

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 7 Emerging Latin
Length of Course: Full Year
Curriculum

Course Description:

This course continues student development of basic Latin grammar and vocabulary with readings of graduated difficulty focused on Roman life, culture, history and mythology. Students continue to develop and enhance their interpretive reading skills. In Emerging Latin there are increased opportunities for guided writing opportunities to enhance student understanding of Latin constructions. The class emphasizes classical contributions and connections to modern life.

Unit 1: Imperatives & Present Tense

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Essential Questions

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

Enduring Understandings

What will students understand about the big ideas?

1. What is an Imperative verb?
2. Why are rules and routines important?
3. How is the Present Tense translated?
4. How is the Present tense conjugated?
5. Why is the Present tense so important for your Latin future?

Students will understand that...

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

	-The endings for Present tense are recycled through the remaining five tenses in Latin.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2</p> <p>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.NM.A.5</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5</p> <p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4</p> <p>Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.</p>	<p>Instructional Focus: In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> • An Imperative verb gives a command. • How to differentiate between a Latin command in the singular vs the plural. • How to give a command in Latin. • How to conjugate and translate a verb in the Present tense. <p>Sample Assessments:</p> <p><i>Formative</i></p> <ul style="list-style-type: none"> • Simon Dicit! Play teacher-led Simon Says in Latin to practice using Imperatives. • VINCO! Is it Imperative singular or plural? • Dictation: Identify the Imperatives in the passage. • Use magistrula.com to review the basics of the Present tense. <p><i>Summative</i></p> <ul style="list-style-type: none"> • Quiz on new topics: Imperative verbs • Unit Test - Imperatives and the Present Tense of verbs <p>Instructional Strategies:</p> <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Students listen to teacher-led dictation of Imperative verbs giving classroom commands. • Students respond to follow-up questions based on dictations, e.g., was the command being given to one person or several? <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Students will greet each other using a variety of phrases and understand that many greetings are in the Imperative mood. • Students will practice using the Imperative by giving simple commands to their classmates in pairs. <p><i>Presentational:</i></p> <ul style="list-style-type: none"> • Students will compose a classroom skit using the Imperative to greet each other and give commands to their peers. <p><i>Interdisciplinary Connections</i></p>

	<ul style="list-style-type: none"> • Rules and routines are important in every school subject. They provide a foundation of structure and discipline that will stay with you for life. <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Google Slides: Class Rules/Procedures • Join Google Classroom! • Quizlet - Intro Latin Classroom Commands • Magistrula.com to practice conjugating Present tense <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> • Students compare how Romans greet each other to greetings in other cultures and discuss the meanings behind the greetings. <p><i>Culturally Responsive Teaching</i></p> <ul style="list-style-type: none"> • Rules and routines are important in all walks of life. • Students discuss the similarities and differences in routines and learning for Roman students and students today.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

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

Unit 2: Aesop's Fables

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: In this unit, students will explore the fables of Aesop and their use in education from antiquity to the present day in order to write a *progymnasmata*: a retelling of one of Aesop's fables in their own words, explaining the importance of its moral.

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What are the components of a fable? 2. Who was Aesop? 3. What was the purpose of a fable? 4. What is a first declension noun and its case endings? 5. What is a second declension noun and its case endings? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> - A fable is a short story written for children, which ends with a moral or lesson, usually taught by talking animals. Fables can be found in all cultures. -Aesop is believed to have lived from 620 to 560 B.C.E, having written over 600 fables. - Fables were used both with children and adults to obtain reading fluency and to refine their debate and public speaking skills by retelling their version of the popular story. -First declension nouns are mostly feminine, with very few masculine. Most first declension case endings contain the thematic vowel, A. -Second declension nouns are mostly masculine, with some neuter. Most 2nd declension case endings contain the thematic vowel, U.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2</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"> • How to write a fable • Country life vs. city life in the Roman Empire • The life of Aesop • How to recognize, differentiate, and decline first and second

