EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**Latin II Honors**

 Length of Course: Full Year

 Elective / Required: Elective

 Schools: High School

 Student Eligibility: Grades 10-11-12

 Credit Value: 5

 Date Approved:

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
| Mission Statement Philosophy Statement of Purpose  | 333 |
| Introduction  | 3 |
| District Curriculum Template  | 4 |
| Guiding Principles  | 4 |
| Intent of the Guide  | 5 |
| Unit I  | 7 |
| Unit 2  | 12 |
| Unit 3  | 17 |
| Unit 4  | 21 |
|  |  |
|  |  |
|  |  |
|  |   |
| This curriculum guide was prepared by: Misty KammermanEgg Harbor Township High SchoolCoordinated by: Dr. Michele Schreiner - Supervisor of World Languages  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

**WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

**WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students’ communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students’ success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

**INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

**GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

**WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *“stuff”* upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| [**Latin II Honors unit I**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62084) **Author: Misty Kammerman** |
| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Grade 10** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
| http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif |

 |





[**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62084)



Unit I of the second year reviews previously learned grammar, as well as an introduction to demonstratives, pronouns, and question words.

Vocabulary oriented towards the medical science academy and the law academy will be incorporated.

Students continue to learn vocabulary in both languages, by linking the root of the Latin words learned to the English.

 Mythology based on current or past Medusa Exam syllabi is presented, as well as phrases still used in medical and legal terminology. Students learn English  vocabulary based on Latin roots, as well as vocabulary related to topical themes, such as myth and warfare.





[**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62084)



**Printed Materials:**

* Latina Mythica
* Once Upon the Tiber
* Latin for the New Millenium



**Resources:**

* Educational Videos
* Historical Fiction videos



**Internet Resource Links:**
  <http://www.perseus.tufts.edu>
  <http://www.vroma.org>
  <http://www.theoi.com>





STAGE ONE



[**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62084)



Standard State: NJ

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.







[**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62084)



* The student will understand that languages differ in the manner they express distance, closeness, contempt, and specifics.
* The student will understand that languages often cannot and do not translate ideas word for word





[**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62084)



[**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62084)

Students will learn:

* the personal pronouns
* the declension patterns of  Is, Ea, Id, Hic and Ille
* the declension patterns of 4th and 5th declension
* common Latin phrases
* mythological figures
* Latin and English vocabulary
* vocabulary related to medicine and law

Students will be able to:

* deconstruct vocabulary in medicine by knowledge of Latin and Greek roots
* recognize and identify whom or what is being referred to in texts when only a pronoun is used
* read complex material more fluently
* use and recognize common Latin phrases correctly
* recognize mythological characters and the significance of their use in literature, art and advertising
* recognize new vocabulary in Latin and English, as well as some in French and Spanish frLatin roots



[**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62084)



Students will learn:

* the personal pronouns
* the declension patterns of  Is, Ea, Id, Hic and Ille
* the declension patterns of 4th and 5th declension
* common Latin phrases
* mythological figures
* Latin and English vocabulary
* vocabulary related to medicine and law

Students will be able to:

* deconstruct vocabulary in medicine by knowledge of Latin and Greek roots
* recognize and identify whom or what is being referred to in texts when only a pronoun is used
* read complex material more fluently
* use and recognize common Latin phrases correctly
* recognize mythological characters and the significance of their use in literature, art and advertising
* recognize new vocabulary in Latin and English, as well as some in French and Spanish from Latin roots



STAGE TWO



[**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62084)



**Title:** Interpretive

INTERPRETIVE

* Students identify whom or what is being referred to by the use of demonstrative pronouns and  knowledge of case, number and gender.  The same exercise will be done with sentences containing relative clauses.
* Students will identify the main idea and characters in reading exercises and in listening exercises, using context clues.

**Title:** Interpersonal

* Students will perform skits in the target language requiring them to interact with each other using the appropriate tone, pauses and body language.
* Students respond to questions in the target language.

**Title:** Presentational

* Students will present short skits in which they have to interact with one another with appropriate tone and body language.  The use of intonation, pauses, tone and body language will indicate the student's understanding of the specific dialogue.
* Students may  be assigned short presentations on grammar, history, myth or culture, using power points or whatever medium is most appropriate.





