

03 The Legend of Troy and Ulysses

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **40 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

New Jersey Core Curriculum Content Standard 7

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Course Description: Latin 3

The purpose of the Latin 3 curriculum is to improve student reading comprehension and translation skills through exposure to adapted and authentic Latin texts. Through the readings, students trace the history of Rome from its legendary founding by Aeneas up to the end of the Republican period. Students also read extended narratives in Latin describing the great adventures of heroes from Greco-Roman mythology. Students analyze the stories to determine the values that were important to the Greeks and the Romans, while comparing them with those promoted by American society. The course also provides students with the opportunity to improve their command of the technical terms and vocabulary associated with the Latin AP Exam. The course concludes with brief Latin readings taken from Caesar's *Gallic Wars* and Vergil's *Aeneid*, the two texts that are the focus of the Latin AP Exam. Media aids are used to enhance the academic experience.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- although the *Odyssey* is the story of one man, it is actually the story of us all, since it addresses fundamental issues of personal identity, personal struggle, and our desire for a sense of belonging.
- impersonal verbs have not subject but emphasis the verbal action itself.

CONTENT AREA STANDARDS

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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.5 | Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. |
| 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.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.IM.C.4 | Synthesize information found in age - and level - appropriate culturally authentic materials. |
| WL.7.1.IM.C.5 | Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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| LA.RST.9-10.2 | Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| LA.RST.9-10.5 | Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). |
| LA.RST.9-10.8 | Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. |
| LA.RST.9-10.9 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. |

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| LA.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.9-10.2.A | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.WHST.9-10.2.C | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| LA.WHST.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| LA.WHST.9-10.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.WHST.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LA.WHST.9-10.6 | Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.WHST.9-10.7 | 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. |
| LA.WHST.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| 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. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- the archetypes of the heroic journey.
- common folk motifs in myth.
- the composition and significance of monsters Ulysses encounters.
- the important characters and events of the Trojan Saga.
- the important characters and events of the Odyssey.
- the importance of hospitality in the Odyssey.
- the formal features of an epic poem.

Procedural Knowledge

Students will be able to:

- identify similarities and differences in the structural patterns of Latin and English.
- read and understand passages of Latin composed for a greater acquisition of content and language skills.
- infer meaning by employing reading strategies such as cognates, context, and syntax to facilitate understanding of the text.
- use a system of grammatical notation to facilitate understanding/translation of a passage.
- define a hero based on the words and actions of Ulysses.
- compare and contrast Ulysses with Hercules and the legendary heroes of Rome.
- identify the characteristics of the epic hero mirrored in today's society.
- compare and contrast epic poetry with other genres such as historical works and novels.
- analyze the use of myth in epic poetry.
- analyze the role of the divine in epic poetry
- identify and translate the genitive case with verbs of remembering and forgetting.
- identify and translate impersonal verbs.
- identify and translate impersonal expressions using the passive voice.
- identify and translate forms of the subjunctive in relative clauses of characteristic.
- identify and translate forms of the subjunctive in subordinate clauses in indirect statements.
- recognize common Latin and Greek roots, prefixes, and suffixes to comprehend both Latin and English words.
- examine the stories for repeated motifs and symbols.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Translation Analysis

Benchmark Assessments

Educational Assessments

Formative Assessments

- Observation of student progress toward the learning target
- Various closure activities that provide evidence of student progress toward the learning target
- Oral presentations in which students explain their progress toward the learning target
- Pair-shares in which students explain their progress toward the learning target
- Teacher-generated performance scales that chart individual and class progress towards learning targets
- Cooperative learning assignments that reflect awareness of cultural differences represented in the classroom
- In class writing assignments
- Teacher-generated ancillary worksheets for review
- Workbook assignments completed for homework or in class.
- Exit Tickets
- KWL charts
- Graphic organizers
- Checklists

Summative Assessments

- Quizzes (Vocabulary, Derivatives, Morphology, Culture, and History)
- Chapter Tests
- Unit Test

- Multimedia Project

RESOURCES (Instructional, Supplemental, Intervention Materials)

Fabulae Graecae, 81-100

Curriculum Companion to Fabulae Graecae

Assessments for Fabulae Graecae

Magic Lists for Fabulae Graecae

Latin for the New Millennium. 2nd ed., Level II Text

Latin for the New Millennium. 2nd ed., Level II Workbook

Teacher-generated handouts (grammatical, linguistic, historical, cultural)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

Narrative Writing

Informational Writing

Implementation of conventions of Standard English

Language Acquisition

Social Studies

Historical Research

Ethics

Social justice

Anthropology

Philosophy

Topography

Social relationships among people

Science & Health

Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Visual Performing Arts

Visual Language

Electronic media

Historical/current art analysis

Aesthetic Analysis

Technology/Multimedia

Audio/visual media analysis

Researching based writing

Google

Media Literacy

Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.