

# Latin 1 CP

## Course Compendium

### UNITS OF STUDY\*

- Unit 1- *The Household*
- Unit 2- *Daily Life*
- Unit 3- *The Forum*
- Unit 4- *Slaves and Freedmen*
- Unit 5- *The Afterlife*
- Unit 6- *Entertainment*
- Unit 7- *Baths*
- Unit 8- *Education*
- Unit 9- *Elections*
- Unit 10- *Mount Vesuvius*

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 11-12 (Reading & Writing in Science & Technical Subjects)**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Social Studies Skills**

- Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
- Relate current events to the physical and human characteristics of places and regions.
- Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.

### **LATIN 1 CP Credits: 5 Grades: 9, 10, 11, 12**

Latin 1 is an introductory program designed to help the student attain an acceptable level of proficiency in four basic skills - reading, writing, listening, and speaking - developed through materials in visually focused contexts to which students can easily relate. Students enter the world of the Romans, and through the medium of the Latin language, learn to identify the Roman world as if it were still the living culture it once was. Because more than half of all English words are derived from Latin, exercises in derivations are designed to improve the student's command of both English and Latin.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

## Social Studies Standards

**6.2.8.A.3.a** Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

**6.2.8.D.3.a** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

**6.2.8.D.3.c** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

## 21st Century Life and Careers

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence

**9.3.ST.2** Use technology to acquire, manipulate, analyze and report data.

**9.3.12.ED.1** Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

## Technology

**8.1.12.A.CS1** Understand and use technology systems.

**8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**8.1.12.E.1** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**8.1.12.F.1** Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a></p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul>

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<p><a href="#">FABRIC Paradigm</a> <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">National Center on Universal Design for Learning - About UDL</a> <a href="#">UDL Checklist</a> <a href="#">UDL Key Terms</a></p>	<p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a> <a href="#">Gifted Programming Glossary of Terms</a></p> <hr/> <p style="text-align: center;"><b>Students with 504 Plan</b></p> <hr/> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
<b>At Risk Learners / Differentiation Strategies</b>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research &amp; Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>

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