



Montclair Public Schools
Montclair High School
Latin IV Honors Curriculum

Grade(s) **10-12**

**Approved by the Montclair Board of Education
2012**

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ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Spanish that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Latin IV Honors for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Curriculum Committee:

The development of this Latin curriculum followed a curriculum mapping process. The teachers involved in the development imparted the most critical components in this curriculum.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the New Jersey Core Curriculum Content Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the Roman Empire.
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children

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acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 35/36: The focus of this unit is to learn that the dative case is in general employed to indicate a person or thing that some act or circumstance applies to or refers to "indirectly" as opposed to the accusative. Additionally, students will that the jussive noun clause are seems as indirect command. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 37/38: The focus of this unit is to learn the format of the conjugation of *Eo* and the accusative of duration of time. in addition, students will learn of relative clause that describe some general quality of an antecedent that is itself either general, indefinite, interrogative, or negative, and accordingly has its verb in the subjunctive. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 39/40: The focus of this unit is to learn the formation of the gerundive which is a verbal adjective formed with specific endings. Students will also learn the formation of indirect questions. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 55: The focus of this unit is to discuss "Cicero and Caesar", "Caesar vs. Pompey", and "End of the Republic and Establishment of the Principe". Students will review the participles and ablative absolutes. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 56: The focus of this unit is to translate the assigned literature while using Definitive on Infinitives, Indirect Statement, Subjunctive Mood, and Sequence of Tenses. Students will read the "Republicans vs. Caesarians" and Antony vs. Octavian". Students

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exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 57: The focus of this unit is to translate the assigned literature while using the Subjunctive in Subordinate Clauses. Students will read the “Augustus as Emperor” and “More of Augustus’ Achievements”. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 58: The focus of this unit is to translate the assigned literature while using the Gerund. Students will read the A. Greed and Tyranny”, the discussion on Political Violence in the Late Republic, and “B. Herculean Labor”. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 59: The focus of this unit is to translate the assigned literature while using the Gerundive and Dative of Agent. Students will read the Setting of the Murder” and “On the Appian Way, “The Attack,” “Clodius’ Death” and “The Verdict”, and a discussion on Republican Politics and Oratory. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 60: The focus of this unit is to translate the assigned literature while using the Fearing Clause. Students will read “From Cicero to his Family” and “From Cicero to Atticus”, Warfare in the Late Republic and “From Pompey to Cicero” and “From Caesar to Cicero”. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Latin Programs in the Montclair Public Schools Latin offers an abundant of academic benefits. It provides a strong grounding in the vocabulary and structure of modern European languages, it also helps students learn and understand the technical vocabulary of the sciences. By offering a window into Roman culture, history, and literature, Latin deepens understanding of Western civilization. All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal, and presentational modes of communication.

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SECTION II

Course Description

Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.

Thematic Units for Latin IV Honors

Units of Study:

- Gerunds and Gerundives
- Special Verbs that take the Genitive, Dative, and Ablative
- Remaining Subjunctive Clauses – Hortatory, Jussive, Fear, Conditional, etc.
- Poetic Meter and Scansion; Literary Devices
- Fall of the Republic and Rise of the Empire; Authors of Poetry

UNIT 35 / 36 – Dative with Adjectives; Dative with Special Verbs/ Jussive Noun Clauses; *Fio*

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The dative is used after adjectives or adverbs, to denote to which the given quality is directed. Jussive noun clauses are also known as indirect command.	*Why do some adjectives, special verbs, and compound verbs take the dative? *How is the dative case used? *What are jussive noun clauses? How are they formed and translated? *What are the forms of <i>fio</i> ?

Skills	Key Content
Listening Speaking Reading Writing	*Explain the basic function of the dative case. *Identify and translate datives with adjectives, special verbs, and compound verbs. *Identify and translate the jussive noun clause. *Identify form and translate <i>fio</i> .