<p>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.NM.A.5</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5</p> <p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4</p> <p>Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.</p>	<p>declension nouns</p> <p><u>Sample Assessments:</u></p> <p>Formative</p> <ul style="list-style-type: none"> ● Students respond to reading comprehension questions about each fable. ● Students will write a teacher-led dictation of four sentences from each Aesop’s adapted fables. ● Students will fill in cloze sentences using first and second declension nouns from Aesop’s fables. ● Students will reassemble one of Aesop’s fables from a list of inflected words. <p>Summative</p> <ul style="list-style-type: none"> ● Students translate short text from the adapted readings. ● Quizzes on review topics: cases of first and second declension nouns. ● PBL: Students retell one of Aesop’s fables in their own words and images. They then explain the importance of this moral, relating it to a modern story. ● Unit Test: Aesop’s Fables Reading Comprehension <p><u>Instructional Strategies:</u></p> <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> ● Circular reading of Aesop adaptations ● Students read adaptations of Aesop’s fables and answer teacher comprehension questions. ● Students write a short English reaction in defense of a character in one of Aesop’s fables. ● Students use evidence from Latin text to support their English reaction piece ● First and Second Declension VINCO! <p><i>Presentational:</i></p> <ul style="list-style-type: none"> ● Students reassemble a fable using a list of inflected words. ● Students describe an image of a fable in the target language using first and second declension nouns. ● Students share and compare assembled versions of Androcles and the Lion with other students’ and the original. <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> ● Students answer questions about case and number of first and second declension nouns in the target language. ● Students respond in the target language to teacher comprehension questions about a fable.
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	<ul style="list-style-type: none"> • Students use phrases from story to play Pictionary-like-game. <p><i>Interdisciplinary Connections</i></p> <ul style="list-style-type: none"> • Connections with fables from other cultures. • Brainstorm and list all the common and familiar fables and their lessons <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Google Slides to collaborate on Retelling an Aesop’s fable project. • Students view animated versions of fables in youtube videos. • Students use Whitaker’s Words online dictionary to confirm and check declension of nouns for correct usage of case endings. <p><i>Culturally responsive teaching</i></p> <ul style="list-style-type: none"> • Students compare and contrast Aesop’s fables with contemporary animated childrens’ films. <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> • Compare and contrast fables from other cultures to Aesop’s fables.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Unit 3: Greco-Roman Mythology

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
1. Who were the Greek and Roman gods? 2. What is an aetiological myth? 3. Why do we continue to study Greek myths? 4. What is the Imperfect tense? 5. How does the Imperfect tense look different from the Present tense?	Students will understand that... -The Romans adopted the Greek gods, changing their names and retelling the myths to fit their culture. - Natural aetiological myths explain an aspect of nature, while etymological aetiological myths explain the origin of a word. -Greek myths impart knowledge, revealing morals, philosophies, and warnings. Greek myths influence fine arts and literature and were an integral part of ancient Greek culture, passing down lessons from one generation to the next. -The Imperfect tense is an ongoing action in the past, setting the stage for past events and describing frequency of past actions. -Students will be able to visually differentiate between verbs of the Present and Imperfect tenses.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written	Instructional Focus: In the target language, students will explore the following themes: <ul style="list-style-type: none"> • How humans viewed the Olympian gods • How Greek myths explained natural phenomena • How Greek myths teach humanity • How the Imperfect tense is differentiated from the Present tense visually

directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.3

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

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

Sample Assessments:

Formative

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

Summative

- Quiz on new topics: question words and answers
- PBL: Aetiological Myth Project
- Unit test

Instructional Strategies:

Interpretive:

- Students read myths about the twelve Olympian gods.
- Differentiate the type of myth: does the myth teach a lesson or explain the existence of something in nature?

Presentational:

- Students write a short survey to get info from classmates about prior knowledge of the twelve Olympian gods.
- Students report the results of the survey in the target language.
- Share and compare ideas for original aetiological myths.

