Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Latin 4

Overview:

Latin 4 is a translation course with adapted readings as well as unadapted passages of Pliny, Caesar, Cicero, and Eutropius. Emphasis is placed upon strengthening the grasp of advanced Latin grammar and vocabulary, as well as extending this knowledge to include more complex forms and concepts. Literary criticism and English vocabulary comprehension development are stressed.

Unit 1: Introduction/Review

Big Ideas: *Course Objectives/Content Statement(s):* In this short review unit, students will learn about the concept of myth and the universal elements of myth that appear across cultures. They will use the stories of Daedalus and Icarus and Hercules' Labors to investigate these elements as well as practice the critical reading and translating skills expected in Latin 4. They will examine these elements as well as practice basic Latin composition in retelling a simple classical myth in the *Libellus* project.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is a myth? 2. Where do we get myths? 3. What is a hero myth? --- 1. What are the voices and moods of a verb? 2. What are the cases of nouns?	Students will understand that… 1. A myth comes from a preliterate society and can have many different versions. 2. A myth can arise from a need to explain or memorialize 3. Many myths have similar elements of personal journeys --- 1. The four moods are: indicative, imperative, subjunctive, and infinitive 2. The two voices are: active and passive 3. The noun has 7 cases
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.	**Lesson 1:** Students will explore the following themes: - The stories of Daedalus and Icarus and Hercules - The causes of myth - The elements of the hero myth **Lesson 2:** - Differentiating between the moods of verbs - Distinguishing active v. passive verb forms - Interpreting the uses of nouns and adjectives based on case endings **Interpretive:** - Students will read the myth of Daedalus and Icarus: work in pairs on certain passages; summarize portions; answer comprehension questions; identify and explain grammatical structures; compare characters and their goals.

• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. **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 will listen to a short lecture and brief focus activities about various aspects of myth. - Using Pear Deck, students will read the myth "The Labors of Hercules," answering comprehension questions; identifying and explaining grammatical structures. - Students will listen to a short lecture and brief focus activities about various aspects of myth. - Students will work in pairs to complete synopses and declension sheets to practice noun and verb forms. **Presentational:** - Students will present info about their fellow classmates that they learned during their interviews. - Students will write a short *libellus* about a myth that they have researched. - Create an infographic based on a chosen myth and discuss elements of chosen myth **Interpersonal:** - Students will work in pairs to translate excerpts from a passage about the Daedalus and Icarus, discussing various grammatical constructions and overall meaning. - Students will review basic question words by interviewing their fellow classmates
Differentiation	**Assessments**
Interdisciplinary Connections - Students will learn about the golden mean and Fibonacci numbers **Technology Integration**	**Formative Assessments:** - Review pre assessment - Critical translation pre-assessment - Synopses and declension charts **Summative Assessments, Projects, and Celebrations:**

- Students will use google maps to plot the course of Daedalus and Icarus
- Students will translate passage and practice vocabulary using Pear Deck

Media Literacy Integration

- Students will find and select appropriate sources for infographic
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Global Perspectives

- Student will search for common elements of myths in the mythologies of other cultures

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

- biweekly reading quiz
- Unit exam
- Critical translation pre-assessment
- Libellus project

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:

