

Latin III CP

Course Compendium

UNITS OF STUDY*

Unit 1- *Aquae Sulis and its Baths*

Unit 2- *Defixio: Magic, Curses, and Superstitions*

Unit 3- *Haruspex: Roman Religious Beliefs*

Unit 4- *Fuga: Travel and Communication*

Unit 5 - Midterm Preparation

Unit 6- *Milites: The Legionary Soldier and NLE Prep*

Unit 7- *In Castris: Agricola and the Organization of the Legion*

Unit 8- *Interpreting Evidence: Our Knowledge of Roman Britain*

Unit 9- *Roman Society and its Influence on Modern Society*

LATIN 3 CP

Credits: 5 Prerequisite: Latin 2 CP

Grades: 10, 11, 12

Latin 3 CP is designed to reinforce previously acquired vocabulary and grammatical structures. New vocabulary and structure are integrated in sequential readings that become more challenging and authentic. Latin 3 students will continue the translation of Latin to English chiefly through a variety of works by selected Roman authors. In addition, an extensive exposure to vocabulary that derives from Latin is included.

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 11-12 (Reading & Writing in History, Soc. St., Science, & Tech. Subjects)

Anchor Standards for Reading

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

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

Reading History

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Science & Technical Subjects

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved

Anchor Standards for Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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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.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing History

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

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.

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- 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"> - Personal glossary - Extended time - Simplified / verbal instructions <p>WIDA Can Do Descriptors for Grade 9-12</p> <p>WIDA Essential Actions Handbook</p> <p>FABRIC Paradigm</p> <p>Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <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>Considerations for Special Education Students 6-12</p> <p>National Center on Universal Design for Learning - About UDL</p> <p>UDL Checklist</p> <p>UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</p> <p>Gifted Programming Glossary of Terms</p>
		Students with 504 Plan
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts 	<ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Tiered Activities/Assignments Tiered Products 	<ul style="list-style-type: none"> Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students

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Leveled Rubrics
Multiple Texts
Personal Agendas

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

Homework Options
Open-Ended Activities
Varied Product Choices
Stations/Centers
Work Alone/Together