Interpersonal:

- Students respond in the target language to teacher comprehension questions about a myth.
- Students play 20 questions with the teacher.
- Students use phrases from story to play Pictionary-like game

Interdisciplinary Connections

- Etymologies from classic myth/ astronomy

Technology Integration

- Google Slides to collaborate on Aetiological Myth Project

Culturally responsive teaching

	<ul style="list-style-type: none"> • The names of the days of the week in the five Romance languages and the story behind the names. <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> • The similarities between Greco-Roman and Nordic myth.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

[Olympians Unit Folder](#)

[Aetiological Myth Task Statement and Rubric](#)

Unit 4: Ovid’s Metamorphoses

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: This unit will delve into the psychological concepts behind a myth. The Metamorphoses is a collection of mythological and legendary stories, many taken from Greek sources, in which transformation is the major theme. Greek and Roman gods were anthropomorphic, exhibiting human qualities such as love, hate, and jealousy, and because of this, Greco-Roman people were able to see their human fallibilities reflected in these tales and understand their relationship to the rest of the world and their connection to the gods.

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
1. What are the sources of myth? Who was Ovid? 2. What were the Roman gods like? 3. Were the gods imitation worthy? 4. What is the imperfect tense of regular verbs? 5. What is the imperfect tense of the irregular verbs, <i>esse</i> and <i>posse</i> ?	Students will understand that... -Ancient myths were written by a collection of different authors. Ovid was a famous Roman poet and author of myths. - Roman gods were anthropomorphic, exhibiting the same qualities as humans on an immortal scale. -The gods were like humans, just immortal. They were not role models of human behavior. They were feared and respected because they were not forgiving of human failings. -Remember that the Imperfect of regular verbs has the infix, “ba.” -The irregular verbs <i>esse</i> and <i>posse</i> do not contain the “ba” infix, but are identifiable by the “era” stem.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.4	<p>Instructional Focus:</p> <p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> •Ovid’s role in Greco-Roman mythology •The similarities between Olympian gods and humans •Olympians’ behavior as “good” or “bad” •The Imperfect tense and how to recognize, form, and translate it <p>Sample Assessments:</p> <p>Formative</p> <ul style="list-style-type: none"> • Students listen to teacher-led dictation of sentences from

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.3

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

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

Ovid's Metamorphoses stories.

- Students respond to reading comprehension questions on an unseen third tier of an embedded reading.

Summative

- Quiz on new topics: Imperfect tense on regular and irregular verbs
- PBL: Write your own Metamorphosis Myth
- Unit test

Instructional Strategies:

Interpretive:

- Students read adapted myths from Ovid's Metamorphoses.
- Connect complaints of "victim" in the myths to their respective god/goddess.
- Students use Google Forms to take surveys about the gods' treatment of mortals.

Presentational:

- Students write and share an example of a god being portrayed as anthropomorphic.
- Share and compare opinions of gods' antics - good or bad?
- Students write a reaction to one of the Metamorphoses stories.

Interpersonal:

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

Interdisciplinary Connections

- Ovid's influence on Shakespeare.

Technology Integration

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

Culturally responsive teaching

- Popular television shows and movies retell Ovid's stories.

	<p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> ● Ovid’s influence on Western literature ever since he was rediscovered during the Renaissance. ● Many mythical characters, such as King Midas and Narcissus, we know from Ovid’s <i>Metamorphoses</i>.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

[Ovid Unit Folder](#)

[Metamorphosis Myth Project Task Statement and Rubric](#)