- Daedalus and Icarus short answer questions: https://docs.google.com/document/d/16W8op_WEAEVFKjWgB72DqxIFxvQLfDy-OJxTBT9DHEo/edit
- Test: https://docs.google.com/document/d/1U8GMk2j99saU5VicRFXxRqx9oiEE9iO1Lv6TJoLhZwc/edit
- Greek/Roman Myth Infographics: https://docs.google.com/presentation/d/1bS6nRAs5Hu5EtHR2ZQqF459YCEjZLK_2XSZm879BttA/edit#slide=id.gbd8f984620_0_9
- Practice Test: https://docs.google.com/document/d/1-eRYBkJkqZwrukmJd7B9BQ5jFgmhXvuF58d_77RsP-U/edit
- Daedelaus et Icarus - Pear Deck: https://docs.google.com/presentation/d/1ozpPjzmLFsxF4eiypuv5HOcnQHMqmL--zitGb9za8cM/edit#slide=id.p
- Daedalus Reading Prep: https://docs.google.com/document/d/1DirqbqTJ74XqhGaiMjR2YIXePh1wSJ9S/edit
- Daedalus and Icarus Story: https://docs.google.com/document/d/1KTJUFpGwRV7eCkDiV8MPD6eg56e1LXbSMDh4E_0yi0k/edit
- Daedalus Case Logic: https://docs.google.com/document/d/0B-cyYSx5Fj4mN3ZCbFR5WWZoNTQ/edit?resourcekey=0-BUxJIlt92myx625jl3xSzA

Unit 2: Gladiators and the Colosseum	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the public entertainments of Roman society as they follow the experiences of Sextus and Titus in their visit to the Colosseum. They will learn about the gladiatorial games and the lives of the gladiators. They will use the future participle to describe predictions and fears about the outcome of the games. They will also indirectly report activities that are happening, have happened and will happen.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Who were the gladiators? 2. Where did gladiator games come from? 3. How did the colosseum reflect Roman society? --- 1. How do we express predictions in Latin? 2. How do we express fears in Latin? 3. What is the sequence of tenses? 4. How do we express a subsequent action in an indirect statement?	Students will understand that… 1. Gladiators represented the cultures with which Romans fought during its expansion 2. Gladiator games served a variety of social functions 3. The colosseum's seating reflected the divisions of its Roman society. --- 1. Latin uses the future active participle to express events that are about to happen. 2. Latin uses the fear clause to express fears. 3. The tenses of the subjunctive in Latin are not absolute, but are based on the relationship of the subjunctive verb to the main verb. 4. Like subjunctives, the tenses of infinitive are based on the relation of the infinitive to the main verb. Latin uses a future infinitive to express a subsequent action.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.	**Lesson 1:** Students will explore the following themes: - Games played by Roman children - Gladiator games - Divination in Roman religion - Phobias **Lesson 2:** - Forming, translating, and interpreting future active participles - Recognize and interpret fear clauses

• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. **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.	- Identify and translate future active and passive infinitives in indirect statements - interpret the infinitives of indirect statements according to their relationship to the head verbs/ **Interpretive:** - Students will read texts about gladiators and listen to mini-lectures/ focus activities about specific parts of the gladiators' lives. - Students will read a text to ID key features of the colosseum: work in pairs; summarize portions; answer comprehension questions; identify and explain grammatical structures; ID features and then match to visuals. - Students will draw a picture based on a written description. **Presentational:** - Students will express various Greek/Latin-named fears in the activity *Liber horrorum* - Students will use methods of ancient divination and the future participle to make predictions in the *Sortes* activity - Students will create a pamphlet advertising their own Gladiatorial Training School describing what trainees should expect their daily life to look like. **Interpersonal:** - Students will use impersonal verbs to get and give information about their likes and dislikes - Students will review numbers by placing bets on gladiators

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.	
Differentiation	**Assessments**
Interdisciplinary Connections - Students will examine archeological evidence for Roman gladiators diets including "sports drinks" **Technology Integration** - Students will use a flash game to dress a gladiator. - Students will use a fake twitter site to make predictions about classmates or celebrities. - Students will use google maps to tour the Colosseum. - Students will use Peardeck to translate a portion of "Looking forward to the Games." **Media Literacy Integration** - Students will explore a variety of appropriate sites to extract information to produce pamphlets to advertise school for gladiators using Canva. **Global Perspectives** - Students will explore how ancient stadiums have been repurposed and influenced modern venues.	**Formative Assessments:** - -Students will write a 2-sentence horror story for Halloween - -Students will peer edit critical translations of a chapter **Summative Assessments, Projects, and Celebrations:** - biweekly reading quiz - Unit exam - individual critical translation