<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will</p>
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		<p>motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an</p>
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		emphasis on reading and translating original Roman writing, especially that of Julius Caesar.
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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**UNIT 37/38 – Conjugation of *Eo*; Construction of Place and Time/ Relative Clauses of Characteristics;
Dative of Reference; Supines**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.C.1	<p>Construction of place and time are words connoting time or duration in the ablative indicate.</p> <p>Dative of Reference is used to indicate the person or thing that has an interest in the action of the verb.</p>	<p>*How do we form and translate the irregular verb <i>eō</i>?</p> <p>*What are the place constructions for the special “Places”?</p> <p>*What is the accusative of duration of time?</p> <p>*What are the abl. constructions we’ve learned thus far and how do we distinguish them?</p> <p>*What are the relative clauses of characteristic?</p> <p>*What are supines?</p>

Skills	Key Content
Listening Speaking Reading Writing	<p>*Identify form and translate <i>eō</i>.</p> <p>*Identify and translate the various place and time constructions. discussed, including place where, from which, to which, abl. of time when, and acc. of duration of time.</p> <p>*Identify form and translate the locative case.</p> <p>*Explain the special rules for place constructions.</p> <p>*Identify and translate relative clauses of characteristic according to the sequence of tenses.</p> <p>*Identify and translate the dative of reference.</p> <p>*Identify form and translate supines</p>

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Assessment: (Formative and Summative) <ul style="list-style-type: none">• Translation• Quizzes• Class participation• Informal teacher observation to evaluate student’s understandings.• Performance on teacher-generated materials	Rubric See below	Key Criteria for Differentiation <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed</p>

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		<p>to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.</p>
<p>Resources Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 39/40– Gerund and Gerundive/ -Ne, Num, and Nome in Direct Questions; Fear Clauses

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1 7.1.NM.C.2	The gerund is a verbal noun, active in meaning, neuter in gender: it is found only in the genitive, dative, accusative and ablative Fear Clauses are substantive clauses.	*What is a gerund? *What is a gerundive? *How do gerunds and gerundives used to show purpose? *How are –ne, num, and nonne used in direct questions? *What are fear clauses? *What are genitive and ablative of description?

Skills	Key Content
Listening Speaking Reading Writing	*Identify form and translate gerunds. *Identify gerunds from gerundives and gerunds phrases from gerundives. *Identify and translate gerund and gerundive phrases and supines, as they are employed to indicate purpose. *Identify and translate the uses of num –ne, and nonne in direct questions. *Identify and translate fear clauses *Identify and translate the genitive and abl. of description

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School
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<ul style="list-style-type: none">• Translation• Quizzes• Class participation• Informal teacher observation to evaluate student's understandings.• Performance on teacher-generated materials		<p>are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin IV Honors is a full-year course for</p>
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		<p>Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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ECCE Roman III

UNIT 55 – The Late Republic

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	A brief summary of the history of Rome on events that occurred more than 300 years.	*Who were Milo and Clodius? *What were the political factions and Rome and what were their affects on the Rome? *How does Eutropius’ account of the death of Milo differ from Cicero’s account?

Skills	Key Content
Listening Speaking Reading Writing	*Explain the incident of Clodius and Milo as an example of political forces and personalities at work during the late Republic. *Explain the nature of political life during the late Republic. *Assess the relative value of ancient sources

Assessment: (Formative and Summative)	Rubric	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated 	See below	Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will

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materials		<p>motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an</p>
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		<p>emphasis on reading and translating original Roman writing, especially that of Julius Caesar.</p>
<p>Resources Wheelock’s Latin & Ecce Romani III student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 56 – The Fall of the Republic

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	Continuation of: Roman Government/Cursus Honorum/Constitution • Downfall of the Republic	*Who is Caesar? *What happened during the civil war between Caesar and Pompey, according to Eutropius? *How do we translate abl. absolutes within the writings of Eutropius? *What happened to cause the fall of the Republic? *What were some of Augustus’ achievements?

