## **Closure**

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- 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 Google form choosing, "Got It," "More Practice, Please," or "I Need Some Help!"

## **ELL**

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

## **Special Education**

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- 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

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- 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

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- 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**

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- 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