Recommended Texts to Support Unit:

- "A Rainy Day" Doc - A Rainy Day
- Peardeck - "Looking Forward to the Games": "Looking Forward to the Games"
- Looking Forward to the Games Exercises: Looking Forward to the Games Exercises
- "Looking Forward to the Games" Doc - (57) Looking forward to the Games
- "A Day at the Colosseum" Doc: A Day at the Colosseum
- Answer Key: Practice Test: A Day at the Colosseum: Answer Key: Practice Test: A Day at the Colosseum
- Gladiators Description Classwork: (55) Classwork
- Draw What Your Read: (84) Drawing
- Test: A Day at the Colosseum: Test: A Day at the Colosseum
- Gladiator "Listen and Write": Copy of Latin.4.gladiator.donow.docx
- "Gladiators in Ancient Rome - How they lived and died" Article: Gladiators in Ancient Rome - How they lived and died.docx

- Gladiator Project: Gladiator Project
- Phobias - Copy of Latin.LIBER.HORRORUM.task.doc

Unit 3: **Weddings**	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the traditions and superstitions associated with Roman weddings through passages about Cornelia's betrothal and subsequent marriage to Valerius. Students will also compare the coming of age ceremony of boys to that of a young woman's wedding traditions. They will use gerunds and gerundives to describe a mystery tool and cum clauses in their composition of a wedding invitation.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did the Roman concept of marriage form the basis of modern America's customs? --- 1. What is the gerund and gerundive? 2. What is the gerundive of obligation? 3. What are the different uses of *cum*? 4. How are *cum* clauses differentiated from each other in context?	Students will understand that… 1. Many traditions and superstitions from Roman weddings passed over to modern society. 2. For Roman girls, a wedding was a transitional period in which girls left behind their playthings, entered a new family and home, and became a woman. --- 1. The gerund is a verbal noun whereas the gerundive is a verbal adjective. 2. The gerundive can be used to show obligation or necessity. 3. Depending upon the context, the word cum can be used both as a preposition with a word in the ablative case or as a subordinating conjunction with its verb in either the indicative or subjunctive mood. 4. Cum clauses explain the circumstances under which another action is occurring. 5. Context clues and/or meaning will determine the best translation of *cum* as a subordinating conjunction.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will:	**Lesson 1:** Students will explore the following themes:

• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. **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	- The Roman concept of marriage and the cautionary tale of Orpheus and Eurydice - The rituals and traditions associated with Roman weddings **Lesson 2:** - Identifying, forming, and translating gerunds and gerundives. - Gerunds and Gerundives used to show purpose - The use of *cum* as a subordinating conjunction and how to determine the best translation of *cum* according to the context. - Translating verbs of cum clauses following the sequence of tenses. **Interpretive:** - Students will read texts about Roman weddings: work in pairs on certain passages; summarize portions; answer comprehension questions; identify and explain grammatical structures; compare women's and men's coming of age rituals. - Listen to mini-lectures/ focus activities about specific parts of the Roman traditions. - Fill in a subjunctive construction chart - students describe in their own words different constructions and how to differentiate them and then write Latin sentences for each type. **Presentational:** - Students will create a congratulatory wedding card for Eurydice and Orpheus - Students will use the gerund and the gerundive to describe a mystery tool **Interpersonal:** - Students will use the gerund/gerundive to play I spy.

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.	
Differentiation	**Assessments**
Interdisciplinary Connections - Students will make a Roman wedding "cake" at home to be shared in class. **Technology Integration** - Students will use an invitation generator to make an invitation for a Roman wedding. **Media Literacy Integration** - Students will use google maps to plot the course of Daedalus and Icarus. **Global Perspectives** - Students will create a list of wedding customs/superstitions and compare them to those of other cultures.	**Formative Assessments:** - Talking points gallery activity to check for comprehension - Draw what you read activity - ID types of *cum* clauses based on context **Summative Assessments, Projects, and Celebrations:** - Unit Exam - Reading Quizzes - Students will perform a simple experiment and then record the actions that occurred using sentences with *cum* clauses.

