

**Summit Public Schools
Summit, New Jersey
Grade Level: Emerging / Content Area: Latin**

Overview:

This course continues student development of basic Latin grammar and vocabulary with readings of graduated difficulty focused on Roman life, culture, history and mythology. Students continue to develop and enhance their interpretive reading skills.

In Emerging Latin there are increased opportunities for guided writing opportunities to enhance student understanding of Latin constructions. The class emphasizes classical contributions and connections to modern life.

Unit 1: Classroom Commands & Procedures

Big Ideas: *Course Objectives/ Content Statement(s)*

In this unit, students will be introduced to the Imperative mood as the command form of the verb in Latin. The Imperative mood will be used to introduce class rules and procedures, establishing clear expectations of behavior and solidifying classroom routines throughout the school year. Students will also review the Present tense as not only the foundation for the Imperative mood, but as a stepping stone to learning the five remaining tenses.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

1. Why are rules and routines important?
2. Why is the Present tense so important for your Latin future?
3. Why is it useful to separate Latin verbs into categories?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- The Imperative verb gives a command.
- Routines facilitate teaching and learning. Efficient routines make it easier for students to learn and achieve more.
- The Present tense is happening now and can be translated with the helping verbs, “am, are, is, do, does”.
- The Present tense is conjugated by using the second principle part of the verb (the infinitive).
- The endings for Present tense are recycled through the remaining five tenses in Latin.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.4: Give and follow simple oral and written

Lessons

Instructional Focus:

In the target language, students will explore the following themes:

- An Imperative verb gives a command.
- How to differentiate between a Latin command in the singular vs the plural.
- How to give a command in Latin.
- How to conjugate and translate a verb in the Present tense.

Interpretive:

- Students listen to teacher-led dictation of Imperative verbs giving classroom commands.
- Students respond to follow-up questions based on dictations, e.g., was the command being given to one person or several?

directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Presentational:

- Students will compose a classroom skit using the Imperative to greet each other and give commands to their peers.

Interpersonal:

- Students will greet each other using a variety of phrases and understand that many greetings are in the Imperative mood.
- Students will practice using the Imperative by giving simple commands to their classmates.

Differentiation

Assessments

Interdisciplinary Connections

- Rules and routines are important in every school subject. They provide a foundation of structure and discipline that will stay with you for life.

Technology Integration

- Google Slides: Class Rules/Procedures
- Join Google Classroom!
- Quizlet - Intro Latin Classroom Commands
- Magistrula.com to practice conjugating Present tense

Formative Assessments:

Interpretive:

- Simon Dicit! Play teacher-led Simon Says in Latin to practice using Imperatives.
- VINCO! Is it Imperative singular or plural?

Presentation:

- Students compose and perform a skit in Latin using basic greetings and the imperative.

Interpersonal:

- Students exchange greetings with classmates and give and respond to simple commands.

Summative Assessments, Projects, and Celebrations:

Media Literacy Integration

- Students identify the best sources for the principle parts of a verb.

Global Perspectives

- Students compare how Romans greet each other to greetings in other cultures and
 - discuss the meanings behind the greetings.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Interpretive:

- Unit Test: Imperatives and the Present Tense

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- [Class Rules/Procedures Intro Slides](#)
- [Class Rules/Commands/Classroom Phrases/Greetings](#)
- [Vocabula 1- Present & Imperative](#)

Unit 2: Aesop's Fables	
<p>Big Ideas: <i>Course Objectives/ Content Statement(s)</i></p> <p>In this unit, students will explore the fables of Aesop and their use in education from antiquity to the present day in order to write a <i>progymnasmata</i>: a retelling of one of Aesop's fables in their own words, explaining the importance of its moral.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What are the components of a fable? 2. What was the purpose of a fable? 3. Why is it useful to divide Latin nouns into declensions? 4. Why is it significant that the writer of these fables was a slave? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> - A fable is a short story written for children, which ends with a moral or lesson, usually taught by talking animals. Fables can be found in all cultures. -Aesop is believed to have lived from 620 to 560 B.C.E, having written over 600 fables. He is also believed to have been a slave that earned his freedom through his cleverness.

