

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Antonia de Vegh

Content Area: World Language
Course Title: Latin III
ACTFL Level: Intermediate Mid

Recommended Pacing Guide

Unit I: Roman religion: rituals, ceremonies, and sacred places	45 days
Unit II: The Roman legion: training, daily life, senior officers	45 days
Unit III: Sources of evidence: Roman Britain and Roman infrastructure	45 days
Unit IV: Roman popular culture: Leisure, belief systems and a shifting social order	45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

Introduction / Philosophy:

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.

The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Mission:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Unit 1: The Roman Family as a Microcosm of Roman Society and its Modern Legacy

Duration: 45 days

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

- Differentiate learning pace using curriculum acceleration
- Culturally Diverse:**
- Embrace diversity in teaching styles
 - Provide an interpreter
 - Incorporate more group work
 - Provide visuals as possible by writing on the board, diagramming, and using pictures.
 - Allow ELL students to preview materials before a lesson when possible
 - Provide tutoring if needed
 - Develop a relationship with the parents of ELL students
 - Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards
Focus Standards - Major Standards
<u>Interpretive Mode of Communication</u>
<ul style="list-style-type: none"> ● 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written,

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

or signed.

- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

sentences.

- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

Supporting and Additional Standards

- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Interdisciplinary Connections

English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Social Studies

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
-------------	-------------------------

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and
--	---

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	<p>long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
Attend to financial well-being.	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
Consider the environmental, social and economic impacts of decisions.	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
Demonstrate creativity and innovation.	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
Utilize critical thinking to make sense of problems and persevere in solving them.	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
Model integrity, ethical leadership and effective management.	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
Plan education and career paths aligned to personal goals.	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.</p>

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/ global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others ● Demonstrate an awareness of the differences among individuals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p>

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Small group activities
- Exit tickets
- Mini paradigm quizzes

Alternative Assessments:

- Gimkit, Blooket, Kahoot game skill based improvement
- IPAs
- Gallery Walks
- Roundtable discussions
- Debates
- Student written computer game projects
- Original skits/performances
- poem/short story composition
- Google Slide presentation

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	<p>situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Vocabulary and Grammar tests ● Translation tests ● Oral presentations ● Projects <ul style="list-style-type: none"> ○ Analytical writing ○ Creative writing ○ GoogleSlides ○ Manipulatives 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Section Latin to English ● Chapter assessment ● Reading Comprehension assessments

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Many cultures throughout the world revere hot springs for their purported healing properties ● The Romans connected their goddess Minerva to the Celtic goddess Sulis to acculturate local people to Roman religion. ● The Romans co-opted the sanctity of Aquae Sulis and established a bath complex and temple there to romanize the site and to appease the local inhabitants. ● Aquae Sulis was likely in the territory the Celtic King Cogidubnus ruled. ● In the Roman religion a haruspex was a person trained to practice a form of divination called haruspicy, the inspection of the entrails of sacrificial animals, especially the livers of sheep and poultry. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did the Romans connect Minerva to the goddess of Aquae Sulis? ● Why did the Romans build a temple and a bath complex at Aquae Sulis? ● Why did Cogidubnus collaborate with the Romans? ● Why did the Romans have priesthoods to interpret bird and animal behavior and appearance? ● Why did the Romans use curse tablets? ● Why did the Romans believe in transactional theology? ● Why did the Roman government enforce a requirement that Romans belong to the state religion? ● Why did the Romans consult astrologers?
--	---

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

<ul style="list-style-type: none"> ● The Romans viewed their relationships to the gods as transactional: “do ut des”: I give so that you give. ● The Romans offered sacrifices to their gods including animals and other gifts to both win favor and give thanks. ● The Romans consulted astrologers as well as priests to guide their actions. ● The Roman state religion was run by colleges of priests and participation was mandatory for everyone. 	<ul style="list-style-type: none"> ● Why did the Romans join many foreign cults in addition to worshipping the Graeco-Roman gods? ● Why did the Romans assign priesthoods to certain aristocratic families? ● Why did the emperor become the pontifex maximus during the empire?
---	---