Recommended Texts to Support Unit:

- Two Love Poems by Catullus - https://docs.google.com/document/d/1edSmXdUyg0HylOoV17MLPrs4soK3tyUbhFMRUNsItyI/edit
- Cum Clause Practice Test - (88) Practice Test
- Cum Clause Test - Test - Cum Clauses
- Cum Clause Quiz - (79) Practice Quiz
- Cum Clause Project - Cum Clause Project
- Cum Clauses Study Guide & Practice - Cum Clauses Study Guide Practice
- Cornelia's Wedding - Part 1 - [Template] Cornelia's Wedding - Part 1 (period 3)
- Cornelia's Wedding - Part 2 - [Template] Cornelia's Wedding - Part 2
- Nothing Ever Happens - With Gerundives (part 1) - Nothing Ever Happens - With Gerundives (part 1)
- Nothing Ever Happens - Cum Clauses (Part 1) - Nothing Ever Happens - Cum Clauses (Part 1)
- Nothing Ever Happens (part 2) - Cum Clauses - Nothing Ever Happens (part 2) - Cum Clauses
- Peardeck Nothing Ever Happens - cum clauses - Nothing Ever Happens - cum clauses
- Peardeck Gerunds v. Gerundives: Gerunds and Gerundives
- Gerundive Phrase Practice - Gerundive Phrase Practice
- Cicero Evaluates Two Famous Roman Orators - Cicero Evaluates Two Famous Roman Orators

- Classwork - Gerunds - (147) Classwork - Gerunds
- Quiz on gerunds and gerundive phrases - (160) Quiz on gerunds and gerundive phrases
- Quiz on Gerunds and Gerundives of Purpose - Quiz on Gerunds and Gerundives of Purpose
- Gerund and Gerundive Study Guide Gerund and Gerundive Study Guide
- Test - Gerunds and Gerundives Test - Gerunds and Gerundives
- About Roman Weddings - Latin.lit.Roman.Weddings
- Mystery Tool Project - Copy of Latin.Mystery.draft.doc

Unit 4: Roman Funerals	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the rituals surrounding the death of a Roman, how Romans expressed their grief, and how a body was prepared for burial. Students will follow the Cornelīī family as they handle the death of a close family member.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did the Romans mourn the dead? 2. What was the Roman underworld like? --- 1. What are jussive and hortatory subjunctives? 2. How do we express conditions and their outcomes in Latin?	Students will understand that… 1. Like other modern cultures Romans used many customs to publicly demonstrate grief. 2. The Roman underworld's description is taken from a number of hero myths. --- 1. Jussive and Hortatory subjunctives are used in independent clauses to express a command or exhortation, especially in the 1st and 3rd persons. 2. Conditionals expressing actual or hypothetical situations and their outcomes are expressed using *si* or *nisi* in the protasis. The tense and mood of the verbs in both the protasis and apodosis depend on the type of condition presented.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	**Lesson 1:** Students will explore the following themes: - The Roman concept of death and the rituals that the Romans followed when a friend or family member has passed.

• 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. **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.	**Lesson 2:** - Jussive and hortatory subjunctives - Conditionals and their outcomes **Interpretive:** - Students will read texts about Roman funerals: work in pairs on certain passages; summarize portions; answer comprehension questions; identify and explain grammatical structures; compare Roman rituals with their own. - Listen to mini-lectures/ focus activities about specific parts of the Roman traditions. - Students will read a text to ID key parts of the Roman underworld. **Presentational:** - Students will create an advertisement using conditionals and jussive / hortatory subjunctives **Interpersonal:** - Students will create a persona. Then they will pair up and interview each other. Students will then compose a funerary inscription for their partner's persona.