Skills	Key Content
Listening Speaking Reading Writing	*Discuss the military and political accomplishments of Caesar through the writings of Eutropius. *Discuss the collapse of the Roman Republic, the death of Caesar and the rise of Octavian through the reading of primary sources. *Discuss the fall of the Republic through the readings of Eutropius. *Discuss Augustus’ achievements through primary sources

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<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none">• Translation• Quizzes• Class participation• Informal teacher observation to evaluate student’s understandings.• Performance on teacher-generated materials	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest</p>
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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 57 – The Principate of Augustus

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	The Life of Augustus. Subjunctive Mood - a review of subordinate clauses	*Who was Augustus and what major event occurred under his participate? *What was the role of emperor and the nature of the empire as a world state? *How did Rome transition from a republic to an empire? *Who was Trajan and what kind of emperor was he? *How did Rome govern its empire with respect to religion?

Skills	Key Content
Listening Speaking Reading Writing	*Discuss the role of emperor and nature of the Empire. *Analyze the life and achievements of Trajan. *Compare the rules of Augustus and Trajan. *Discuss how Romans governed the empire with specific reference to policies affecting religion.

Assessment: (Formative and Summative)	Rubric	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes 	See below	Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment

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<ul style="list-style-type: none">• Class participation• Informal teacher observation to evaluate student’s understandings.• Performance on teacher-generated materials		<p>based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an</p>
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		<p>appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.</p>
<p>Resources Wheelock’s Latin & Ecce Romani III student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 58 – A Political Murder (Asconius Account)

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	The culture and background history of the Roman Provinces, Roman Magistracy, and Oratory.	*Who was Catullus? *What are the differences between translating prose and poetry? *What are literary devices?

Skills	Key Content
Listening Speaking Reading Writing	*Identify the various ways in which prose and poetry differ in Latin. *Discuss major Roman poets, particularly Catullus, and their works. *Discuss the writings, style, and themes of Catullus and his poetry. *Identify the various literary devices in the poems of Catullus.

Assessment: (Formative and Summative) • Translation • Quizzes	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment
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<ul style="list-style-type: none">• Class participation• Informal teacher observation to evaluate student’s understandings.• Performance on teacher-generated materials		<p>based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an</p>
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		<p>appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.</p>
<p>Resources Wheelock’s Latin & Ecce Romani III student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 59 – A Political Murder (Cicero’s Account)

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	Cicero Defends Milo for Killing Clodius.	*Who were Ovid and Horace? *What were their writings? *What set these poets apart from other poets?

Skills	Key Content
Listening Speaking Reading Writing	*Discuss these major Roman poets. *Discuss and compare the writings, styles, and themes of these poets. *Identify the various literary devices in the writings of these poets

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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<ul style="list-style-type: none">• Performance on teacher-generated materials		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening,</p>
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		and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.
<p>Resources Wheelock’s Latin & Ecce Romani III student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 60 – Eyewitness to Civil War

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	The culture and background history of the Roman Military. Conditional Sentences are used to express that the action in the main clause can only take place if a certain condition is fulfilled.	*Who were Tibullus, Propertius, Terence, Plautus? *Who was Petronius? *What did these authors write and what made them each unique? *How do Terence and Plautus differ? *How do Tibullus and Propertius differ?

Skills	Key Content
Listening Speaking Reading Writing	*Discuss these major Roman authors. *Discuss and compare the writings, styles, and themes of these authors. *Identify the various literary devices in the writings of these authors.

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and

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<ul style="list-style-type: none">• Informal teacher observation to evaluate student’s understandings.• Performance on teacher-generated materials		<p>learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin IV Honors is a full-year course for Montclair High School; the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study</p>
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		<p>continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. Additionally, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.</p>
<p>Resources Wheelock’s Latin & Ecce Romani III student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 61 – The Battle of Pharsalus (Part I)

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	This chapter's readings continue the story of Caesar in Gaul. The four passages in this chapter describe various religious and social customs of the Gauls in the 1st century B.C., as narrated by Caesar in <i>De bello Gallico</i> .	*How much of what Caesar sees is seen through Roman eyes? *How much of what Caesar says is historically reliable, considering that no writing in the Gallic language survives? *Was the seeming disregard for human life by the Gauls considered barbaric by Roman standards? *What aspects of culture seem civilized, by Roman standards?

Skills	Key Content
Listening Speaking Reading Writing	*Discuss the story of Caesar in Gaul. *Discuss the civilizations.