<p>Content Students will know:</p> <ul style="list-style-type: none"> ● Aquae Sulis was both a tourist center and a pilgrimage site. ● Divination included the observation and interpretation of weather events, lightning strikes, the flight and call of birds, and animal and bird behavior. ● The Romans dedicated “curse tablets” to sacred waters to exact revenge on their enemies. ● During the empire, the emperor was the head of the state religion, and its chief priest, pontifex maximus 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● Explain why the role of pontifex maximus was such a significant position in Rome ● Correctly apply the use of perfect passive participles and sentence patterns with accusative case pr + participle ● Discuss why people around the world consider water sacred
---	---

Sequence of Topics
Perfect Passive participles
The ablative of agent
The uses of “quam”
partitive genitive/genitive quantity
perfect active (deponent) participle
genitive of description
Sentence pattern with accusative case pr + participle
velim , ausim

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

consolidation of participles note: present active, perfect past perfect active
comparison of adverbs
4th declension nouns masculine and neuter
use of īdem in oblique cases
Sentence pattern with participial phrase + preposition
Sentence pattern with Dative case + Verb + nominative case
Sentence pattern with Verb + Accusative case + Nominative case
increasing complexity of elements governed by the infinitive
Sentence pattern with accusative case/+prepositional phrase + participle
Increasingly varied positions of the dative case
Magic, curses, and superstitions.
Romano-British town of Aquae Sulis, its baths and temple complex.
Roman religion, astrology
Travel and communication in the Roman world.

Core Instructional & Supplemental Materials	
--	--

<p>Suggested Activities/Resources:</p> <p style="text-align: center;">Vocabulary, Grammar, Translation</p> <p>Resources:</p> <p><i>North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i></p> <p><i>Jenney's First Year Latin, Jenney, Baade, Burgess</i></p> <p><i>Latin is Fun Book 1, Traupman</i></p> <p><i>Our Latin Heritage, Unit 1, Hines</i></p> <p><i>Using Latin, Horn, Guttmore, and Forbes</i></p> <p><i>Allen & Greenough's New Latin Grammar</i></p> <p><i>Learn to Read Latin, A. Keller and S Russell</i></p> <p><i>Latin: An Intensive Course, Moreland and Fleischer</i></p>	<p style="text-align: center;">History & Literature</p> <p>Resources:</p> <p>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</p> <p><i>The Romans</i>, M. Boatwright et al.</p> <p><i>Latin Literature: A History</i>, G. B. Conte</p> <p>Life in Ancient Rome, F. Cowell</p> <p>The Ancient City, De Coulange</p> <p>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</p> <p>Women in the Classical World: Image and Text, E. Fantham</p> <p><i>The Roman Republic: A Very Short Introduction</i>, D. Gwynn</p>
--	--

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

<p>https://www.online-latin-dictionary.com</p> <p style="text-align: center;">Linguistic Roots</p> <p>Resources: English Words From Latin and Greek Elements, D. Ayers Greek and Latin Roots A–Z http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm List of Greek and Latin Roots in English https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</p>	<p>Women’s Life in Greece and Rome, M. Lefkowitz and M. B. Fant <i>A History of the Roman People</i>, F. Heichelheim, A.M. Ward, and C.A. Yeo <i>The World of Rome</i>, P. Jones & K. Sidwell <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly <i>The Birth of Classical Europe</i>, Price and Thonemann History of the Roman World 750 BC - 146 BC, H. H. Scullard <i>As the Romans Did</i>, J. Shelton <i>The Inheritance of Rome</i>, C. Wickham <i>Britannia: A History of Roman Britain</i> , Sheppard Sunderland Frere <i>The Works of Tacitus (The Oxford Translation, Revised)</i>, Henry G. Bohn</p>
---	--

Unit 2: The Roman legion: training, daily life, senior officers	Duration: 45 days
--	--------------------------

Suggested Accommodations
<p>Multilingual Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts) ● Alternative Assessments (Listening and verbal) ● Flashcards (Digital and paper) ● Modified Instructions/Assessments/Assignments ● Teacher Tutoring <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Modify assignments and homework ● Follow all IEP modifications plans ● Provide manipulatives or the opportunity to draw solution strategies ● Allow extra time to complete assignments or tests ● Work in a small group ● Allow answers to be given orally or dictated <p>504 Plans:</p>