CRP11: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections - Students will examine the seismic activity that characterizes the locals associated with the Roman underworld. **Technology Integration** - Students will examine funerary stelae. **Media Literacy Integration** - Students will create their own website using Google or a commercial using Flipgrid which will advertise a product of their choosing. **Global Perspectives** - Students will learn about the concept of the "evil eye" in mediterranean culture.	**Formative Assessments:** - Students will participate in a translation using Pear Deck. - Pair-share sentences that they have composed - Students will identify elements of the underworld found in ancient and contemporary art. **Summative Assessments, Projects, and Celebrations:** - Unit exam - Reading quizzes

Recommended Texts to Support Unit:

- A Sad Occasion - Roman Death and Funerals - A Sad Occasion - Roman Death and Funerals.docx
- Sad Occasion (cont'd) - Sad Occasion (cont'd) Periods 2 and 3.docx
- Exercises (A Sad Occasion) - Chapter 54 Exercises (A Sad Occasion).docx
- Quiz on Conditionals - (Day 155) Quiz - Period 1 with answer key (Day 154) Practice Quiz - Period 3
- Catullus 13 - (Day 156) Catullus 13
- Conditions Project - Project - Conditions
- All Conditionals Practice - All Conditionals Practice
- Zombie - Conditional sentences - Zombie - Conditional sentences
- Conditionals Study Guide - Latin.conditionals.docx & Conditional Clauses Study Guide
- Conditionals Practice -[Template] (119) Conditionals Practice
- Quiz - Conditionals and Periphrastics - (126) Quiz - Conditionals and Periphrastics
- Jussive and Hortatory Practice Test - (143) Practice Test
- Latin.cond - Latin.cond.pensum2.docx
- Conditionals Practice - Copy of Latin.conditional.prac.needs.vocab.doc

Unit 5: Caesar/Pompey

Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will begin to experience the civil war between Julius Caesar and Pompey through their first readings of unadapted Latin from Eutropius which depicts the battles between their armies. They will learn about the organization of the army and the life of a Roman soldier by creating recruitment materials.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did the Roman Republic become an Empire? 2. What was the historical importance of the death of Julius Caesar? 3. Who was Cleopatra? --- 1. What are impersonal verbs? 2. What is the supine?	Students will understand that… 1. Julius Caesar's death was a key event in the transition from Republic to Empire. 2. Julius Caesar's death set up the beginning of the transition from republic to empire. 3. Cleopatra was a member of the ruling class in Roman Egypt. --- 1. Some verbs in Latin do not use nominative to show who is doing the action. 2. A supine is a verbal noun which can be used to show purpose with a verb of motion or to define in what respect something is when used with an adjective.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	**Lesson 1:** Students will explore the following themes: - The life of Julius Caesar - The Roman military **Lesson 2:** - Interpreting impersonal verbs - Distinguishing accusative and ablative supines and translating appropriately **Interpretive:** - Students will read selections from Eutropius about the life of Caesar and the civil war; work in pairs on certain passages; summarize portions; answer comprehension questions; identify and explain grammatical structure

• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. **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 will listen to a mini-lecture about the Roman army and a focus activity about the kit of a roman soldier **Presentational:** - Students will present part of a guidebook for daily life of a Roman soldier in the target language. **Interpersonal:** - Students will use the forms of the supines and the impersonal verbs to tweet
Differentiation	**Assessments**
Interdisciplinary Connections - Students will compare the battle maneuvers of the revolutionary war to Roman battle tactics and maniples	**Formative Assessments:** - Impersonal verb kahoot - Military writing project **Summative Assessments, Projects, and Celebrations:**

Technology Integration - Students will use google maps to understand the geographic magnitude of the conflict between Caesar and Pompey **Media Literacy Integration** - Students will discuss which databases and digital resources are best for researching for the military writing project. **Global Perspectives** - Students will use google maps to see the layouts of Roman camps in modern European cities.	- biweekly reading quiz - Unit exam - individual critical translation