[**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62084)

* vocab quizzes
* declension pattern quizzes
* translation quizzes  (multiple choice)
* homework
* white board reviews with entire class
* listening activities
* speaking exercises
* quarterly exams

STAGE THREE





[**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62084)



First 10 weeks:

* teacher generated activities and worksheets for developing English and Latin vocabulary
* review of previously learned material using white boards, games, worksheet practice
* declension practice of pronouns
* teacher modeling on board/ q and a
* written translation practice
* acting out questions and answers with other students
* reading aloud new material and discussing content
* competitive games
* begin planning a commercial or trailer using the target language and props
* do read through of scripts in class
* writing practice in Latin

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| [**Latin II Honors unit 2**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62097) **Author: Misty Kammerman** |
| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Grade 10** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
| http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif |

 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | This unit introduces relative pronouns and relative clauses. New adjectives and the ways that adjectives and adverbs change to express comparison and superlatives are introduced. New English vocabulary is explored through examining Latin adjectival vocabulary.  Two common irregular verbs are presented as well as the passive infinitive, used to complete the thought of the verb  be able. The different forms of the infinitive and their use in indirect statement are introduced. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** * Latina Mythica
* Once Upon the Tiber
* Latin for the New Millennium
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** Educational videosTopical or Historical fiction videos,  e.g. The Eagle |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  <http://www.perseus.tufts.edu>  <http://www.Vroma.org>  <http://www.theoi.com>     |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
|   | [**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Standard State: NJ7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language. 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.  |
| http://ubdexchange.ascd.org/images/general/shim.gif |   |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * The student will understand that the grammatical principles of one language can be transferred to another language, much the same way that the principles of music can be applied to different instruments.
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * What have I learned in the grammar of this language that can be used elsewhere?
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Students will know:* 4th and 5th declension patterns
* comparison of adverbs
* comparative and superlative adjectives
* comparison of adjectives
* passive infinitives
* adjective vocabulary
* relative pronouns
* relative clauses
* common Latin phrases
* mythology

Students will be able to:* translate with new declension patterns
* recognize the expression of a superlative
* recognize the different ways to express comparison
* expand their English vocabulary from Latin adjective vocabulary
* recognize indirect statement
* use and recognize the significance of Latin phrases in modern usage
* recognize the significance of mythological characters in literature, art and advertising
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| Rating Star | [**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** INTERPRETIVEStudents will read selected texts and identify the main ideas and supporting details using their knowledge of grammar, vocabulary, and context clues.Students will be able to infer meanings of English vocabulary from their knowledge of Latin.Students will be able to recognize Latin aurally, assisted by their knowledge of vocabulary, intonation and context clues.**Title:** PRESENTATIONALStudents will do a project involving mythology or history, such as a powerpoint or a newspaper.Students in groups write questions pertaining to situations in which a Latin phrase would be appropriate, and present their questions to the class in the form of multiple choice questions.Students in groups write "Who am I?" questions based on their knowledge of mythology and present to the class.Students write jeopardy-style questions on history and culture.Students present skits in the target language, being assessed on fluidity of speaking , intonation, phrasing and body language.**Title:** INTERPERSONAL Students will perform memorized skits that require interaction of an emotional or physical nature.Students ask each other questions using sheets of multiple possible questions that have  multiple possible answers.  |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * vocabulary quizzes
* grammar quizzes
* homework
* quarterly exam
* classroom activities: acting and speaking
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62097) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Unit Length:  10 weeks* students moderate class translations and discussions
* create Latin root word lists and discuss
* practice declining new vocabulary
* white board review on vocabulary and grammar
* competitive games identifying vocabulary
* translation practice: individual and group
* reading selections from Latina Mythica aloud and identifying the main idea
* read selections from Once Upon the Tiber
* students read through and act out skits

  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| [**Latin II Honors Unit 3**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62098) **Author: Misty Kammerman** |
| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Grade 10** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
| http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif |

 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | In Unit 3 students learn the tenses of the infinitive and how they are translated in indirect statement, one of the most common forms of expression. The three tenses of participles and the various ways they can be used are presented and compared with English.  New English vocabulary is presented and discussed, and students do more readings on Roman history. The irregular verbs possum, esse, and inquam are presented, and the particular usages they have.Vocabulary related to medicine and law is continued. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** * Latina Mythica
* Once Upon the Tiber
* Latin for the New Millennium
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** * Educational videos
* Topical and historical fiction, e.g., The Eagle
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  http://www. perseus.tufts.edu  <http://www.Vroma.org>  <http://www.theoi.com>     |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
|   | [**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Standard State: NJ7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.  |
| http://ubdexchange.ascd.org/images/general/shim.gif |  |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * The student will recognize some of the values , ideas and products of the ancient world that have survived into modern times, and those that did not.
* The student will understand the contrast in how languages use grammar to express ideas in complex sentence structures.
* The student will understand how to develop strategies to decode their own language and words in other Romance languages using their knowledge of Latin.