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards
Focus Standards - Major Standards
<p><u>Interpretive Mode of Communication</u></p> <ul style="list-style-type: none"> ● 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. ● 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. ● 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. ● 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. ● 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. ● 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. ● 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

Supporting and Additional Standards

- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

[**Interdisciplinary Connections**](#)

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Social Studies

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Group activities

Alternative Assessments:

- Gallery Walks
- Integrated Performance Assessments
- Roundtable discussions

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

<ul style="list-style-type: none"> ● Exit tickets ● Mini paradigm quizzes 	<p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Vocabulary and Grammar tests ● Translation tests ● Oral presentations ● Projects <ul style="list-style-type: none"> ○ Analytical writing ○ Creative writing ○ Posters 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Section Latin to English ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Surveyors designed Roman roads to be straight, sturdy, and as short as feasible between fixed points. ● Only male Roman citizens who met certain physical and mental requirements could become legionary soldiers, an elite of the Roman army ● Agricola, a Roman aristocrat was born in 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why were there not commercial ship lines for consumers in ancient Rome? ● Why were legionary soldiers required to be male Roman citizens with certain health and mental abilities. ● Why did legionary soldiers spend so much time in peacetime duties? ● Why did Roman legions have a strict

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
-------------	-------------------------

<p>Gaul and served in Britannia three times first as a, tribune, then as a legatus of a the 20th legion and finally as governor in 78 AD</p> <ul style="list-style-type: none"> • The legionary fortress covered about 50 acres and was like a fortified town. • Legionary fortress design and size depended on how long and in what season soldiers would be encamped. • Each legionary fortress had a hospital, barracks, headquarters, look out towers, walls, and a ditch • Legions traveled with and retained a support staff of doctors, sutlers, cooks,engineers, surveyors, and architects. • In peaceful times the camp set up a marketplace with the native population. 	<p>hierarchy?</p> <ul style="list-style-type: none"> • Why were there many different kinds of legionary forts, camps, and fortresses? • Why did Roman legions travel with a large number of support staff and auxiliary troops? • Why did Roman camps set up marketplaces with the local inhabitants during peacetime? • Why were leadership roles in the army considered suitable experience for political careers? • Why did every legionary fortress have walls, a ditch, and look out towers? • Why did the Roman soldiers make a marketplace with the local inhabitants? • Why was Agricola chosen to be the governor of Britannia?
--	---

<p>Content</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Roman roads were constructed on an agger, an earthen mound over a meter high. • Roman roads were cambered to ensure drainage. • Roman roads were originally constructed to facilitate the swift movement of the Roman army for managing the provinces. • Government officials traveled on the cursus publicus to carry out government correspondence. • Roadside inns provided food and accommodations for travelers. • Traveling by sea on merchant ships from March to November was a popular form of transportation. • New recruits were trained in physical fitness, weapon use, marching with a heavy pack, and camp construction • Fully trained legionnaires spent a great deal of time building, road making, guarding and maintaining buildings, and other peacetime duties. 	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss and have conversation about the following: Why the Romans built such a large network of roads; Why Roman roads were constructed on an agger; and why the Romans make road construction a priority in peacetime duties for Roman soldiers • Correctly apply the pluperfect and the imperfect subjunctive tenses when speaking or writing
---	--

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

<ul style="list-style-type: none"> ● A legatus was a commander of a legion containing about 5,000 men ● 6 senior officers , all men of high birth and intelligence assisted the legatus in the management of the legion before leaving for political careers 	
--	--

Sequence of Topics
The ablative case time when
The pluperfect subjunctive
The imperfect subjunctive
Cum clauses
Indirect question
Result clauses
Purpose clauses
Gerundive of obligation
coordinating relative
Num + indirect question
The dative case + participle
The future participle
The idiom- “ in animo vovere”
id quod, ea quae
Impersonal verbs: decet and taedet
participle with an ablative without a preposition
Ablative of means
Ablative of manner
Accusative duration of time

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

More impersonal verbs
More complex cui/quibus clauses
Branching and nesting clauses
Present passive indicative
Imperfect passive indicative
Purpose clauses and indirect question with ne
Dum + present indicative
Ablative absolute without a participle
The legionary soldier; the auxiliaries.
Organization of the legion; senior officers; Agricola.
The legionary fortress.