Recommended Texts to Support Unit:

- Peardeck: The Late Republic Cicero and Caesar - The Late Republic Cicero and Caesar
- Eutropius 19- Eutropius 19 & Eutropius 6.19
- Eutropius 20 - Eutropius 20 & Eutropius 6.20
- Impersonal Verbs Practice - Latin.impersonal.verbs.pensum3.docx
- Impersonal Verb Sentences - https://drive.google.com/drive/u/0/search?q=latin.impersonal.verbs
- LATIN.SUPINE - LATIN.SUPINE
- Latin.supine.descrip2 - Latin.supine.descrip2.2015.doc
- Latin.supine.prac.2020 - Latin.supine.prac.2020
- Roman Army Questions - Copy of Latin.army.questions.doc
- Supine Practice - Copy of Latin.supine.pensum2.docx
- Supine Project - Copy of Latin.Supine.PROJ.ABL.task.2016.3 (1).doc
- About Impersonal Verbs - Copy of Impersonal verbs
- About Caesar and Pompey - Copy of Caesar et Pompeius

Unit 6: Cicero	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the life of Cicero and his importance in Roman history by reading selections from his letters. They will also learn about the political structure of Roman society by running a campaign for a spot in the *cursus honorum*.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. Who was Cicero? 2. What was the Cursus Honorum? --- 1. What is the Genitive of description? 2. What is the Dative of reference?	Students will understand that… 1. Cicero was a major figure not only in Roman history but Latin literature for centuries to come. 2. The cursus honorum was a system of political offices --- 1. Latin can use the genitive to describe the character of an individual 2. Latin can use the dative to describe for whom an action is advantageous or disadvantageous.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	**Lesson 1:** Students will explore the following themes: - The life of Cicero - The Roman political system **Lesson 2:** - Distinguishing genitive of description from other uses of the genitive - Identifying and translating datives of advantage and disadvantage **Interpretive:** - Students will read selections from Eutropius about the life of Cicero and the Roman political system. - Students will listen to a mini-lecture about the Roman *cursus honorum* and a focus activity about Roman writing **Presentational:** - Students will write a campaign poster in the style of Roman handwriting. **Interpersonal:** - Students will compliment classmates using the genitive of description
Differentiation	**Assessments**
Interdisciplinary Connections - Students will learn about early systems of voting and ostracism	**Formative Assessments:** - Cursus honorum guess who activity - Writing a political inscription

Technology Integration - Students will explore the invention of writing as a technological innovation **Media Literacy Integration** - Students will explore various sites that contain inscriptions to study Roman handwriting. - Students will find and discuss appropriate websites for researching Roman politicians for the inscription project. **Global Perspectives** - Students will examine the origin of the alphabet and numbers	**Summative Assessments, Projects, and Celebrations:** - biweekly reading quiz - Unit exam - individual critical translation

Recommended Texts to Support Unit:

- Cursus Honorum Activity: https://drive.google.com/drive/u/0/search?q=cursus%20honorum
- Latin.Cursus.Honorum.unit.questions - Latin.Cursus.Honorum.unit.questions.2012 (1) (1)
- Cursus Honorum Description - https://drive.google.com/drive/u/0/search?q=cursus%20honorum
- Latin.cicero.letter.crit - Latin.cicero.letter.crit.docx
- Ciceros' Account: A Politcal Murder - Latin.4.chap.59.lesson
- About Cicero - Copy of Cicero
- Cicero Questions - Copy of Latin.Cicero.questions.fin.doc
- Cursus Honorum Project - Copy of Latin.cursus.task.draft.doc
- Inscriptions - Copy of Latin.inscriptions.doc
- Genitives - https://docs.google.com/forms/d/120RihNYDiKuK_9gnZaxnkyInE08TbBf1Z-nV6FCJl0c/edit?usp=sharing

Unit 7: Augustus	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the life and importance of Augustus by reading selections of the Res Gestae.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is the res gestae?	1. The Gauls were a group of tribes who inhabited what is modern day France.

