Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: AP Latin
Length of Course: Full year
Curriculum
Course Description:

This is the Advanced Placement Latin Course. It covers the prescribed sections of the Gallic Wars & of Virgil's Aeneid. Students will be able to translate, comprehend and analyse both grammatically and stylistically both texts. They will also see how these texts are cultural and historical products of a specific period of Roman history. In doing so they will be successful in the AP examination.

Unit 1 (De Bello Gallico – Book 1.1-7)

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">Big Ideas: In this unit students will learn about Julius Caesar's rise to power, downfall, and his role in the Gallic wars.. They will begin an introduction to the Gallic wars by reading a description of Gaul and wdll as the casus belli i.e. the plot of Orgetorix and the flight of the Helevetii. During the first unit they review the advanced uses of the ablative, accusative, dative, and genitive cases with focus on AP style grammar questions.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>1. Who was Julius Caesar, How did he come to power, why was he waging war in Gaul?

2. Who were the Gauls and what was the layout of their country?

3. Why did the Romans fear/ dislike the Gauls?
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1. What are the 6 cases in Latin?
2. What are the idiosyncratic uses of these cases?</td><td>Students will understand that…
1. Caesar gained power through an agreement with Pomepy and Crassus as well gaining a considerable amount of debt. His conquests in Gaul were to gain power rivaling Pomepey's and manager his debt.

2. Gaul was a country composed of many tribes who in both distant and recent history had negative interactions with the Roman people.

3. In early Roman history Brennus the Gaul had sacked Rome and in recent history the Gauls had killed a Roman commander and forced his troops under the yoke.
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1. Latin has 6 cases (Nominative, Gentive, Dative, Accusative, and Ablative)</td></tr>
</table>

	2. The following case uses are of particular importance to the AP exam: objective genitive, subjective genitive, double dative, ablative of time, and ablative of time within which.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes.	**<u>Instructional Focus:</u>** Discussion relating to the key ideas and big questions will primarily be in the target language **Interpretive mode:** Students read the De Bello Gallico (chapter 1.1-7), as they do they analyse and explain the advanced uses of case. Students will listen to opener listenings about the layout of Gaul, Brennus the Gaul, and the military punishment of the yoke. **Presentational Mode:** Students will give their opinions on the use of case in book 1. Students will show that they know the geographical layout of Gaul when prompted in Latin using Peardeck. **Interpersonal Mode** Students begin most lessons by discussing their translations of passages (they have completed for homework) and comparing answers to the reading prep questions. Students meet their 1st quarter groups and discuss personal interests and learning styles in Latin. **<u>Instructional Strategies:</u>** **Interpretive:** Students translate & read the De Bello Gallico on a sentence-by-sentence level to comprehend the minutiae of the language. Students use google docs to reorder Caesar's Latin into chunks to better understand his style of writing and the structure of the Latin prose sentence.

7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**:. Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	**Presentational** Students use a grammar hunt activity to highlight and demonstrate target grammar (case usage). Students review prepositions to describe the layout of Gaul **Interpersonal** Discussion of text for agreement before translation Students respond to census which focuses on the target grammar (Case usage). **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Review of Gaullic geography using purpose games quiz. **Summative** Unit Test (sections 1.1-7) Geography assessment. Reading quizzes based on critical translation. Test on summer assignment. **<u>Interdisciplinary Connections</u>** How do the settlements in Gaul relate to modern day European cities? **<u>Technology Integration</u>** Purpose games to review the geography of Gaul. **<u>Culturally Responsive / Global Perspectives</u>**

	How do natural elements determine modern borders? What are the states in our country which are formed by natural elements?
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Brennus Listening
https://drive.google.com/file/d/0B-cyYSx5Fj4mcnNNVXAzbmhrUWM/view?usp=sharing
Iugum Listening
https://docs.google.com/document/d/16xaXGEkpA7_-vWyQFxUr9JtP_h7j_BPt29t6xZ0n4bg/edit?usp=sharing

Gaul review game
https://www.purposegames.com/game/gaul-in-the-1st-century-bce-game

Ordo actio
https://docs.google.com/document/d/1Krqo6VLkf8iWprqMWY2DGjMXOYhvU6XHD4eZSd2IPJM/edit?usp=sharing

Magistrula
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

Revised 8/16/2019

Unit 2 (De Bello Gallico – Book 4.24-36)