Core Instructional & Supplemental Materials	
--	--

<p>Suggested Activities/Resources:</p> <p style="text-align: center;">Vocabulary, Grammar, Translation</p> <p>Resources: <i>Latin is Fun Book 1, Traupman</i> Learning Latin through Mythology, Cambridge University First Latin, A Language Discovery Program <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i> <i>Latin is Fun Book 1, Traupman</i> <i>Our Latin Heritage, Unit 1, Hines</i> <i>Using Latin, Horn, Guttmore, and Forbes</i></p> <p style="text-align: center;">Linguistic Roots</p> <p>Greek and Latin Roots A–Z http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm List of Greek and Latin Roots in English</p>	<p style="text-align: center;">History & Literature</p> <p>Resources: <i>Handbook to Life in Ancient Rome, L. Adkins</i> <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i> <i>The Romans, M. Boatwright et al.</i> <i>Latin Literature: A History, G. B. Conte</i> <i>Life in Ancient Rome, F. Cowell</i> <i>The Ancient City, De Coulange</i> <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i> <i>Women in the Classical World: Image and Text, E. Fantham</i> The Roman Forum, M. Grant <i>The Roman Republic: A Very Short Introduction, D. Gwynn</i> <i>A History of the Roman People, F. Heichelheim, A.M. Ward, and C.A. Yeo</i> <i>The World of Rome, P. Jones & K. Sidwell</i> <i>The Roman Empire: A Very Short Introduction, C. Kelly</i></p>
--	--

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English

Women's Life in Greece and Rome, M. Lefkowitz and M. B. Fant
History of the Roman World 750 BC - 146 BC, H. H. Scullard
As the Romans Did, J. Shelton

Unit 3: Sources of Evidence: Roman Britain and Roman Infrastructure

Duration: 45 days

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
<p style="text-align: center;">Interpretive Mode of Communication</p>	<p>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

Supporting and Additional Standards

- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Interdisciplinary Connections

English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Social Studies

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals <p>Social Awareness</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Group activities
- Exit tickets
- Mini paradigm quizzes

Alternative Assessments:

- Gallery Walks
- Integrated Performance Assessments
- Roundtable discussions

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	<p>when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Vocabulary and Grammar tests ● Translation tests ● Oral presentations ● Projects <ul style="list-style-type: none"> ○ Analytical writing ○ Creative writing ○ Posters 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Section Latin to English ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Current knowledge of the Roman occupation of Britain is based on literary, archaeological, and inscriptional evidence. ● The literary evidence comes from primary sources such as Tacitus’ Agricola and Germania and Julius Caesar’s Commentaries on The Gallic Wars. ● The interpretation of scientific surveying and excavation of archaeological evidence such as buildings, soil, coins, jewelry, and biological material is critical to understanding how the Romans lived in Britain. ● Most Romano- British villas are in South Eastern England ● Haterius was a prominent architect who was awarded the commission of the arch of Titus by the Emperor Vespasian. ● The Arch of Titus commemorates the sack of Jerusalem in 70 AD. ● In the Roman Forum which lies between 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did Julius Caesar revolutionize the genre of commentaries written by Roman generals? ● Why does Julius Caesar's DBG tell us nearly more about him than it does about the Celts and Gauls? ● Why did Tacitus write a biography of his father-in-law? ● Why is having different types of evidence helpful to archaeologists? ● Why are most Romano-British villas in South Eastern England? ● Why was The Romans’ invention of concrete globally influential? ● Why was the Roman’s invention of the arch globally influential? ● Why was the Romans’ improvement of Greek cranes significant? ● Why was Haterius commissioned to design the arch of Titus? ● Why was the Arch of Titus constructed? ● Why is the sculptural relief on the Arch of
---	---

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
-------------	-------------------------

<p>the Capitoline and Palatine hill, stood the Rostra, the speaker's platform,</p>	<p>Titus significant for ancient historians' view of the Romans Judeaic war?</p> <ul style="list-style-type: none"> ● Why were the Capitoline and Palantine hills exclusive neighborhoods? ● Why was the rostra significant for our understanding of ancient Roman culture? ● What does the popularity of chariot racing and blood sports among the Romans tell us about ancient Roman culture? ● What does the prevalence of betting on the outcome of races and the destruction/death of horses and charioteers tell us about ancient Roman culture? ● Why is it significant that the Campus Marius hosted gladiatorial games, elections, and military exercises? ● Why did the Romans name the road through the Forum "sacred". ● Why was Nero blamed for the great fire in Rome In 64 AD ? ● Why were triumphs held on the Sacra Via? ● Why was the city of Ostia crucial in Roman history? ● Why was Nero's statue colossal? ● Why did the Flavians build the Colosseum?
--	--