Assessment: (Formative and Summative) • Translation • Quizzes	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and
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<ul style="list-style-type: none">• Class participation• Informal teacher observation to evaluate student’s understandings.• Performance on teacher-generated materials		<p>learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences.</p> <p>Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these</p>
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		<p>translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin & Ecce Romani III student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<p>*Why do some adjectives, special verbs, and compound verbs take the dative?</p> <p>*How is the dative case used?</p> <p>*What are jussive noun clauses? How are they formed and translated?</p> <p>*What are the forms of <i>fiō</i>?</p>	<p>*Explain the basic function of the dative case.</p> <p>*Identify and translate datives with adjectives, special verbs, and compound verbs.</p> <p>*Identify and translate the jussive noun clause.</p> <p>*Identify form and translate <i>fiō</i>.</p> <p>*Apply vocabulary and English derivatives</p>	<p>*Full synopses.</p> <p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Review presentations of previously learned material.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>

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					IV	
October	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<p>*How do we form and translate the irregular verb <i>eō</i>?</p> <p>*What are the place constructions for the special “Places”?</p> <p>*What is the locative and how is it translated?</p> <p>*How are these constructions formed and translated?</p> <p>*What is the accusative of duration of time?</p> <p>*What are the abl. constructions we’ve learned thus far and how do we distinguish them?</p> <p>*What are the</p>	<p>*Identify form and translate <i>eō</i>.</p> <p>*Identify and translate the various place and time constructions. discussed, including place where, from which, to which, abl. of time when, and acc. of duration of time.</p> <p>*Identify form and translate the locative case.</p> <p>*Explain the special rules for place constructions.</p> <p>*Identify and translate relative clauses of characteristic according to the sequence of tenses.</p> <p>*Identify and translate</p>	<p>*Full synopses.</p> <p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>Vocabulary and grammar quizzes.</p> <p>*Test</p>

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		<p>relative clauses of characteristic? How are they formed and translated?</p> <p>*What is the dative of reference and how is it translated?</p> <p>*What are supines?</p> <p>*How are they formed and translated?</p>	<p>the dative of reference.</p> <p>Identify form and translate supines</p>			
.November	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*What is a gerund?</p> <p>* How is it formed and translated?</p> <p>*What is a gerundive? How is it formed and translated?</p> <p>*How do gerunds and gerundives used to show purpose?</p> <p>*How are –ne, num,</p>	<p>*Identify form and translate gerunds.</p> <p>*Identify gerunds from gerundives and gerunds phrases from gerundives.</p> <p>*Identify and translate gerund and gerundive phrases and supines, as they are employed to indicate purpose.</p> <p>*Identify and translate</p>	<p>*Full synopses.</p> <p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p>	<p>*Exercises from the workbook.</p> <p>*Translations</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>

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		<p>and nonne used in direct questions?</p> <p>*What are fear clauses? How are they formed and translated?</p> <p>*What are genitive and ablative of description?</p>	<p>the uses of num –ne, and nonne in direct questions.</p> <p>*Identify and translate fear clauses</p> <p>*Identify and translate the genitive and abl. of description</p>		<p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
December	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*Who is Caesar?</p> <p>*What happened during the civil war between Caesar and Pompey, according to Eutropius?</p> <p>*How do we translate abl. absolutes within the writings of Eutropius?</p> <p>*What happened to cause the fall of the Republic? What</p>	<p>*Discuss the military and political accomplishments of Caesar through the writings of Eutropius.</p> <p>*Discuss the collapse of the Roman Republic, the death of Ocatvian through the reading of primary sources.</p> <p>*Discuss the fall of the Republic through the readings of</p>	<p>*Translations of primary sources and practice sentences.</p> <p>*Vocabulary games</p>	<p>Ecce Romani III :A Latin Reading Program; From Republic to Empire</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Oral presentations.</p> <p>*Exercises fom the workbook.</p> <p>*Translations.</p> <p>*Vocabulary quizzes.</p> <p>*Test</p>