<p>5. How do Aesop's fables compare to fables in other cultures?</p>	<p>- Fables were used both with children and adults to obtain reading fluency and to refine their debate and public speaking skills by retelling their version of the popular story.</p> <p>-First declension nouns are mostly feminine, with very few masculine. Most first declension case endings contain the thematic vowel, A.</p> <p>-Second declension nouns are mostly masculine, with some neuter. Most 2nd declension case endings contain the thematic vowel, U.</p>
<p>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</p>	<p>Lessons</p>
<p>Students will:</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p>	<p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> • How to write a fable • Country life vs. city life in the Roman Empire • The life of Aesop • How to recognize, differentiate, and decline first and second declension nouns <p><u>Instructional Strategies:</u></p> <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Circular reading of Aesop adaptations • Students read adaptations of Aesop's fables and answer teacher comprehension questions. • Students write a short English reaction in defense of a character in one of Aesop's fables. • Students use evidence from Latin text to support their English reaction piece • First and Second Declension VINCO! <p><i>Presentational:</i></p> <ul style="list-style-type: none"> • Students reassemble a fable using a list of inflected words. • Students describe an image of a fable in the target language using first and second declension nouns. • Students share and compare assembled versions of

<p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>Androcles and the Lion with other students' and the original.</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> Students answer questions about case and number of first and second declension nouns in the target language. <ul style="list-style-type: none"> Students respond in the target language to teacher comprehension questions about a fable. Students use phrases from story to play Pictionary-like-game.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Connections with fables from other cultures. Brainstorm and list all the common and familiar fables and their lessons <p>Technology Integration</p> <ul style="list-style-type: none"> Google Slides to collaborate on Retelling an Aesop's fable project. Students view animated versions of fables in Youtube videos. <ul style="list-style-type: none"> Students use Whitaker's Words online dictionary to confirm and check declension of nouns for correct usage of case endings. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> Students identify credible sources about fables. Students become familiar with reliable online tools for determining the declensions of nouns. <p>Global Perspectives</p> <ul style="list-style-type: none"> Compare and contrast fables from other cultures to Aesop's fables. <div data-bbox="66 1759 784 1839"> <p>Supports for English Language Learners</p> </div>	<p>Formative Assessments:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> Students respond to reading comprehension questions about each fable. <ul style="list-style-type: none"> Students will write a teacher-led dictation of four sentences from each Aesop's adapted fables. Students will fill in cloze sentences using first and second declension nouns from Aesop's fables. <p>Presentational:</p> <ul style="list-style-type: none"> Students will reassemble one of Aesop's fables from a list of inflected words. <p>Interpersonal:</p> <ul style="list-style-type: none"> Students respond in the target language to teacher comprehension questions about a fable. <p>Summative Assessments, Projects, and Celebrations:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> Students translate short text from the adapted readings. Quizzes on review topics: cases of first and second declension nouns. Unit Test: Aesop's Fables Reading Comprehension <p>Presentational:</p> <ul style="list-style-type: none"> PBL: Students retell one of Aesop's fables in their own words and images. They then explain the importance of this moral, relating it to a modern story. <p>Interpersonal:</p>

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Students ask and respond to teacher and peer questions about a fable.

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping		
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Recommended Texts to Support Unit:

[Aesop Unit Folder](#)

[Project Task Statement and Rubric](#)

Unit 3: Greco-Roman Mythology

Big Ideas: *Course Objectives/ Content Statement(s)*

This unit will expand students' knowledge of the ancient civilizations of Greece and Rome, focusing on the Olympian gods introduced at the Novice level. Students will read stories which include both moral values and explanations of natural phenomena, in which gods are cast in both a positive and negative light. Upon completion of this unit, students will have a better understanding of the main Greek pantheon, (major gods and goddesses) as well as their ancient world view that developed and remains over time. The unit will culminate as a collaborative project, in which students will write an original aetiological myth.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

1. Why do we continue to study Greek myths?
2. Why do cultures create aetiological myths?
3. Why are verb tenses useful for communication?
4. Why would the ancient Greeks create gods that are flawed?
5. How did the Romans adopt and change the Greek pantheon?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- The Romans adopted the Greek gods, changing their names and retelling the myths to fit their culture.
- Natural** aetiological myths explain an aspect of nature, while **etymological** aetiological myths explain the origin of a word.
- Greek myths impart knowledge, revealing morals, philosophies, and warnings. Greek myths influence fine arts and literature and were an integral part of ancient Greek culture, passing down lessons from one generation to the next.
- The Imperfect tense is an ongoing action in the past, setting the stage for past events and describing frequency of past actions.
- Students will be able to visually differentiate between verbs of the Present and Imperfect tenses.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Lessons

Instructional Focus:

In the target language, students will explore the following

<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>themes:</p> <ul style="list-style-type: none"> • How humans viewed the Olympian gods • How Greek myths explained natural phenomena • How Greek myths teach humanity • How the Imperfect tense is differentiated from the Present tense visually <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Students read myths about the twelve Olympian gods. • Students differentiate the type of myth: does the myth teach a lesson or explain the existence of something in nature? <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • Students write a short survey to get info from classmates about prior knowledge of the twelve Olympian gods. • Students report the results of the survey in the target language. • Share and compare ideas for original aetiological myths. <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Students respond in the target language to teacher comprehension questions about a myth. • Students play 20 questions with the teacher. • Students use phrases from a story to play Pictionary-like game
<p>Differentiation</p>	<p>Assessments</p>

Interdisciplinary Connections

- Etymologies from classic myth/ astronomy

Technology Integration

- Google Slides to collaborate on Aetiological Myth Project

Media Literacy Integration

- Students understand that every story has a bias and that there are multiple perspectives.

Global Perspectives

- The names of the days of the week in the five Romance languages and the story behind the names.
- The similarities between Greco-Roman and Nordic myth.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Formative Assessments:

Interpretive:

- Students listen to teacher-led dictation of sentences from Olympian stories.
- Students respond to follow-up questions based on dictations.
- Students respond to reading questions on an unseen third tier of an embedded reading.

Presentation:

- Students write simple sentences using the imperfect tense.

Interpersonal:

- Students interview a classmate about their views on the Greek gods and goddesses.

Summative Assessments, Projects, and Celebrations:

Interpretive:

- Quiz on new topics: question words and answers
- Unit test

Presentation:

- Students rewrite an aetiological myth in their own words. (Aetiological Myth Project)

Interpersonal:

- Students respond to questions about their aetiological myth in the target language.

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

[Olympians Unit Folder](#)

Unit 4: Ovid's <i>Metamorphoses</i>	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <p>This unit will delve into the psychological concepts behind a myth. The <i>Metamorphoses</i> is a collection of mythological and legendary stories, many taken from Greek sources, in which transformation is the major theme. Greek and Roman gods were anthropomorphic, exhibiting human qualities such as love, hate, and jealousy, and because of this, Greco-Roman people were able to see their human fallibilities reflected in these tales and understand their relationship to the rest of the world and their connection to the gods.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1. What are the sources of myth? 2. What were the Roman gods like? 3. Were the Roman gods worthy of imitation?	Students will understand that: -Ancient myths were written by a collection of different authors. Ovid was a famous Roman poet and author of myths.

<p>4. Why do some Latin verbs conjugate differently than others? Can we find a parallel to this phenomenon in English?</p> <p>5. How does the existence of the Imperfect tense in Latin improve communication?</p>	<p>- Roman gods were anthropomorphic, exhibiting the same qualities as humans on an immortal scale.</p> <p>-The gods were like humans, just immortal. They were not role models of human behavior. They were feared and respected because they were not forgiving of human failings.</p> <p>-Remember that the Imperfect of regular verbs has the infix, “ba.”</p> <p>-The irregular verbs esse and posse do not contain the “ba” infix, but are identifiable by the “era” stem.</p>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p>	<p><u>Instructional Focus:</u></p> <p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> •Ovid’s role in Greco-Roman mythology •The similarities between Olympian gods and humans •Olympians’ behavior as “good” or “bad” •The Imperfect tense and how to recognize, form, and translate it <p><u>Instructional Strategies:</u></p> <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> ● Students read adapted myths from Ovid’s Metamorphoses. ● Connect complaints of “victim” in the myths to their respective god/goddess. ● Students use Google Forms to take surveys about the gods’ treatment of mortals. <p><i>Presentational:</i></p> <ul style="list-style-type: none"> ● Students write and share an example of a god being portrayed as anthropomorphic. ● Share and compare opinions of gods’ antics - good or bad? ● Students write a reaction to one of the Metamorphoses stories. <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> ● Students respond in the target language to teacher

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- questions about the myth.
- Students write and perform a short skit about a god punishing a human for irreverence.
 - Which god am I? - Students guess the god based on a quote they hear in Latin.
 - Students use phrases from story to play Pictionary-like game

Differentiation

Assessments

Interdisciplinary Connections

- Ovid's influence on Shakespeare.

Technology Integration

- Google Slides to collaborate on Metamorphosis Myth Project.
- Google Forms to take surveys about the gods.

Media Literacy Integration

- Students identify credible sources for learning about Greek and Roman myths.

Global Perspectives

- Ovid's influence on Western literature ever since he was rediscovered during the Renaissance.
- Many mythical characters, such as King Midas and Narcissus, we know from Ovid's *Metamorphoses*.

Formative Assessments:

Interpretive:

- Students listen to teacher-led dictation of sentences from Ovid's *Metamorphoses* stories.
- Students respond to reading comprehension questions on an unseen third tier of an embedded reading.

Presentational:

- Students write a reaction to one of the *Metamorphoses* stories.

Interpersonal:

- Students share and compare their opinions about the gods' actions.

Summative Assessments, Projects, and Celebrations:

Interpretive:

- Quiz on new topics: Imperfect tense on regular and irregular verbs
- Unit test

Presentational:

- PBL: Write your own Metamorphosis Myth

Interpersonal:

- Students respond to teacher and peer questions about their myth.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

[Ovid Unit Folder](#)

Unit 5: Perseus

Big Ideas: *Course Objectives/ Content Statement(s)*

In this unit, students will explore the legends of Perseus through adapted texts and Greek vase art in order to write a short skit.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

1. What is a hero?
2. How does the ancient Greek definition of a hero differ from my own personal definition?
3. From what sources does our knowledge of Greek myth come?
4. Why do Latin nouns have genders? Why don't English nouns have genders?
5. How does use of the infinitive improve communication in Latin?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Greek hero myths have many elements in common.
- Greek vase art can inform us about variations in early myth.
- The infinitive serves many purposes in the Latin language, and one must look for clues in the sentence to determine its function.
- 2nd declension masculine and neuter noun forms only differ in the nominative, accusative, and vocative cases. In all other respects, their functions are identical.
- A third declension noun is identifiable by the "is" genitive ending. There is often a stem change in the genitive and these nouns can be any of the three genders - masculine, feminine, or neuter.
- Prepositions will take either the accusative or ablative cases.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases

Lessons

Instructional Focus:

In the target language, students will explore the following themes:

- The legends of Perseus
- Greek vase art
- The oral tradition
- Recognizing and interpreting indirect statements
- Distinguishing 2nd neuter and masculine nouns
- Recognizing, forming, and translating 3rd declension nouns

Interpretive Mode:

<p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Circular reading of Perseus adaptations ● Gap sentences in stories ● Students match sentences from the stories to examples of Greek vase art. ● Interpret sentences that include infinitives used in various ways - students distinguish their functions in order to translate accurately. ● After completing a web-based scavenger hunt answering questions about the identity and deeds of Perseus, students read Latin adaptations of the Perseid. <p>Presentational Mode:</p> <ul style="list-style-type: none"> ● Students describe what a character in the stories feels or sees. ● Students will describe an image from the Perseus story using neuter nouns and prepositions. ● Students will present a skit to the class based on the Perseus story or real life situation, utilizing 2nd and 3rd declension nouns from the Perseus story. <p>Interpersonal Mode:</p> <ul style="list-style-type: none"> ● Students use phrases from story to play Pictionary-like-game. <ul style="list-style-type: none"> ● Students will practice oral Latin skills by accusing each other of various crimes using tweets in the target language that incorporate the use of indirect statements and 2nd and 3rd declension nouns. ● Students will read and peer edit each other's work.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Examination of kiln firing and Greek vase art. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Google docs to collaborate on Perseus skit. ● Web-based scavenger hunt <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students discover that every story has multiple versions. <p>Global Perspectives</p>	<p>Formative Assessments:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Students respond to comprehension and grammar questions on an unseen third tier of an embedded reading. ● Students will fill in cloze sentences using info from elsewhere in the story. ● Students will correctly decline 2nd declension neuter nouns and 3rd declension nouns modified by 1st/2nd declension adjectives. <p>Presentational:</p> <ul style="list-style-type: none"> ● Students report what they saw in a video using indirect statements.

- How do stories from various cultures influence the art of that culture, as the Perseus myths influenced Greek vase painting?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

Interpersonal:

- Students ask and answer questions using indirect statements.

Summative Assessments, Projects, and Celebrations:

Interpretive:

- Students translate short text from the adapted readings.
- Quiz on review topics: indirect statement, neuter 2nd declension nouns, 3rd declension nouns, and prepositions
- Unit test

Presentational:

- PBL: Perseus skit

Interpersonal:

- Students ask and respond to questions about the Perseus skit.

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit

[Perseus Stories Folder](#)

Unit 6: Roman Heroes	
<p>Big Ideas: <i>Course Objectives/ Content Statement(s)</i></p> <p>As part of their education Roman students often read legends about the courageous acts of Roman citizens during the time when Rome was a monarchy. These stories were used as examples of the virtues which Romans held in the greatest esteem. Just as Washington imposed a limit to his presidency, so did Cincinnatus relinquish his dictatorship. Both stories give a glimpse into the ideals of an early nation. This unit will examine core Roman values through such stories.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What were Roman virtues? 2. What was Rome like under the kings? 3. How did Rome transition into a Republic? 4. How does knowledge of the Latin perfect tense improve communication in the language? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> - Rome transitioned from monarchy to republic to empire. - Romans told stories about Roman heroes to teach their youth about virtue. - Rome was not always the only culture in the Italian peninsula. - The perfect tense is a past action that emphasizes that the action has been completed, unlike the imperfect tense which stresses a past action that is either ongoing, habitual, or repeated.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written</p>	<p>Instructional Focus:</p>

<p>words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> • Roman virtue • Cultures in the Italian peninsula • Perfect tense and how it differs from Imperfect <p>Interpretive mode:</p> <ul style="list-style-type: none"> • Collaborative reading guides for group reading. • Re-order Latin sentences in English word order (ordo) • Interpret sentences that use present and imperfect tenses; then swap out the verb using a perfect tense; compare translation of present/imperfect tense with perfect tense. • Students read selections about Roman heroes that contain present, imperfect, and perfect tenses. • Students will identify tweets from the Roman heroes. • Students will paraphrase a challenging reading passage. <p>Presentational mode:</p> <ul style="list-style-type: none"> • Students give poster presentations of cultural topics. • Students give dramatic readings of a story. • Students will create a reading guide for one of the passages. • Students will use a flip camera to record and report student behavior in a short skit. <p>Interpersonal mode:</p> <ul style="list-style-type: none"> • Students quiz each other on forms in the target language. • Students play relay race in pairs or groups turning English sentences that contain both imperfect and perfect tenses into Latin • In pairs students compete to correctly identify the correct form of the verb that has been orally called out by the teacher - focusing on tenses (paired flyswatter). • Students will complete a mad-libs to change one of the adapted stories. • Students will play Guess Who? about Roman heroes.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Students compare Roman stories with heroes of early America. 	<p>Formative Assessments:</p> <p>Interpretive:</p>

Technology Integration

- Pear Deck to translate portions of a hero passage.
- Canva to create posters

Media Literacy Integration

- Students understand that there are multiple perspectives to every story. How would the native Italians feel about the Roman “heroes”?

Global Perspectives

- How do institutions use Latin phrases to express their virtues?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Students will fill in cloze sentences using info from elsewhere in the story

Presentation:

- Students will collaborate and write a paraphrase of a challenging reading

Interpersonal:

- Students will respond to the teacher’s questions about a reading

Summative Assessments, Projects, and Celebrations: Interpretive:

- Students translate short text from the adapted readings.
- quiz on review topics: perfect tense
- PBL: Poster about cultural topic
- Unit test focusing on Roman heroes and perfect tense

Presentation:

- Students present a poster on a cultural topic.

Interpersonal:

- Students respond to questions about their poster in the target language.

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

[Roman Hero Readings](#)

[Roman Hero Project Task Statement & Rubric](#)

[Roman Hero Poster Template & Rubric](#)

Unit 7: Gladiators	
<p>Big Ideas: <i>Course Objectives/ Content Statement(s)</i></p> <p>The Romans, just like many modern cultures, delighted in violent physical sports. The most well known and documented being gladiatorial combat in the Colosseum is very often inaccurately portrayed by Hollywood movies and advertising campaigns. Thus the demographics, origins, and daily life of the gladiators is overlooked. This unit will explore the behind the scenes to better understand one of the most well-known facets of Roman culture.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> How do we know about gladiators? How has popular media twisted and changed the story about gladiators? 	<p>Students will understand that:</p> <p>-Gladiators were usually slaves from various ethnicities in the Roman empire taken as prisoners of war, but one could become a gladiator voluntarily to pay off debts.</p>

<p>3. Why did the Romans enjoy watching gladiatorial displays?</p> <p>4. How does the knowledge of the future tense in Latin improve communication?</p> <p>5. Why does the ablative case have so many uses? Why are they useful to know?</p>	<p>-Gladiators went to school and did not always fight to the death.</p> <p>-Gladiators had different fighting styles using a variety of weapons and armor.</p> <p>-We can learn much about gladiators from mosaics and graffiti.</p> <p>-For 1st and 2nd conjugation verbs, the tense indicators, bō, bi, bu are used to indicate the future, whereas the vowels, a and e, are used for 3rd and 4th conjugations.</p> <p>-It is important to know the conjugation of a verb in order to determine the tense. Otherwise it is very easy to confuse the present of 2nd conjugation and future of 3rd conjugation.</p> <p>-Ablative of means/instrument specifies the tool with which an action is done and does not use a preposition.</p> <p>-The verbs <i>dīcō</i> and <i>dō</i> often use a dative to show to whom someone was speaking or giving.</p>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>Instructional Focus:</p> <p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> • Gladiators • Fighting styles and weapons of gladiators • Mosaics and graffiti • Formation of the Future tense for all conjugation verbs • Distinguish the Present tense from the Future tense • Dative case used as the indirect object with verbs like <i>dīcō</i> and <i>dō</i> <p>Interpretive mode:</p> <ul style="list-style-type: none"> • Circular reading of gladiator selections. • Role play to translate a Latin commentary of a gladiator fight. • Students read selections about gladiators that include the future tense and nouns in the dative case. <ul style="list-style-type: none"> • Students will match Latin descriptions of types of gladiators to depictions of them on an ancient mosaic. <p>Presentational mode:</p> <ul style="list-style-type: none"> • Students will participate in a gladiator commentary.

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Students collaboratively write and proofread commentary. ● Students will describe a type of gladiator in a trading-card format. <p>Interpersonal mode:</p> <ul style="list-style-type: none"> ● Students poll each other on which gladiator should win. ● Students will play taboo with the types of gladiators. ● In groups of 3, students either pass an object or speak to another student. Students then take turns stating in Latin who said or gave what to whom, using the verbs <i>dīcō</i> and <i>dō</i> plus the dative.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Students look at health and exercise in gladiatorial school and compare to PE. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Google docs to collaborate writing. ● Video that follows the life of a gladiator. ● Design a gladiator website. ● Mosaic maker site <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students understand that popular media often twists and changes historical facts for entertainment purposes. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● What are the origins of our sports? 	<p>Formative Assessments:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Students respond to reading questions on an unseen third tier of an embedded reading. ● Students will listen to a Latin commentary on a gladiator fight and use a body visual to keep track of the results. ● Students will distinguish verb tenses, focusing primarily on present and future, within a reading and then change the tense to compare forms and translations. <p>Presentational:</p> <ul style="list-style-type: none"> ● Students will write a prediction of what will happen in a story using the future tense. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Students share their reactions to a story with a partner. <p>Summative Assessments, Projects, and Celebrations:</p> <p>Interpretive:</p>

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified

- Quiz on review topics: ablative of means.
- Unit test focusing on the future tense, dative case, and ablative of means.

Presentation:

- Students write a short commentary on a mosaic scene of a gladiator battle. (PBL: Gladiator commentary)

Interpersonal:

- Students ask and respond to questions about a gladiator commentary.

	strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	
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Recommended Texts to Support Unit:

[Gladiator Unit Readings Folder](#)

[Gladiator Project Task Statement](#)

[Gladiator Project Rubric](#)

Unit 8: Cena Romana	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> In this unit, students will read about Roman food and dining culture as well as prepare a Roman style dish for a <i>cena Romana</i> .	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1. How was the Roman diet different from my own? 2. How did social class affect what and how an ancient Roman ate? 3. How did the climate in ancient Rome affect their eating customs and diet?	Students will understand that: - Romans ate a wide variety of foodstuffs depending on their social status. - Roman dining customs were very different from our own. - Latin does not always need a preposition where English does.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable	Instructional Focus: In the target language, students will explore the following themes: • Roman recipes • The <i>cena</i> and the <i>triclinium</i> • The ablative means as a construction that does not use a preposition, but rather interpretation by the reader. Interpretive mode: • Circular reading of food selections.

culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Students listen/watch for vocabulary in a cooking video.
- Students participate in Latin food vocabulary bingo
- Students read selections about Roman food.
- Students identify recipes based on target vocabulary.
- Students will use their gustatory and olfactory senses to identify vocabulary terms.

Presentational mode:

- Students present untitled recipes for other students to guess which food they are for.
- Students will write a simple modern recipe using the ablative of means.
- Students will describe an image of a *cena Romana* using topical vocabulary and grammatical concepts.

Interpersonal mode:

- Students poll each other on which food in the *cena Romana* is best.
- Students will read and proof the work of their peers.
- Students will participate in a mock *cena Romana* with

their peers, imitating Roman dining customs.

Differentiation

Assessments

Interdisciplinary Connections

- Students look at *Tacuinum Sanitatis* and compare it to content learned in health class.

Technology Integration

- Google docs to collaborate recipe writing.
- Europeana app to access pages from the *Tacuinum Sanitatis*.

Media Literacy Integration

- There are many recipes out on the internet that claim to be authentic ancient Roman recipes. Students learn how to identify ones that are more accurate than others, by looking for citations of Apicius and other primary sources.

Global Perspectives

- Food that is common in our culture is not in others and vice versa.
- As in our society, dining habits and dishes differ greatly among the classes.
- How many cultures use fermented fish sauce?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Formative Assessments:

Interpretive:

- Students respond to reading questions on an unseen third tier of an embedded reading.
- Students will fill in cloze sentences using info from elsewhere in the story
- Students are read a description of seating arrangements and the serving of food at a Roman banquet and then are asked to draw a picture of the triclinium.

Presentational:

- Students describe a drawing of a Roman banquet to their peers in the target language.

Interpersonal:

- Students compare drawings of a triclinium with each other and the actual setting in the target language.

Summative Assessments, Projects, and Celebrations:

Interpretive:

- Students translate short text from the adapted readings.
- quiz on review topics: ablative of means.
- Unit test

Presentational:

- PBL: Written recipe

Interpersonal:

- Students respond to questions about their recipe in the target language.

Broadcasts		With mentors																		
Models & Figures																				
<table border="1"> <thead> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> </thead> <tbody> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </tbody> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading																		

Recommended Texts to Support Unit:

[Cena Romana Readings Folder](#)

[Cena Romana Project Task Statement & Rubric](#)