<p>Content Students will know:</p> <ul style="list-style-type: none"> ● Tacitus, a Roman historian, wrote a flattering biography of his father-in-law, Agricola ● Julius Caesar described his brief reconnaissance mission to Kent, England in 55 BC. ● Julius Caesar's account of the Celts reflects his own agenda for self-promotion in his Commentaries on the Gallic Wars. ● The Roman invention of concrete revolutionized building construction and led to the innovation of the arch. ● The Roman's adoption of the use of cranes greatly facilitated large construction. 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss and explain the following: What is the scientific technique of surveying and excavation of archaeological sites and why is it important? Why is context important in our consideration of literary evidence? How do different kinds of evidence shape our understanding of ancient Roman and its provinces? ● Correctly apply the present passive indicative and the imperfect passive indicative tenses when speaking and
---	--

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

<ul style="list-style-type: none"> ● Caesar Augustus made apartment blocks safer by instituting a 70 foot height limit and by introducing fire brigades to the city ● The original city of Rome was constructed on 7 hills, of which the Capitoline and the Palatine hills were home to the wealthiest people and the Imperial family, respectively ● The Circus Maximus was a huge racetrack for chariot racing, ● The Flavian Amphitheater was nicknamed the Colosseum after a colossal statue of Nero close by. ● The Campus Martius was a huge field dedicated to hosting military games and elections. ● The Via Sacra was a road for religious and triumphal processions which ended at The Temple of Jupiter Optimus Maximus on the Capitoline hill. ● Ostia is a port city that connected Rome to the Mediterranean sea by the Tiber river 	<p>writing</p>
---	----------------

Sequence of Topics
participle with an ablative without a preposition
Ablative of means
Ablative of manner
Accusative duration of time
More impersonal verbs
More complex cui/quibus clauses
Branching and nesting clauses
Present passive indicative
Imperfect passive indicative
Purpose clauses and indirect question with ne
Purpose clauses with quī and ubi

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

perfect passive indicative
Pluperfect passive indicative
Genitive of a present participle used substantively
Ablative of source/origin
Ablative with adjectives
The ablative absolute
dative noun + participle a beginning of sentence
Negative purpose clauses and indirect commands
Interpreting the evidence: our knowledge of Roman Britain.
Origins of Rome; the Roman Forum; Rome and Judea.
Roman engineering.
The city of Rome; patronage and Roman society.

Core Instructional & Supplemental Materials	
--	--

<p>Suggested Activities/Resources:</p> <p style="text-align: center;">Vocabulary, Grammar, Translation</p> <p>Resources:</p> <p><i>A North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i></p> <p><i>Jenney's First Year Latin, Jenney, Baade, Burgess</i></p> <p><i>Latin is Fun Book 1, Traupman</i></p> <p><i>Our Latin Heritage, Unit 1, Hines</i></p> <p><i>Using Latin, Horn, Guttmore, and Forbes</i></p> <p><i>Allen & Greenough's New Latin Grammar</i></p> <p><i>Learn to Read Latin, A. Keller and S Russell</i></p> <p><i>Latin: An Intensive Course, Moreland and Fleischer</i></p> <p>https://www.online-latin-dictionary.com</p>	<p style="text-align: center;">History & Literature</p> <p>Resources:</p> <p><i>Handbook to Life in Ancient Rome, L. Adkins</i></p> <p><i>Cultural Identity in the Roman Empire, J. Berry</i></p> <p><i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i></p> <p><i>The Romans, M. Boatwright et al.</i></p> <p><i>Latin Literature: A History, G. B. Conte</i></p> <p><i>Life in Ancient Rome, F. Cowell</i></p> <p><i>The Ancient City, De Coulange</i></p> <p><i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i></p> <p><i>A History of the Roman People, F. Heichelheim, A.M. Ward, and C.A. Yeo</i></p> <p><i>The World of Rome, P. Jones & K. Sidwell</i></p> <p><i>The Roman Empire: A Very Short Introduction, C. Kelly</i></p> <p><i>History of the Roman World 750 BC - 146 BC, H. H. Scullard</i></p>
---	---

