

Latin IV Honors Course Compendium

UNITS OF STUDY*

- Unit 1- *Vergil's Life & His Times*
- Unit 2- *Vergil Introduces His Theme*
- Unit 3- *After A Storm*
- Unit 4- *Aeneas Meets His Mother*
- Unit 5- *Aeneas Looks At Carthage*
- Unit 6- *Serpents From The Sea*
- Unit 7- *The Death of Polites*
- Unit 8- *The Death of Priam*
- Unit 9- *Aeneas Escapes From Troy*
- Unit 10- *Dido in Love*

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.

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.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LATIN 4 HONORS Credits: 5 Prerequisite: Latin 3 Honors OR Latin 3 CP Grades: 11, 12

The fourth course in Latin provides a sound interesting, and stimulating reading experience of genuine Latin literature which will use and enlarge the fundamentals already acquired by the student and which will prepare the student to go with confidence to the reading of such classical greats as Vergil's Aeneid. Increased emphasis will be placed upon the life, history, and institutions of the Roman people whose influence on our civilization and the western world has continued over two thousand years.

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

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.

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

21st Century Life and Careers

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

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.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

| English Language Learners | Students Receiving Special Education Services | Advanced Learners |
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| <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 - 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 - Interest-based research - Authentic problem-solving <p>Knowledge and Skill Standards in Gifted Education for All Teachers</p> <p>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 Leveled Rubrics Literature Circles | <ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Tiered Activities/Assignments Tiered Products Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities | <ul style="list-style-type: none"> Exploration by Interest Flexible Grouping Open-Ended Activities Varied Product Choices Stations/Centers Work Alone/Together |

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