2. Who was Augustus and what was his role in Roman history? --- 1. What is a reflexive pronoun? 2. What is the sequence of tenses? 3. What is the relative clause of character?	2. We learn about the Gauls through the writings of a man who waged war against them. --- 1. The reflexive pronoun is used to refer back to the subject of the verb. 2. The sequence of tenses shows the completeness of an action in a final clause.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.	**Lesson 1:** Students will explore the following themes: - The Roman Empire - The life of Augustus **Lesson 2:** - Using reflexive pronouns to refer back to the subject and distinguish from personal pronouns and possessives - Differentiating relative clauses of characteristic from regular relative clauses and translating the verbs appropriately according to the sequence of tenses **Interpretive:** - Students read selections of the Res Gestae: critical translation of selection faithful to original text; summarize selections; answer comprehension questions; identify and explain grammatical structures. - Students listen to a short lecture on the Augustus as well as focus activities on the Roman Empire **Presentational:** - Students will write a *breviarum* of the life of a famous Roman. **Interpersonal:** - Students will use the relative clause of character to quiz their classmates about celebrity trivia

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Differentiation	**Assessments**
Interdisciplinary Connections - Students will look at the Res Gestae as propaganda **Technology Integration** - Students will use Padlet as a virtual Res Gestae of their Roman historical figure. **Media Literacy Integration** - Students will bring examples of what they think is propaganda from unreliable sources and compare it to the Res Gestae - Students will discuss which databases and digital resources are best for researching famous Romans for biography project. **Global Perspectives** - Students will look at bilingualism in the ancient and modern world.	**Formative Assessments:** - collaborative writing of a Roman biography - relative clause of character writing assignment **Summative Assessments, Projects, and Celebrations:** - biweekly reading quiz - Unit exam - individual critical translation

Recommended Texts to Support Unit:

- Relative Clauses of Characteristic; Supines; Dative of Interest Study Guide - Relative Clauses of Characteristic; Supines; Dative of Interest Study Guide
- Subjunctive Practice Sentences - Subjunctive Practice Sentences including rel. cl. of characteristic
- Latin.characteristic - Latin.characteristic.docx
- RES GESTAE PROJECT - Latin.RES.GESTAE.draft.doc
- Rerum gestarum divi Augusti - Rerum gestarum divi Augusti.docx
- Latin.VIRI.ILLUSTRES.draft.doc - Latin.VIRI.ILLUSTRES.draft.doc & example Latin.vita.ex.docx
- ID Subjunctives - Copy of Clauses
- Augustus Questions - Copy of Latin.augustus.questions.fin
- About Sequence of Tenses - Copy of Sequence.of.tense.squabble
- Relative Clause of Characteristic Sentences -
- Reflexive Practice - Copy of Latin.reflexive.pensum2.docx

Unit 8: Pliny	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the eruption of Vesuvius by reading an account of the death of Pliny the Elder.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Who was Pliny the Elder? 2. What happened at Vesuvius? --- 1. What are all the uses of the ablative? 2. What are all the uses of the dative?	Students will understand that… 1. Pliny the Elder was a statesman and philosopher who died in the eruption of Mt. Vesuvius. 2. We learn about the Gauls through the writings of a man who waged war against them. --- 1. Separation, agent, comparison, means, manner, absolute 2. Purpose reference, agent, indirect object, special verbs, compound verbs
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	**Lesson 1:** Students will explore the following themes: - The environs of Vesuvius - The beginnings of natural science in the writings of Pliny **Lesson 2:**

• 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. **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.	- Differentiating the various uses of the dative and translating appropriately according to context - Differentiating the various uses of the ablative and translating appropriately according to context **Interpretive:** - Students read an account of the death of Pliny the Elder: work in pairs on certain passages; summarize portions; answer comprehension questions; identify and explain grammatical structures. - Students listen to a short lecture on the the Natural Histories as well as focus activities on the Vesuvius **Presentational:** - Students will use different uses of the ablative to write a short instructional poster - **Interpersonal:** - Students will write tweets from various characters in the account of the eruption and respond to each other's comments on Padlet.