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		were some of Augustus' achievements?	Eutropius. *Discuss Augustus' achievements through primary sources		See below – Section IV	
January	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	*Who were Milo and Clodius? *What were the political factions and Rome and what were their affects on the Rome? *How does Eutropius' account of the death of Milo differ from Cicero's account?	*Explain the incident of Clodius and Milo as an example of political forces and personalities at work during the late Republic. *Expalin the nature of political life during the late Republic. *Assess the relative value of ancient sources	*Act out a "trial" of Milo. *Paper on the perspectives of each author regarding the murder of Clodius. *Translations of primary sources and practice sentences. *Vocabulary games	Ecce Romani III :A Latin Reading Program; From Republic to Empire World map Teachers created online activities: www.Quizlet.com Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV	*Exercises from the workbook. *Translations. *Oral presentations. *Vocabulary and grammar quizzes. *Test
February	7.1.NM.A.1 7.1.NM.A.2	*What are the parts of a Roman letter?	*Analyze the character of Cicero as	*Translations of primary sources	Ecce Romani III :A	*Exercises from the

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	7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<p>*Who was Cicero?</p> <p>*What was the civil strife that was occurring during the late Republic? Who were the major players?</p> <p>*What were the conventions of Roman warfare?</p> <p>*Who was Caesar?</p> <p>*What kind of statesman, author, and soldier was he?</p>	<p>a private citizen and statesman.</p> <p>*State connection between politics and warfare during the republic.</p> <p>*Describe Caesar as a writer, statesman and man of war.</p> <p>*Discuss conventions of Roman warfare.</p> <p>*Discuss the battle of Pharsalus from the point of view of Caesar.</p>	<p>and practice sentences.</p> <p>*Vocabulary games.</p> <p>*Compose letters in the style of a Roman letter</p>	<p>Latin Reading Program; From Republic to Empire</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>workbook.</p> <p>*Translations.</p> <p>*Oral Presentations on Caesar.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>
March	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<p>*Who was Augustus and what major event occurred under his participate?</p> <p>*What was the role of emperor and the nature of the empire as a world state?</p>	<p>*Discuss the role of emperor and nature of the Empire.</p> <p>*Analyze the life and achievements of Trajan.</p> <p>*Compare the rules of</p>	<p>*Create a character sketch of Augustus and Trajan.</p> <p>Translations of primary sources and practice sentences.</p>	<p>Ecce Romani III :A Latin Reading Program; From Republic to Empire</p> <p>World map</p> <p>Teachers created</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Vocabulary and grammar quizzes.</p>

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		<p>*How did Rome transition from a republic to an empire?</p> <p>*Who was Trajan and what kind of emperor was he?</p> <p>*How did Rome govern its empire with respect to religion?</p>	<p>Augustus and Trajan.</p> <p>*Discuss how Romans governed the empire with specific reference to policies affecting religion.</p>	<p>*Vocabulary games.</p> <p>*Compose papers assessing the success of the empire and reasons for its success</p>	<p>online activities: www.Quizlet.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Test</p>
April	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*Who was Catullus?</p> <p>*What are the differences between translating prose and poetry?</p> <p>*What are literary devices?</p>	<p>*identify the various ways in which prose and poetry differ in Latin.</p> <p>*Discuss major Roman poets, particularly Catullus, and their works.</p> <p>*Discuss the writings, style, and themes of Catullus and his poetry.</p>	<p>*Translations of primary sources.</p> <p>*Analysis of poems.</p>	<p>Ecce Romani III :A Latin Reading Program; From Republic to Empire</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>Authentic materials and video/audio clips.</p>	<p>*Translations.</p> <p>*Vocabulary quizzes.</p> <p>*Test</p>

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			*Identify the various literary devices in the poems of Catullus.		Teacher made worksheets See below – Section IV	
May	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	*Who were Ovid and Horace? *What were their writings? *What set these poets apart from other poets?	*Discuss these major Roman poets. *Discuss and compare the writings, styles, and themes of these poets. *Identify the various literary devices in the writings of these poets	*Translations of primary sources. *Analysis of poems.	Ecce Romani III :A Latin Reading Program; From Republic to Empire World map Teachers created online activities: www.Quizlet.com Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV	*Translations. *Vocabulary quizzes. *Test