Unit 5: Perseus

<p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Big Ideas: In this unit, students will explore the legends of Perseus through adapted texts and Greek vase art in order to write a short skit.</p>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<p>1. Who was Perseus?</p> <p>2. What are the various sources of myth?</p> <p>3. How does Latin use the infinitive to express indirect statement vs. more common uses, e.g., complementary infinitive?</p> <p>4. How do 2nd declension neuter nouns compare in form to 2nd declension masculine nouns?</p> <p>5. What is a third declension noun?</p> <p>6. How does a preposition affect a Latin noun?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> - Greek hero myths have many elements in common. - Greek vase art can inform us about variations in early myth. -The infinitive serves many purposes in the Latin language, and one must look for clues in the sentence to determine its function. -2nd declension masculine and neuter noun forms only differ in the nominative, accusative, and vocative cases. In all other respects, their functions are identical. -A third declension noun is identifiable by the “is” genitive ending. There is often a stem change in the genitive and these nouns can be any of the three genders - masculine, feminine, or neuter. -Prepositions will take either the accusative or ablative cases.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2</p> <p>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</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 legends of Perseus • Greek vase art • The oral tradition • Recognizing and interpreting indirect statements • Distinguishing 2nd neuter and masculine nouns • Recognizing, forming, and translating 3rd declension nouns <p><u>Sample Assessments:</u></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> • Students respond to comprehension and grammar

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.3

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

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

- questions on an unseen third tier of an embedded reading.
- Students will fill in cloze sentences using info from elsewhere in the story.
- Students will correctly decline 2nd declension neuter nouns and 3rd declension nouns modified by 1st/2nd declension adjectives.
- Students report what they saw in a video using indirect statement.

Summative

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

Instructional Strategies:

Interpretive:

- Circular reading of Perseus adaptations
- Gap sentences in stories
- Students match sentences from the stories to examples of Greek vase art.
- Interpret sentences that include infinitives used in various ways - students distinguish their functions in order to translate accurately.
- After completing a web-based scavenger hunt answering questions about the identity and deeds of Perseus, students read Latin adaptations of the Perseid.

Presentational:

- Students describe what a character in the stories feels or sees.
- Students will describe an image from the Perseus story using neuter nouns and prepositions.
- Students will present a skit to the class based on the Perseus story or real life situation, utilizing 2nd and 3rd declension nouns from the Perseus story.

Interpersonal:

- Students use phrases from story to play Pictionary-like-game.
- Students will practice oral Latin skills by accusing each other of various crimes using tweets in the target language that incorporate the use of indirect statements and 2nd and 3rd declension nouns.
- Students will read and peer edit each other's work.

Interdisciplinary Connections

	<ul style="list-style-type: none"> • Examination of kiln firing and Greek vase art. <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Google docs to collaborate on Perseus skit. • Web-based scavenger hunt <p><i>Culturally Responsive Teaching</i></p> <ul style="list-style-type: none"> • Art in all kinds of media, such as graffiti and wall murals depicts stories. <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> • How do stories from various cultures influence the art of that culture, as the Perseus myths influenced Greek vase painting?
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

[Perseus Project Task Statement and Rubric](#)
[Perseus Stories Folder](#)

[3rd declension Poster Rubric](#)

Unit 6: Roman Heroes

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: As part of their education Roman students often read legends about the courageous acts of Roman citizens during the time when Rome was a monarchy. These stories were used as examples of the virtues which Romans held in the greatest esteem. Just as Washington imposed a limit to his presidency, so did Cincinnatus relinquish his dictatorship. Both stories give a glimpse into the ideals of an early nation. This unit will exam core Roman values through such stories.

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What were Roman virtues? 2. What was Rome like under the kings? 3. How did Rome transition into a Republic? 4. How is the perfect tense formed and translated? 5. How does the perfect tense differ from the imperfect tense? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> - Rome transitioned from monarchy to republic to empire. - Romans told stories about Roman heroes to teach their youth about virtue. - Rome was not always the only culture in the Italian peninsula. - The perfect tense is a past action that emphasizes that the action has been completed, unlike the imperfect tense which stresses a past action that is either ongoing, habitual, or repeated.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2</p> <p>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</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 virtue • Cultures in the Italian peninsula • Perfect tense and how it differs from Imperfect <p><u>Sample Assessments:</u></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> • Students will fill in cloze sentences using info from elsewhere in the story • Students will collaborate and write a paraphrase of a challenging reading

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.3

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

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

Summative

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

Instructional Strategies:

Interpretive:

- Collaborative reading guides for group reading.
- Re-order Latin sentences in English word order (ordo)
- Interpret sentences that use present and imperfect tenses; then swap out verb using a perfect tense; compare translation of present/imperfect tense with perfect tense.
- Students read selections about Roman heroes that contain present, imperfect, and perfect tenses.
- Students will identify tweets from the Roman heroes.
- Students will paraphrase a challenging reading passage.