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

Linguistic Roots

Resources:

The American Heritage Dictionary of Indo-European Roots by Watkins
Greek and Latin Roots A–Z
(<http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm>)

Latin Key Words by Toner
List of Greek and Latin Roots in English
(https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English)
Vocabulary from Classical Roots series

As the Romans Did, J. Shelton
"Roman Glassblowing in a Cultural Context".
American Journal of Archaeology 103/3, 441–484,
Stern, E. M. (1999).
"Glass Making in the Greco-Roman World, Results of the ARCHGLASS Project," Leuven University Press. Degryse, P., 2014.

Unit 4: Roman popular culture: Leisure, belief systems, and a shifting social order

Duration: 45 days

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate.

Interpersonal Mode of Communication

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

Supporting and Additional Standards

- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Interdisciplinary Connections

English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Social Studies

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Group activities
- Exit tickets
- Mini paradigm quizzes

Alternative Assessments:

- Gallery Walks
- Integrated Performance Assessments
- Roundtable discussions

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Vocabulary and Grammar tests ● Translation tests ● Oral presentations ● Projects <ul style="list-style-type: none"> ○ Analytical writing ○ Creative writing ○ Posters 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Section Latin to English ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The first emperor, Caesar Augustus, banned the worship of Isis. ● The worship of Mithras or Sol Invictus emphasized the ideas of loyalty and fraternity ● The worship of Mithras was especially popular with soldiers and wealthy businessmen. ● Stoicism, a Grecian philosophy, attracted elite intellectuals ● The Romans persecuted both Christianity and Judaism because they are monotheistic faiths ● <i>Feriae</i> were religious festivals associated with gods. ● Ludi were games to celebrate the gods, 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did the Capitoline triad consist of Jupiter, Juno, and Minerva? ● Why was the god Terminus honored in the Temple of Jupiter Optimus Maximus? ● Why did Domitian rebuild the Temple of Jupiter Optimus and the Temple of Isis? ● Why was the cult of Bacchus/Liber expelled from Rome during the Republic and later restored by Julius Caesar? ● Why did Caesar Augustus ban the worship of Isis? ● Why was the worship of Isis in Rome restored? ● Why was the worship of Mithras or Sol invictus especially popular among soldiers and wealthy businessmen?

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

military victories, and to commemorate the death of very important men in Roman society- these games took place over 50 times in a calendar year

- Ludi could be munera (gladiatorial games) venationes (beast hunts) or naumachia (sea battles)
- Seating at the games reflected societal divisions: wealthy aristocratic males had the best seats.
- Factiones were charioteer teams, audiences bet heavily on the victories and accidents of the factiones.
- Triumphs were military processions held on the Sacra Via to honor a victorious general who concluded a war in a decisive battle, the parade included chained POWs and loot taken from the conquered
- Freedmen and Freedwomen gained rights, freedoms, and certain obligations at the time of their manumission
- Freedmen took the first two names of their former enslavers.
- Caesar Augustus created civil service positions for freedmen who were entitled, liberti augusti
- Former enslavers would give their freedmen funerals and become guardians of their children
- Freedmen continued to exploit the labor of their freedmen without having to provide food and shelter.
- Pallas was a freedman awarded an honorary praetorship under the Emperor Claudius

-
- Why did the Romans persecute Christians and Jews?
- Why did the Romans have at least 135 religious festivals per year?
- Why were the Ludi scaenici far less popular than the other ludi?
- Why did Ludi take place frequently?
- Why did seating at the games reflect societal divisions?
- Why did the Romans gamble on most leisure activities?
- Why was physical comedy more popular than drama among the Romans?
- Why did the Romans hold triumphs?
- Why did the Romans consider a triumph the best day in a conquering general's life?
- Why did the Romans liberate some enslaved people?
- Why did the Romans create a special legal status for Freedmen?
- Why did Caesar Augustus create a civil service exclusively for Freedmen?
- Why is the story of Pallas the freedman who was awarded an honorary praetorship significant in Roman history?
- Why were freedwomen barred from marrying senators?
- Why were freedmen barred from serving as senators?

