Latin III_Unit 2

Content Area: **World Language**
Course(s): **Latin III**
Time Period: **Marking Period 1**
Length: **6-8 weeks**
Status: **Published**

Course Pacing Guide

Lesson	Timeframe
Book II Chapter 10 Erasmus, "Erasmus Greets Andreas Ammonius, Private Secretary to the King of the English"	2 weeks
Book II Chapter 11 Sir Thomas More, "About the Ambassadors of the Anemolians"	2 weeks
Book II Chapter 12 Jan Gines de Sepulveda, "About the New World"	2 weeks
Book II Chapter 13 Juan Gines de Sepulveda, "A Quarrel between Columbus and His Lieutenants is Settled"	2 weeks
Book II Chapter 14 Nicholaus Copernicus, "About the Revolution of the Celestial Bodies"	2 weeks
Book II Chapter 15 Ludvig Holberg, "Underground Journey"	2 weeks
Introduction to Latin Poetry	2 weeks
Vergil, *Aeneid*, Book I lines 1-209	3 weeks
Vergil, *Aeneid*, Book I lines 418-440	1 weeks
Vergil, *Aeneid*, Book I lines 494-578	2 weeks
Introduction to Caesar	2 weeks
Caesar, *De Bello Gallico*, Book 1, Chapters 1–7	3 weeks
Caesar, *De Bello Gallico*, Book 6, Chapters 13–20	1 weeks
Vergil, *Aeneid,* Book 2, Lines 40–50, Lines 201–249	2 weeks
Vergil, *Aeneid,* Book 2, Lines 268–297	1 week
Vergil, *Aeneid,* Book 2, Lines 559–620	3 weeks
Caesar, *De Bello Gallico*, Book 4, Chapters 24–28	2 weeks

Caesar, *De Bello Gallico*, Book 4, Chapters 29-36	2 weeks

Unit Overview

Unit Title: Unit II (Chapters 13-15)

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

- Ablative Absolute
- Idem, Ipse, Iste
- Result Clauses
- The Supine
- Formation of Adverbs
- Gerunds and Gerundives

Enduring Understandings

- Basic Roman history/culture (cont.)
- Latin in the Age of Exploration and beyond
- The Legacy of Latin
- Ablative Absolute
- Formation of Adverbs
- Gerunds, Gerundives and the Passive Periphrastic (Future Passive Participles
- Result Clauses

Essential Questions

- Why was Latin useful for various intellectual communities after the Renaissance?
- How did Europeans spread Latin to other areas of the world?
- Why was Latin no longer used as a language for discourse by the late 17th century?

- What is the legacy of Latin in the West?
- How is the Ablative Absolute construction used?
- What is the Future Passive Participle System (Gerunds) and how is it used in Latin?
- How are adverbs formed?
- What are Result clauses and how are they formulated in Latin?

New Jersey Student Learning Standards (No CCS)

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 t he 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

Holocaust/Genocide Education

Interdisciplinary Connections

Cultural concepts include:

- The legacy of Latin in early modern science
- The use of Latin as a language of international discourse for Science, Historiography, and Literature in the Age of Exploration and early modern periods.

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 II - pages 295-277
- Latin for the New Millennium Level II - Workbook (Chapters 13-15)

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