  |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * What were the practices and the values of the ancient world?
* How are different languages the same or different in expressing complex sentences?
* How can I decode my own language using the knowledge of another?
 |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rating Star |

|  |  |
| --- | --- |
| Rating Star | [**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Students will know:* The five tenses of the infinitive
* How infinitives are used in indirect statement
* The three tenses of participles
* Some basic knowledge of Roman and Greek history
* Mythology
* Latin root words

 Students will be able to:* translate indirect statement in different tenses and voices
* translate participles in the most appropriate manner
* expand their English vocabulary from Latin
* put the expansion of Rome into an historical context
* Identify mythological characters in literature, art and advertising

   |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| Rating Star | [**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** INTERPRETIVE* students will be able to understand Latin performed as a skit or play
* Students will  identify both Latin vocabulary and the English words derived from it
* Students will be able to identify the  main idea and supporting details from selected texts and passages
* Students will be asked to identify and translate the grammatical  forms they have learned.

**Title:** PRESENTATIONAL* students present their skits using the target language in selected sentences.
* students will act out teacher generated dialogue using increasingly complex sentences

 **Title:** interpersonal* Students interact in Latin using skits with multiple people and must respond with the appropriate reactions, tone, and body language.
* Students take charge of class and moderate a class activity, such as translation or discusson of the text read.

 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * grammar and translation quizzes
* vocabulary quizzes
* teacher q and a
* homework
* quarterly exam
* Latin and Medusa exams
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62098) |
| http://ubdexchange.ascd.org/images/general/shim.gif |  Unit length: 10 weeks* practice declining participles
* vocabulary games
* reading selections from Once Upon the Tiber
* students write their own jeopardy questions on Roman history
* practice conjugations in the subjunctive mood
* practice writing verbs in the five tense of the infinitive
* oral translation practice
* reading selections from Latina Mythica

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| [**Latin II Honors unit 4**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62100) **Author: Misty Kammerman** |
| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Latin II honors** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
| http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif |

 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | This unit will introduce Caesar's Gallic Wars. Students will focus more on comprehending the main idea of passages rather than direct translation. Latina Mythica will be continued for translation skills.Other  common irregular verbs, eo, fero, nolo and volo will be introduced..The forms and uses of the subjunctive will be introduced.Students will continue to learn phrases,  mottos and myth and English derivatives. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** * Latin For the New Millenium
* Latina Mythica
* Once Upon the Tiber
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** Educational videos on the ancient worldHistorical fiction or mythology videos, such as The Eagle  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  <http://perseus.tufts.edu>  <http://theoi.com>  <http://Vroma.org>     |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
|   | [**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | 7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.  |
|  |   |
|  |
| Rating Star | [**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * The student will understand that different languages have multiple ways of expressing shades of meaning.
* The student will understand how to learn to use context clues, vocabulary, and other  forms they recognize to develop comprehension.
 |
|  |
| Rating Star | [**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * How can I develop strategies to understand complex material that is new?
* How does the grammar of Latin differ from English when expressing subtle ideas of possibility, circumstance, and purpose?
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Students will know:* the forms and uses of the subjunctive
* Latin and English vocabulary
* the forms of irregular verbs

Students will be able to:* comprehend the main idea of a passage
* recognize new vocabulary and expand their English vocabulary

  |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| Rating Star | [**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** Interpretive* Students will be required to identify ideas, words, or themes that may or may not be in selected passages and texts.
* Students will connect known vocabulary in the target language to unknown vocabulary in English and some Romance languages and infer the meaning.

**Title:** Presentational* Students  memorize short pieces of prose or poetry to speak in class, using appropriate intonation and pronunciation
* Students select a topic to research and present that relates to classroom readings

 **Title:** Interpersonal* Students respond to questions in the target language
* Students act out skits in which they have to respond using appropriate intonation, pauses, expression.
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * grammar quizzes
* translation quizzes
* homework
* in class oral translation
* projects
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62100) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * Writing activities
* Competitive games in vocabulary
* Reading for comprehension
* Acting out skits in the target language
* Students write jeopardy style questions to present to the class
 |

 |

 |

**Curriculum Resources - Differentiated Instruction**

**Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions
Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

**English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)
[www.nj.gov/education/bilingual/pd/**fabric**/**fabric**.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students
<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

**Gifted and Talented Interventions in Regular Education**

*Resources:*Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page
<http://www.hoagiesgifted.org/programs.htm>

**21st Century Learning**

*Resources:*Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)
<http://www.nj.gov/education/cte/hl/CRP.pdf>