Presentational:

- Students give poster presentation of cultural topic.
- Students give dramatic reading of story.
- Students will create a reading guide for one of the passages.
- Students will use a flip camera to record and report student behavior in a short skit.

Interpersonal:

- Students quiz each other on forms in the target language.
- Students play relay race in pairs or groups turning English sentences that contain both imperfect and perfect tenses into Latin
- In pairs students compete to correctly identify the correct form of the verb that has been orally called out by the teacher - focusing on tenses (paired flyswatter).
- Students will complete a mad-libs to change one of the adapted stories.
- Students will play guess who about Roman heroes.

Interdisciplinary Connections

- Students compare Roman stories with heroes of early America.

Technology Integration

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

	<p><i>Culturally Responsive teaching</i></p> <ul style="list-style-type: none"> • What are the qualities exemplified in other heroes stories we know? <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> • How do institutions use Latin phrases to express their virtues?
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

[Roman Hero Project Task Statement](#)

[Roman Hero Poster Template](#)

[Roman Hero Readings](#)

Unit 7: Gladiators

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: The Romans, just like many modern cultures, delighted in violent physical sports. The most well known and documented being gladiatorial combat in the Colosseum is very often inaccurately portrayed by Hollywood movies and advertising campaigns. Thus the demographics, origins, and daily life of the gladiators is overlooked. This unit will explore the behind the scenes to better understand one of the most well-known facets of Roman culture.

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
1. How did one become a gladiator? 2. What was life like for gladiators? 3. What were the different types of gladiators? 4. How do we know about gladiators? 5. How is the future tense formed for 1st and 2nd conjugation verbs and 3rd, 3rd io, and 4th conjugation verbs? 6. How is the future tense of 3rd and 4th conjugation verbs differentiated from the present tense of 1st and 2nd conjugations? 7. What is the ablative of means/instrument, how is it formed, and how is it used? 8. How and why is the dative case used with verbs such as <i>dīcō</i> and <i>dō</i> ?	Students will understand that... -Gladiators were usually slaves from various ethnicities in the Roman empire taken as prisoners of war, but one could become a gladiator voluntarily to pay off debts. -Gladiators went to school and did not always fight to the death. -Gladiators had different fighting styles using a variety of weapons and armor. -We can learn much about gladiators from mosaics and graffiti. -For 1st and 2nd conjugation verbs, the tense indicators, <i>bō</i> , <i>bi</i> , <i>bu</i> are used to indicate the future, whereas the vowels, <i>a</i> and <i>e</i> , are used for 3rd and 4th conjugations. -It is important to know the conjugation of a verb in order to determine the tense. Otherwise it is very easy to confuse the present of 2nd conjugation and future of 3rd conjugation. -Ablative of means/instrument specifies the tool with which an action is done and does not use a preposition. -The verbs <i>dīcō</i> and <i>dō</i> often use a dative to show to whom someone was speaking or giving.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	<u>Instructional Focus:</u> In the target language, students will explore the following themes: <ul style="list-style-type: none"> • Gladiators • Fighting styles and weapons of gladiators

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.3

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

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

- Mosaics and graffiti
- Formation of the Future tense for all conjugation verbs
- Distinguish the Present tense from the Future tense
- Dative case used as the indirect object with verbs like *dīcō* and *dō*

Sample Assessments:

Formative

- Students respond to reading questions on an unseen third tier of an embedded reading.
- Students will listen to a Latin commentary on a gladiator fight and use a body visual to keep track of the results.
- Students will distinguish verb tenses, focusing primarily on present and future, within a reading and then change the tense to compare forms and translations.