CRP11: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections - Students will look at how volcanoes work - Students will write a short personal description of what it is like to be in a volcanic disaster to anticipate the unit reading. **Technology Integration** - Students will play the flash game "Escape from Vesuvius" **Media Literacy Integration** - Students will discuss whether Twitter is a good source for reliable information **Global Perspectives** - Students will look at other volcanic disasters in other parts of the world.	**Formative Assessments:** - Identifying the cities and landmarks around Vesuvius **Summative Assessments, Projects, and Celebrations:** - biweekly reading quiz - Unit exam - individual critical translation

Recommended Texts to Support Unit:

- Latin.4.Pliny - Latin.4.Pliny
- Latin.4.pliny.b.chunk - Latin.4.pliny.b.chunk.docx
- Pliny Map - Copy of Do.Pliny.map.docx
- About Pliny - Copy of pliny
- Pliny Letter - Copy of PLINY.LETTER
- Noun Constructions - Noun Constructions

Unit 8b: **Gauls**	
Big Ideas: *Course Objectives/Content Statement(s):* In this unit students will learn about the customs and habits of the gallic people by reading AP selections from Caesar's Gallic wars. We use the readings and fake social media to simulate a study abroad experience among the Gauls.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. Who were the Gauls? 2. From whom do we learn about the Gauls? --- 1. What are all the uses of the ablative? 2. What are all the uses of the dative?	Students will understand that… 1. The Gauls were a group of tribes who inhabited what is modern day France. 2. We learn about the Gauls through the writings of a man who waged war against them. --- 1. Separation, agent, comparison, means, manner, absolute 2. Purpose, reference, agent, indirect object, special verbs, compound verbs
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.	**Lesson 1:** Students will explore the following themes: - -Druids - -Demographics of Gaul - -Caesar's writing style **Lesson 2:** - Differentiating the various uses of the dative and translating appropriately according to context - Differentiating the various uses of the ablative and translating appropriately according to context **Interpretive:** - Students read the AP selections of the 6th book of De Bello Gallico: work in pairs on certain passages; summarize portions; answer comprehension questions; identify and explain grammatical structures; record characteristics of Gauls and Druids through eyes of Caesar - Students listen to a short lecture on the Gauls as well as focus activities on druidic customs - Students use a text from De Bello Gallico to build a wickerman **Presentational:** - Students will use fake social media to describe their life among the Gauls using information gathered from readings with an understanding of Gauls. **Interpersonal:**

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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 use the dative of purpose to express personal opinions

Differentiation	Assessments
Interdisciplinary Connections - Students will look at Caesar's description of Gallic animals as early zoology **Technology Integration** - Students will learn about the role of astronomy in ancient technology **Media Literacy Integration** - Students will compare the De Bello Gallico to other modern media written from a biased perspective but presented as neutral **Global Perspectives** - Students will learn about the Romans' perspective of deities from other cultures.	**Formative Assessments:** - Students write a letter home from their stay with a Gallic family **Summative Assessments, Projects, and Celebrations:** - biweekly reading quiz - Unit exam - individual critical translation

Recommended Texts to Support Unit:

- Noun Constructions - Noun Constructions
- Constructions Quiz - Constructions Quiz.docx

- Constructions Practice Sentences - Constructions - Practice Sentences
- Dative of Interest / Reference - Relative Clauses of Characteristic; Supines; Dative of Interest Study Guide
- Summary of Dē Bellō Gallicō Book 6 - Summary: De Bello Gallico - Book 6
- Dē Bellō Gallicō Book 6 - Dē Bellō Gallicō - Book 6