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<p>June</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*Who were Tibullus, Propertius, Terence, Plautus?</p> <p>*Who was Petronius?</p> <p>*What did these authors write and what made them each unique?</p> <p>*How do Terence and Plautus differ?</p> <p>*How do Tibullus and Propertius differ?</p>	<p>*Discuss these major Roman authors.</p> <p>*Discuss and compare the writings, styles, and themes of these authors.</p> <p>*Identify the various literary devices in the writings of these authors.</p>	<p>*Translations of primary sources.</p> <p>*Read selections of translations from these authors.</p> <p>*Oral presentations on these authors and their works.</p> <p>*Vocabulary games</p>	<p>Ecce Romani III :A Latin Reading Program; From Republic to Empire</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Translations.</p> <p>*Paper discussing the differences of two these authors.</p> <p>*Vocabulary quizzes.</p> <p>*Test</p>
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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PRESENTATIONAL RUBRIC
as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage	Generally uses non-verbal communication (eye contact, body language) to address and engage	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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	audience.	audience.	
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INTERPERSONAL RUBRIC

as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language

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	during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

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Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some

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	unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze 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.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some

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	unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary material

Textbook: Wheelock F. M. - Wheelock's Latin Grammar. 4th ed., revised. New York : Harper Collins, 1992. XXVI & 418 p.

Wheelock Study Aids

Dale Grote's Comprehensive Study Guide to Wheelock's Latin (4th ed.)

<http://humanum.arts.cuhk.edu.hk/Lexis/Wheelock-Latin/>

Dr J's Grammar Review and Drill for Wheelock (6th ed.)

http://people.hsc.edu/drjclassics/Latin/explanations/Latin_chapter_by_chapter.shtm

Electronic Resources for Wheelock's Latin

<http://ablemedia.com/ctcweb/showcase/barrettelatin.html>

Latin Praxis: Practice Exercises for Wheelock (6th ed.)

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/wh-prax.html>

More Exercises for Wheelock (6th ed.)

<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

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Pronunciation

The [OFFICIAL WHEELOCKS AUDIO page](#) (at this site); produced by R.A.LaFleur, readings by Mark Miner (a 4-CD audio package by Mark Miner of "[Readings from Wheelock's Latin](#)" is also available from Bolchazy-Carducci Publishers, Inc.)

The Pronunciation and Reading of Classical Latin A Practical Guide by Stephen G. Daitz
<http://www.bolchazy.com/prod.php?cat=latin&id=23675>

Games and Reviews

QUIA: Wheelock's Latin Vocabulary Games
<http://www.quia.com/pages/wh2001gold.html>

MORE QUIA: Wheelock's Latin Vocabulary Games
<http://www.quia.com/pages/wheelock.html>

Crossword Puzzles for Wheelock (6th ed.)
<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

Conjuguemus
<http://conjuguemos.com/>

Wheelock Study Groups

Atrium Latin: A Latinstudy Group
<http://www.atrimum-media.com/latin/atrilumlatin.htm>

Schola Classical Tutorials:
Latin-Greek-Great Books-Rhetoric Over the Internet
<http://www.scholatutorials.org/>

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Online Wheelock Study Group at LatinStudy
<http://www.ravendays.org/latin/lists/listindex.html>

Latin & Greek Study Groups
<http://www.quasillum.com/study/index.php>

Textbook: Ecce Romani III: A Latin Reading Program; From Republic to Empire(3rd. edition

Practice and Exercise Links for Ecce Romani III

- <http://www.tabney.com/ecce1.html> <http://www.quia.com/pages/kessler.html>
 - <http://www.quia.com/pages/kesslerlatin1.html>
 - <http://www.quia.com/pages/kesslerlatin1pt2.html>
 - <http://www.quia.com/pages/kesslerlatin2.html>
- <http://www.quia.com/pages/latinone.html>
- <http://www.quia.com/pages/onea.html>
- <http://www.quia.com/pages/oneb.html>
- <http://latinresources.homestead.com/Ecce1WorkbookTOC.html>
- <http://www.dl.ket.org/latin1/>