Summative

- Students write a short commentary on a mosaic scene of a gladiator battle.
- Quiz on review topics: ablative of means.
- PBL: Gladiator commentary
- Unit test focusing on the future tense, dative case, and ablative of means.

Instructional Strategies:

Interpretive:

- Circular reading of gladiator selections.
- Role play to translate a Latin commentary of a gladiator fight.
- Students read selections about gladiators that include the future tense and nouns in the dative case.
- Students will match Latin descriptions of types of gladiators to depictions of them on an ancient mosaic.

Presentational:

- Students will participate in a gladiator commentary.
- Students collaboratively write and proofread commentary.
- Students will describe a type of gladiator in a trading-card format.

Interpersonal:

- Students poll each other on which gladiator should win.
- Students will play taboo with the types of gladiators.
- In groups of 3, students either pass an object or speak to another student. Students then take turns stating in Latin who said or gave what to whom, using the verbs *dīcō* and *dō*

	<p>plus the dative.</p> <p><i>Interdisciplinary Connections</i></p> <ul style="list-style-type: none"> • Students look at health and exercise in gladiatorial school and compare to PE. <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Google docs to collaborate writing. • Video that follows the life of a gladiator. • Design a gladiator website. • Mosaic maker site <p><i>Culturally Responsive Teaching</i></p> <ul style="list-style-type: none"> • Who are some athletes that have gained influence outside of their sports? <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> • What are the origins of our sports?
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

[Gladiator Unit Readings Folder](#)
[Gladiator Project Task Statement](#)
[Gladiator Project Rubric](#)

Unit 8: Cena Romana

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: In this unit, students will read about Roman food and dining culture as well as prepare a Roman style dish for a *cena Romana*.

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
1. What did the Romans eat? 2. Where and how did they eat? 3. Who was Apicius? 4. What is the ablative of means?	Students will understand that... - Romans ate a wide variety of foodstuffs depending on their social status. - Roman dining customs were very different from our own. - Latin does not always need a preposition where English does.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express	<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 recipes • The <i>cena</i> and the <i>triclinium</i> • The ablative means as a construction that does not use a preposition, but rather interpretation by the reader. <p><u>Sample Assessments:</u></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> • Students respond to reading questions on an unseen third tier of an embedded reading. • Students will fill in cloze sentences using info from elsewhere in the story • Students are read a description of seating arrangements and the serving of food at a Roman banquet and then are asked to draw a picture of the triclinium. Students compare drawings with each other and the actual setting. <p><i>Summative</i></p> <ul style="list-style-type: none"> • Students translate short text from the adapted readings. • quiz on review topics: ablative of means. • PBL: Written recipe

preferences using memorized words and phrases.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.3

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

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

- Unit test

Instructional Strategies:

Interpretive:

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

Presentational:

- Students present untitled recipes for other students to guess which food they are for.
- Students will write a simple modern recipe using the ablative of means.

Interpersonal:

- Students poll each other on which food in the *cena Romana* is best.
- Students will describe an image of a *cena Romana* using topical vocabulary and grammatical concepts.
- Students will read and proof the work of their peers.
- Students will participate in a mock *cena Romana*.

Interdisciplinary Connections

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

Technology Integration

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

Culturally responsive teaching

- Food that is common in our culture is not in others and vice versa.
- As in our society, dining habits and dishes differ greatly among the classes.

Global Perspectives

- How many cultures use fermented fish sauce?

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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[Cena Romana Readings Folder](#)
[Cena Romana Project Task Statement & Rubric](#)

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 Strategies:

Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams, & drawings Magazines & newspapers Physical activities Videos & films Broadcasts Models & figures	Charts Graphic organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet (websites) or software programs In the home language With mentors

from <https://wida.wisc.edu>

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading