

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

Overview:

This language course focuses on developing reading fluency in Latin, which will parallel the students' command of English grammar and vocabulary. Students will examine and broaden their awareness, acceptance, and understanding of cultural perspectives and practices of the people of the Roman Empire through archaeological and literary remains. The language objectives in the course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate personal information about themselves, while making connections with other people in their family, classroom, and the world.

Students will be engaged in meaningful, motivating, and cognitively challenging work. Through the introduction of problem-based learning, this course is designed to accommodate varying levels of language learners as they progress through stages of proficiency defined by the American Council of Teachers of Foreign Languages. Each problem-based unit includes an authentic (connected to the "real world" in a meaningful way) product for students to showcase their knowledge and interpretation of an open-ended task. The goal is to have students "grapple with" content and make higher order connections.

The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course. The units also address national standards for World Language, Social Studies, Integrated Skills, Science, and Technology. In World Language, the goals of the newly unified standard 7.1 appropriate to this proficiency level are met. The curriculum includes interpretive, interpersonal, and presentational tasks.

During the year, emphasis will be on developing language skills with interdisciplinary connections to social studies, and science topics (but are not limited to): geographical locations, traits of culture, mythology, physical characteristics, astronomy, and study skills. Media presentations, short-term group and individual projects, reading, writing, discussions, study skills and cooperative learning are all elements of the program.

Unit 1: Introduction

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

In this unit, students will take a crash course in Roman greetings in order to describe themselves as a *novus homo* in Rome. In the process of creating their description on a bulla they will encounter some of the basic differences between Latin and English (gender and word order) as well as the social differences seen in the structure of Roman names.

Essential Questions

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

1. What is Latin?
2. How has Latin influenced modern languages and culture?
3. What is communication and why is it important?
4. Language is dynamic. What does this statement mean to you?
5. How does the English language compare to Latin?
6. How do names in Ancient Rome reflect social status and societal norms?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Successful communication only occurs when the receiver understands the message being sent. Communication is power.
- The more languages you know, the more people in the world with whom you will be able to communicate.
- Language is always building upon itself. The core vocabulary and grammar concepts from each thematic unit will continue to appear in later units.
- Spanish, Italian, French, Portuguese, and Romanian are the 5 Romance languages based on Latin. Learning these languages after having a foundation in Latin will create a strong knowledge base about how these languages are grammatically structured, and foster an appreciation for their respective cultures.
- Roman names reflect a patriarchal society and a short life expectancy.
- The alphabets of Latin/English come from earlier systems of writing and are pronounced differently.
- Not all languages follow the SVO structure of English.

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.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.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p>	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> • Romance languages and English • Latin's influence on English • Greetings and Salutations • Letters and pronunciation <p>In the target language students will...</p> <p><u>Interpretive mode:</u></p> <ul style="list-style-type: none"> ● Read dialogues and give specific information about the characters in the dialogue. ● Correctly pronounce basic Latin vocabulary. <p><u>Presentational mode:</u></p> <ul style="list-style-type: none"> ● Use adjectives to describe themselves and simple images. ● Make a comic strip dialogue. <p><u>Interpersonal mode:</u></p> <ul style="list-style-type: none"> ● Accurately respond to the greetings and salutations of their teacher and peers. ● Interview their peers.

<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>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Introduce yourself in Latin to a Spanish and French student. How are their greetings similar? ● Find examples of English vocabulary words that have Latin roots. ● Compare how our alphabet arises from the Roman alphabet and the improvements made in our writing system such as punctuation and case. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use Google Docs to make character cards. ● Use Flipgrid to create a self-introduction video. ● Use Storyboard That or other online tools to create comic strips. 	<p><u>Formative Assessments:</u></p> <p>Interpretive mode:</p> <ul style="list-style-type: none"> ● Students will read a dialogue between characters to gather information and answer questions about the characters. ● Assessment with picture. Students will fill in a cloze text that prompts for nouns in the correct nominative masculine or feminine form. <p>Presentation mode:</p> <ul style="list-style-type: none"> ● Students construct a dialogue based on a set of info about characters. <p>Interpersonal mode:</p> <ul style="list-style-type: none"> ● Students interview a classmate about their basic preferences and/or feelings. <p><u>Summative Assessments, Projects, and Celebrations:</u></p> <p>Interpretive mode:</p> <ul style="list-style-type: none"> ● Students read a dialogue between two characters and identify name, age, and adjectives to describe them.

Media Literacy Integration

- Students identify credible sources about Roman names.

Global Perspectives

- Which Romance language speaking countries have you been to?
- What other languages do you speak fluently?
- Identifying Latin inscriptions and Roman architectural influences in New York City buildings.

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
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Presentation mode:

- Bulla presentation. Students will be able to respond to questions about themselves using their bulla as an aid.

Interpersonal mode:

- Students respond to teacher prompts about their personal description in the bulla.

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:

- [How much do you know about the Ancient Romans Survey](#)
- [Roman Names and Bulla Project folder](#)
- [Latin Pronunciation folder](#)

Unit 2: Imperium Romanum	
<p>Big Ideas: <i>Course Objectives/ Content Statement(s)</i></p> <p>In this unit, students will explore the magnitude of the Roman Empire, its archeological remains, and vestiges in the names of cities and towns, by creating a detailed advertisement of a Roman province. The exploration will start with Italy and Rome and extend throughout Europe, Africa, and Asia. Students will consider the perspectives of those that were subjugated by the Roman Empire.</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>
<p>1. Why do declensions exist? Why are they important to know?</p> <p>2. What was it like to live in the Roman Empire?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> • The Roman Empire was a massive multi-cultural political entity which left many vestiges across

<p>3. How did different peoples view the Roman Empire?</p> <p>4. How did the Roman Empire become so large?</p> <p>5. Where do maps come from? Why are they useful?</p> <p>6. How do differences in the endings of words in Latin change the meaning? Why?</p> <p>7. How is the Roman numeric system different from the Arabic numeric system? Why are they different?</p>	<p>three continents.</p> <ul style="list-style-type: none"> • Cartography is a continuous process. • Latin nouns are divided up into “families” or declensions. • Prepositional phrases in Latin contain a preposition and a noun in the ablative case. • Roman numerals were the numeric system used by the Romans.
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.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><u>Instructional Focus:</u></p> <p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> • The Roman Empire • Archeology • Cartography <p>Interpretive mode</p> <ul style="list-style-type: none"> • Recognize the question word <i>-ne</i> when being asked about a map. • Students can read a short text about the Roman Empire. <p>Presentational</p> <ul style="list-style-type: none"> • Be able to describe the position of items on a map responding to the question <i>Ubi est/sunt?</i> (Where is it/are they?) • Use singular and plural sentences in describing people, places, and things in an image. • Students write short sentences in Latin using correct word order. <p>Interpersonal</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"> ● Listen to a peer's description of a map and visually translate it. ● Respond to teacher's/peer's questions about a map. ● Students exchange and solve basic math problems.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Hyugens and his invention of the pendulum clock ● Abraham Ortelius and the <i>Theatrum Orbis Terrarum</i> ● Early Ptolemaic geography <p>Technology Integration</p> <ul style="list-style-type: none"> ● Database of world heritage sites ● Students will use Canva, Google Docs, etc to create a brochure advertisement for a Roman province <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students identify credible sources about the Roman provinces. <p>Global Perspectives</p>	<p><u>Formative Assessments</u></p> <p>Interpretive mode:</p> <ul style="list-style-type: none"> ● Fill cloze reading about a map ● Identify the declension of nouns in a reading <p>Presentational mode:</p> <ul style="list-style-type: none"> ● Compose and present a description of a map <p>Interpersonal mode:</p> <ul style="list-style-type: none"> ● Ask and respond to questions about a map <p><u>Summative Assessments, Projects, and Celebrations:</u></p> <p>Interpretative mode:</p> <ul style="list-style-type: none"> ● Read a short text about the Roman Empire and respond to comprehension questions and identify grammatical forms. <p>Presentational mode:</p> <ul style="list-style-type: none"> ● Create a detailed advertisement for a Roman province.

- Have students visited former Roman territories on vacation?
- Students connect Latin numbers to math terms.
- What are the vestiges of colonial America and how are they preserved? How are pre-national remnants preserved in other countries?

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	Differentiated materials

Interpersonal mode:

- Respond to teacher and student questions about the Roman province advertisement.

	for understanding, feedback	
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:

- [Imperium Romanum chapter from “Lingua Latina per se illustrata”](#)
- Maps of the Roman Empire:
 - Hernricus Martellus Map:
https://dabrownstein.files.wordpress.com/2013/09/waldseemuller_map_2.jpg
 - Ortelius Theatrum Terrarum:
<https://upload.wikimedia.org/wikipedia/commons/e/e2/OrteliusWorldMap1570.jpg>

Unit 3: Domus Romana	
<p>Big Ideas: <i>Course Objectives/ Content Statement(s)</i></p> <p>In this unit, students will learn about the layout and functions of a typical Roman household by examining the archaeological remains in the ancient city of Pompeii. To better understand their cultural differences with the Romans they will take on the role of a member of Roman society and describe their daily routine.</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>
<p>1. How does the layout of a Roman house reflect ancient Roman societal norms and values?</p> <p>2. How does an ancient Roman's social class affect how they lived?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Romans either lived in villas or <i>insulae</i>, depending on their social class and status. • The destruction of Pompeii is a monumental event in Roman archaeology.

<p>3. How do ancient Roman houses and daily routines compare to how we live today?</p> <p>4. Why does Latin have a different word order than English?</p> <p>5. What connections can we draw between Latin and English grammar?</p>	<ul style="list-style-type: none"> ● The Romans had spaces for entertaining, working, and slaves. The decor varied based on its use. ● Present tense is used to describe habitual actions, continual actions, and daily routines. ● Noun endings change based on who/what is doing the action, and who/what is receiving the action. ● Latin sentences typically follow a SOV word order, which is different from the SVO word order that English employs. ● Latin verbs are divided up into conjugations. ● Latin verbs change inflection to show person and number.
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.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</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><u>Instructional Focus:</u></p> <p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> • Roman households and daily life • The destruction of Pompeii <p><u>Interpretive mode:</u></p> <ul style="list-style-type: none"> ● Read texts about a Roman house and compare it with a visual. ● Read or listen to a description of a Roman house and draw a floorplan. ● Sort nouns and verbs from a text into the correct conjugations and declensions. <p><u>Presentational mode:</u></p> <ul style="list-style-type: none"> ● Design a Roman <i>villa</i> and describe it to others. ● Write an advertisement for a Roman <i>villa</i>.

<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</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>Interpersonal mode:</p> <ul style="list-style-type: none"> ● Ask and respond to questions about their daily routines and the weather with a partner. ● Pair-Share: Respond to the question quid agit? (what is he/she/it doing?) ● <i>Villa</i> hide and seek activity
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Learn about volcanoes and how volcanic eruptions 	<p><u>Formative Assessments:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Read a short text about a Roman family and

have benefitted archaeology.

- Learn about the layout of Roman cities and its relation to modern American cities.
- Learn about how Pompeii was discovered and Excavated.
- Learn about the climate of ancient Rome and how It was different than the modern mediterranean climate. Discuss how climate change may have Played a role in how the mediterranean climate has changed.

Technology Integration

- Students take video and Google Street View tours of Pompeian villas and track with floor plans.
- Videos of dramatic reenactments of the destruction of Pompeii.

Media Literacy Integration

- Students understand that multiple sources are necessary to create an accurate reconstruction of a Roman house.

Global Perspectives

- Explore the living conditions of families around the world.
- What other regions of the world are subject to natural disasters?

choose a house that would suit their lifestyle. (Regula Domi activity)

Presentational:

- Design a floorplan for a Roman house and create an advertisement for it. (Regula Domi activity)

Interpersonal:

- Ask and respond to questions about the floorplan of a Roman house.

Summative Assessments, Projects, and Celebrations:

Interpretive:

- Read a description of a Roman house and respond to comprehension questions and identify grammatical forms. (Unit Test)

Presentational:

- Create a video tour of a Roman house constructed using physical crafting materials or a digital building program (Domus Tour Project).

Interpersonal:

- Respond to teacher and peer questions about the house in the video tour.

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,	Graphs	Using cooperative

diagrams & drawings		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:

- [Domus Romana Unit Folder](#)
- [Climate Folder](#)

Unit 4: Olympians

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

In this unit, students will learn about the principal deities of the Olympian family and their roles in Roman culture. Through reading about the Olympians the students will be able to describe their own families in the target language.

Essential Questions

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

1. What was family life like among the Romans?
2. How does Roman family structure compare to my own?
3. How was the family structure of the Olympian Gods similar to and different from typical Roman family structure?
4. What kind of elements define a patriarchal culture?
5. How is Roman slavery similar to and different from how American slavery was?
6. What role did religion play in an ancient Roman's life?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- The Roman family structure centered around the *pater familias*
- The Roman belief structure centered around the 12 Olympians which were in part borrowed from other cultures.
- Religious and civic life were intertwined for the Romans.
- Slaves played a big role in domestic life among the Romans.
- Slaves in ancient Rome typically were either captured and sold by pirates, prisoners of war, or criminals sentenced to slavery. As such, slaves could be of any race or ethnicity (even Roman!).
- In Latin the genitive case has many purposes, most corresponding to “of” in English.

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

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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.

Instructional Focus:

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

- The 12 Olympians
- Roman family structure
- Slavery

Interpretive mode:

- Give information on the 12 Olympians from a Latin text.
- Fill in a family tree based on a reading.

Presentational mode:

- Describe themselves and their family.
- Use adjectives to describe the Olympian's powers.

Interpersonal mode:

- Reconstruct a Roman family by interviewing their peers.
- Respond to teacher's/peer's questions about an image.

Differentiation	Assessments																		
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none">● Explore early voting systems and ostracism.● Learn about the Olympians and early Astronomy.● Learn the differences between Roman and American slavery. <p>Technology Integration</p> <ul style="list-style-type: none">● Students use site similar to Canva or Google Docs to create and share a campaign poster for the Olympian election.● Students use site similar to Canva or Google Drawings to create and share a family tree. <p>Media Literacy Integration</p> <ul style="list-style-type: none">● Students identify credible sources for researching the Olympians.● Students understand that there are multiple versions of myths. <p>Global Perspectives</p> <ul style="list-style-type: none">● Compare family vocabulary across Romance languages● Compare the Romans polytheistic religion to polytheistic and monotheistic religions today.	<p><u>Formative Assessments:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none">● Read a short text about a family and draw their family tree. <p>Presentational:</p> <ul style="list-style-type: none">● Write a description of a famous family and draw their family tree. <p>Interpersonal:</p> <ul style="list-style-type: none">● Answer teacher and peer questions about a family tree. <p><u>Summative Assessments, Projects, and Celebrations:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none">● Read short texts about families and the Olympians and respond to comprehension questions and identify grammatical forms. (Unit Test) <p>Presentational:</p> <ul style="list-style-type: none">● Write a short description of a god or goddess, using adjectives to describe them.● Based on Latin stories read in class, write a campaign speech for why an assigned god or goddess should become the next king/queen of Mt. Olympus. (Olympian Election Project) <p>Interpersonal:</p> <ul style="list-style-type: none">● Respond to teacher and peer questions about a god or goddess.																		
<table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr><tr><td>Pictures</td><td>Tables</td><td>In a whole group</td></tr><tr><td>Illustrations,</td><td>Graphs</td><td>Using cooperative</td></tr></table>		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,	Graphs	Using cooperative
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diagrams & drawings		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:

- [Olympian Unit Folder](#)

Unit 5: Bestiary

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

In this unit students will learn about the creatures of Greek and Roman mythology and the origins of zoology through bestiaries. After learning Latin terms for parts of the body and descriptive adjectives they will create a bestiary.

Essential Questions

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

1. Where do scientific names come from? Why do we need them?
2. How can I “chunk” Latin sentences so that they are easier to read?
3. Where did the Greek and Roman myths about monsters come from?
4. How can my knowledge of Latin help me with other subjects?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Myths about monsters often explained environmental phenomena.
- Carolus Linnaeus invented the binomial system so zoologists could have a common language.
- Many technical and medical terms come from Latin terms for body parts.
- Direct objects are identifiable by the ending M or S in Latin, not word order.
- Adjectives and nouns agree in gender, number, and case.

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

Lessons

Instructional Focus:

In the target language students will learn about:

- Beasts of classical myth
- Bestiaries and Zoology
- The origins of medical language

Interpretive mode:

- Students can read texts that contain descriptions of mythological creatures.
- Identify the direct object in a Latin sentence.

<p>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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</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>	<ul style="list-style-type: none"> ● Read a description of a creature and visually translate. ● Match parts of bestiary entries to creatures. <p>Presentational mode:</p> <ul style="list-style-type: none"> ● Describe a monster in Latin. ● Students can use the direct object in a sentence. ● Create a bestiary for a mythological creature. <p>Interpersonal mode:</p> <ul style="list-style-type: none"> ● Can respond to questions about a creature's appearance. ● Give a facial description and identify the corresponding visual.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Learn about the origins of Zoology 	<p><u>Formative Assessments:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Draw a monster based on a description of it.

- Learn about the origins of binomial nomenclature
- Make connections with Latin and medical terminology

Technology Integration

- Canva, Google Docs, etc. for creating bestiary pages

Media Literacy Integration

- Students understand that a lack of credible sources caused misunderstandings among Roman biologists about what certain animals looked like.

Global Perspectives

- Compare the diversity of animal names/onomatopoeia across languages.

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		

Presentational:

- Gallery Walk of monsters: Students create a monster and describe them to their peers.

Interpersonal:

- “Simon Says” in Latin
- Interview a peer about a monster.

Summative Assessments, Projects, and Celebrations:

Interpretive:

- Read short texts about monsters and respond to comprehension questions and identify grammatical forms. (Unit Test)

Presentational:

- Write a description of a monster based on a picture.

Interpersonal:

- Ask and respond to questions about a monster.

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:

- [Bestiary Unit Folder](#)
- Corpus chapter in LLPSI
- Carolus Linnaeus systema naturae:
http://eltamiz.com/images/2010/March/Regnum_Animale.png
- Conrad Gesner Historia Animalium
https://www.nlm.nih.gov/exhibition/historicalanatomies/gesner_home.html

Unit 6: Hercules	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> In this unit students will study the concept of the hero in classical mythology through the 12 labors of Hercules.	
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 is a hero?	Students will understand that:

<ol style="list-style-type: none"> 2. How does your own concept of a hero differ from the ancient Greek and Roman version? 3. Why do societies make myths? 4. How has modern culture been influenced by ancient Greek and Roman myths? 	<ul style="list-style-type: none"> ● Hercules, like many classical heroes, does good and bad deeds ● Many myths seek to explain phenomena in nature ● Verb endings are used in place of pronouns to identify subject ● Scholars in antiquity examined the parts of speech
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.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.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</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"> • The ideal classical hero • Etiological myths • The legend of Hercules <p><u>Interpretive mode:</u></p> <ul style="list-style-type: none"> ● Read and interpret the labors of Hercules. ● Sort vocabulary from context into the correct parts of speech. ● Match ancient works of art to the story of Hercules. ● Compare and contrast the labors of Hercules in video representations. <p><u>Presentational mode:</u></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"> ● Use the first, second, and third person in their writing to add dialogue. ● Retell a story from a different character's point of view. <p>Interpersonal mode:</p> <ul style="list-style-type: none"> ● Interview a peer about their daily activities.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Compare classical heroes to modern heroes. ● Learn the meanings behind the names of the parts of speech. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Google docs for writing the narration of Hercules' labor ● WeVideo and Chromebooks to create a recording of a modern retelling of one of Hercules' labors <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students learn that every source has a bias, and there are multiple points of view to every story. <p>Global Perspectives</p>	<p><u>Formative Assessments:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Match the description of a labor of Hercules with a depiction from ancient Greek pottery. <p>Presentational:</p> <ul style="list-style-type: none"> ● Rewrite a labor of Hercules from the point of view of the monster, using the 1st person. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Who am I? activity - In pairs, students ask and answer questions about their activities and characteristics to determine which character from the labors of Hercules they are. <p><u>Summative Assessments, Projects, and Celebrations:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Students generate a translation of a labor of Hercules and answer comprehension questions.

- What historical figures, whom you have learned about, have done both good and bad things?
- What are examples of mythical heroes from cultures across the world? What are some traits that are universal between them all?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
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Magazines & Newspapers	Timelines	Structures
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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	Increase	Individualized

Presentational:

- Students convert a labor of Hercules into a dialogue and perform it for the class.

Interpersonal:

- Students answer teacher and peer questions about a labor of Hercules.

provided via computer or electronic device	opportunities to engage in active academic responding	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:

- [Hercules Unit Folder](#)