Content

Students will know:

- The Capitoline Triad consisted of Jupiter, Juno, and Minerva
- Terminus the god of boundaries was symbolized by a large stone.
- Domitian rebuilt the temple of Jupiter Optimus Maximus and Isis

Skills

Students will be able to:

- Compare and contrast the social class of African American slaves to that of the Freedmen and Freedwomen
- Discuss and have conversations to explain the effect that Roman Stoicism had on

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
--------------------	--------------------------------

<ul style="list-style-type: none"> ● The worship of the god Bacchus/Liber was expelled during the Republic. ● Christianity did not become legal to practice in Rome until 313 AD ● Ludi Scaenici were theatrical shows. ● Liudi Circenses were chariot races. ● Pantomimes and mimes were more popular than formal plays. ● Pantomimes consisted of dancing and acting without speaking accompanied by music. ● Mimes were slapstick farces on everyday themes usually involving several actors ● Chariot racing was held in a circus around a long barrier, a spina, and around goal posts called metae. ● Freedmen could vote and run for election, create a business deal, and get married. ● Freedwomen could not marry a Senator ● Freedmen owed work to their former enslavers and were not allowed to be Senators 	<p>Roman and world history; Why some enslavers chose to liberate some enslaved people, and; Why former enslaved and freedmen had mutually binding legal obligations to each other according to Roman law</p> <ul style="list-style-type: none"> ● Correctly apply complex sentence structures when speaking and writing
---	--

Sequence of Topics
Deponent verbs
increased incidence of postponement of subordinating conjunction
continued use of complex sentence structure
future active indicative
double indirect question with necne
future indicative of sum
Future perfect indicative
Conditional clauses
priusquam + subjunctive
Ablative of description
present passive infinitive

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: Latin III
-------------	-------------------------

Future passive indicative
Dum + subjunctive
Roman beliefs: religion and philosophy
Entertainment
Freedmen and freedwomen

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <p style="text-align: center;">Vocabulary, Grammar, Translation</p> <p>Resources: <i>North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i> <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i> <i>Latin is Fun Book 1, Traupman</i> <i>Our Latin Heritage, Unit 1, Hines</i> <i>Using Latin, Horn, Guttmore, and Forbes</i> https://www.online-latin-dictionary.com</p> <p style="text-align: center;">Linguistic Roots</p> <p>Resources: <i>The American Heritage Dictionary of Indo-European Roots</i> by Watkins Greek and Latin Roots A–Z http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm <i>Latin Key Words</i> by Toner List of Greek and Latin Roots in English https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English Vocabulary from Classical Roots series</p>	<p style="text-align: center;">History & Literature</p> <p>Resources: <i>The Golden Ass</i> by Apuleius <i>Handbook to Life in Ancient Rome</i>, L. Adkins <i>Cultural Identity in the Roman Empire</i>, J. Berry <i>The Oxford Illustrated History of the Roman Word</i>, J. Boardman, et al. <i>The Romans</i>, M. Boatwright et al. <i>Social Conflicts in the Roman Republic</i>, P. A. Brunt <i>Latin Literature: A History</i>, G. B. Conte <i>Life in Ancient Rome</i>, F. Cowell <i>The Ancient City</i>, De Coulange <i>The History of Roman Society, the Romans 850 BC-AD 33</i>, D. Dudley <i>Women in the Classical World: Image and Text</i>, E. Fantham <i>The Roman Republic: A Very Short Introduction</i>, D. Gwynn <i>A History of the Roman People</i>, F. Heichelheim, A.M. Ward, and C.A. Yeo <i>The World of Rome</i>, P. Jones & K. Sidwell <i>Women's Life in Greece and Rome</i>, M. Lefkowitz and M. B. Fant <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard <i>As the Romans Did</i>, J. Shelton <i>Patients and Healers in the High Roman Empire</i>, Ido Israelowich "Medicine in the Roman Army". <i>The Classical Journal</i>. The Classical Association of the Middle West and South. 5 (6): 267–272. Byrne, Eugene</p>

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin III

Hugh (Apr 1910).

A History of Medicine, Lois Magner

The Western Medical Tradition. [1]: *800 BC to AD 1800*, Lawrence Conrad