

Latin II_Unit 3

Content Area: **World Language**
Course(s): **Latin II**
Time Period: **Marking Period 2**
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

Unit Title: Unit III (Chapters 19-21)

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

- The Perfect Passive Tense and Perfect Passive Participle
- The Demonstrative Pronoun and Adjective Hic
- The Pluperfect Passive Tense and Pluperfect Passive Participle
- The Demonstrative Pronoun Ille
- The Future Perfect Tense and Future Active Participle
- The Future Active Infinitive

Enduring Understandings

- Basic Roman history/culture (cont.)
- The Perfect Passive System: Perfect, Pluperfect and Future Perfect
- The Perfect Passive Participle System: Perfect, Pluperfect passive participles
- The Future Active Participle and Future Infinitive
- The Demonstrative Pronouns/Adjectives Hic and Ille

- Readings from Roman literature

Essential Questions

- How did the Barbarian invasions of the Late Imperial period shape the end of Roman history?
- How did early Christians shape the end of Roman history?
- What was the legacy of Rome after the traditional date for the fall of the Empire in 476 CE?
- What are participles and how are they formed?
- How are the passive tenses in the Perfect system formed?
- How are the demonstrative pronouns Hic and Ille used?

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.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.B.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.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:

- The Huns and the Barbarian Invasions of the Late Roman Empire
- The impact of the Early Christians and the Christian Church in the Late Roman Empire
- The legacy of Roman rule and philosophy after the fall of the West in 476 CE

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 331-388
- Latin for the New Millennium Level 1 - Workbook (Chapters 19-21)

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.

- 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

