

# Latin III\_Unit 4

Content Area: **World Language**  
 Course(s): **Latin III**  
 Time Period: **Marking Period 3**  
 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, <i>Aeneid</i> , Book I lines 1-209	3 weeks
Vergil, <i>Aeneid</i> , Book I lines 418-440	1 weeks
Vergil, <i>Aeneid</i> , Book I lines 494-578	2 weeks
Introduction to Caesar	2 weeks
Caesar, <i>De Bello Gallico</i> , Book 1, Chapters 1–7	3 weeks
Caesar, <i>De Bello Gallico</i> , Book 6, Chapters 13–20	1 weeks
Vergil, <i>Aeneid</i> , Book 2, Lines 40–50, Lines 201–249	2 weeks
Vergil, <i>Aeneid</i> , Book 2, Lines 268–297	1 week
Vergil, <i>Aeneid</i> , Book 2, Lines 559–620	3 weeks
Caesar, <i>De Bello Gallico</i> , Book 4, Chapters 24–28	2 weeks

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Caesar, <i>De Bello Gallico</i> , Book 4, Chapters 29-36	2 weeks
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## Unit Overview

### Unit Title:

Unit IV (AP Unit 2)

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

- 1.A Demonstrate knowledge of Latin vocabulary.
- 1.C Use specific terminology to identify grammatical forms and syntactic structures.
- 1.I Demonstrate overall comprehension of passages in Latin texts.
- 2.A Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
- 2.B Demonstrate knowledge of Latin morphology when translating Latin texts into English.
- 2.C Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
- 2.D Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.
- 3.A Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.
- 3.D Relate Roman cultural practices in Latin texts to perspectives of Roman culture.
- 4.B Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
- 5.A Articulate a defensible claim or thesis.
- 5.B Support the argument using relevant evidence from Latin texts and readings in English.
- 5.C Use accurate, specific, and relevant references to Latin texts.

English Readings include:

Caesar, *De Bello Gallico*, Books 1 and 6

## Enduring Understandings

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- Unit 2 helps set the stage of the Gallic War as it introduces Caesar's subtle portrayal of nonRomans in contrast to his native representation of Roman values. The Latin text is taken from Books 1 and 6 of Caesar's commentaries, as he classified his account of the war. Book 1 describes the geographical situation of the Gauls; the machinations, betrayal, and death of Orgetorix; and both the request of the Helvetii and Caesar's reaction to their request. The chapters from Book 6 include an ethnographic look at the social orders consisting of Druids and knights, a syncretistic view of the Gallic pantheon, a peek at Gallic marriage, and a meaningful glance at the Gauls' rules about gossip concerning the state. By reading all of Book 1 in English, students can explore how Caesar portrays his own leadership and that of others as well as the full scope of the campaign against the Helvetii in 58 BC.

## Essential Questions

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- How does Caesar frame the Romans' first impressions of the Gauls?
- What aspects of leadership does Caesar portray in his writing?
- What other information about the war or Caesar's decisions do we wish we had?
- How in Book 1 does Caesar justify the war to the Roman people? To the Roman Senate?
- Why would Caesar include stories about other cultures in Book 6, and how do you think he learned what he is saying?

## New Jersey Student Learning Standards (No CCS)

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WL.7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age - and level - appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
WL.7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
WL.7.1.IM.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IM.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IM.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.

WL.7.1.IM.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.IM.B.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.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.

## **Amistad Integration**

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## **Holocaust/Genocide Education**

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## **Interdisciplinary Connections**

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The AP Framework specifies what students must know, be able to do, and understand with a focus on Seven Themes;

- Literary Style and Genre
- Roman Values
- War and Empire
- Leadership
- Views of non-Romans
- History and Memory
- Human Beings and the Gods

These themes are meant to promote an *integration of language, course content, and culture* and provide connections that enrich student understanding. Revisiting the themes in a variety of contexts and content allows students to develop deeper conceptual and cultural knowledge of Roman civilization. The course also encourages instruction that prepares students for intermediate and advanced study of classical literature at the college level and ensures that students are exposed to both poetry and prose authors.

AP Themes in this Unit:

- Roman Values
- Leadership
- Views of non-Romans

## 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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AP Collegeboard: AP Classroom Tool

## **BOE Approved Texts**

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- Hans-Fredrich Mueller, Caesar: Selections from De Bello Gallico (Relevant sections)
- Rose Williams and Debra L. Nosek - A Caesar Workbook (Relevant sections)
- Jane P. Gardner and S.A. Handford - The Conquest of Gaul (Relevant sections)
- Geoffrey Steadman - College Caesar: Latin Text with Facing Vocabulary and Commentary (Relevant sections)

## **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.

- 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