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 learn about the organization of the Roman military as well as the Gauls habits in wartime by reading Caesar's account of several battles in book 4 of the Comentarii De Bello Gallico. Additionally, they will use the unadapted reading to revise and consolidate their knowledge and use of pronouns.	
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 was the Roman military organized? 2. How did generals communicate with the army? 3. What values are key to Romans in warfare? ---------- 1. What are the Latin pronouns? 2. What are the independent uses of the subjunctive?	Students will understand that… 1. The Roman military was a career path for Roman men and was comprised of both the lower and upper classes or Roman. 2. The Roman army communicated in battle through the use of military standards and audible instruments. 3. Romans fought on the principles of honour, discipline, piety as are illustrated in the litoral battle in book 4. ---------- 1. There are 4 types of pronouns in Latin: relative, personal, reflexive, and demonstrative. 2. There are 4 independent uses of the subjunctive: optative, jussive / hortatory, potential, and deliberative.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives	**<u>Instructional Focus:</u>** **Interpretive mode:** Students read the De Bello Gallico (chapter 4.24-36), as they do they analyse:- o What military tactics are used in these passages o With what values does the aquilifer urge the soldiers into battle. Students read the text and can highlight pronouns and give their type and antecedent Students will listen to opener listenings about the Aquilifer, Gallic chariots and the components of the Roman military. **Presentational Mode:**

	Students will practice English to Latin composition focusing on Latin pronouns. Students will describe whether pronouns are being used adjectivally or pronominally and what would be the equivalent differing use in a kahoot game. Students will use the hortatory subjunctive to imitate the Aquilifer in book 4. **Interpersonal Mode:** Students begin most lessons by discussing their translations of passages (they have completed for homework) and comparing answers to the reading prep questions. Students will react to the direct speeches of characters from book 4 using Latin interjections and independent uses of the subjunctive. **<u>Instructional Strategies:</u>** **Interpretive:** Students translate & read the De Bello Gallico on a sentence-by-sentence level to comprehend the minutiae of the language. Students use the draw feature of peardeck to identify pronouns and indicate what they refer to in a passage of Caesar. **Presentational** Students use their knowledge of pronouns to rewrite and simplify Latin texts. Students use their knowledge of their text to create a short visual organizer of (the disadvantage of Caesar, the litoral battle, or the use of gallic chariots. Students write a summary of the character of this general in the target language (based upon what they have read so far in the text) **Interpersonal** Discussion of text for agreement before translation

are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. **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	Students will use the jussive and hortatory subjunctive to urbainly command their fellow classmates. **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Students will identify types of subjunctive clauses in a value-line type kinesthetic activity **Summative** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Unit Test (sections 4.24-36) Midpoint Quizzes (specifically focusing on:- events in the story, forms & uses of the pronouns) Bi-weekly Vocabulary quizzes **<u>Interdisciplinary Connections</u>** How is the De Bello Gallico used by generals in the modern era? **<u>Technology Integration</u>** Students will use Quizziz to practice identifying different types of subjunctive clauses. Magistrula.com for assistance prior to composition **<u>Culturally Responsive / Global Perspectives</u>** How is the military used as a career path in ancient and modern times?

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.	
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Signifer
https://docs.google.com/document/d/14vNrZ8b_nKXmd_Bq-vsYM88HPn4S00U4uIrPS_awLsM/edit?usp=sharing

Gallic chariot
https://docs.google.com/document/d/1dzv4fSVcdRW70-RGr1MRfGh_8LLSbmdposvNvuVgi3w/edit?usp=sharing

Magistrula
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

Unit 3 (De Bello Gallico – Book 5.24-48)

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">Big Ideas: In this unit students will learn about diplomacy and the roman value of leadership by reading the interactions between the Gauls and the Romans as well as the debate between Cotta and Sabinus in book 4 with special attention to how Caesar characterizes the two leaders. Students will use the debate between Cotta and Sabinus to review the infinitive and oblique discourse.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>1. How does Caesar characterize the defeat of a legion in book 5?

2. What do Romans value in a leader?
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1. What is oratio obliqua?

2. What are the six forms of the Latin infinitive?</td><td>Students will understand that…
1. Caesar highlight the deception of Ambiorix and the hesitation of Cotta as the causes of the defeat rather than his winter preparation of the troops.

2. Romans valued a leader who put the god of the state over their own personal ambitions or fears.
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1. Oratio obliqua is the Latin term for indirect statements/questions. Latin uses the infinitive to report statements and the subjunctive to report questions.

2. The six forms of the Latin infinitive are present active, present passive, perfect active, perfect passive, future active, and future passive</td></tr>
<tr><td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
</table>

Students will:	**Instructional Focus:**
7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.	Discussion relating to the key ideas and big questions will primarily be in the target language **Interpretive mode:** Students read the De Bello Gallico (chapter 5.24-48), as they do they analyse:- -What military tactics are used in these passage -How Sabinus and Cotta deal interact with the Gauls and why they differ Students will listen to opener listenings about the layout of a roman camp, the testudo, Roman camp munitions and the orb. **Presentational Mode:** Students discuss the nightly reading questions in preparation to create a critical translation as a class. Students use oratio obliqua to report direct statements from Cotta and Sabinus' argument. **Interpersonal Mode** Students begin most lessons by discussing their translations of passages (they have completed for homework) and discussing any differences Students will use a graphic organizer to plot the argument of Sabinus & Cotta, and who they would follow. **Instructional Strategies:** **Interpretive:** Students translate & read the De Bello Gallico on a sentence-by-sentence level to comprehend the minutiae of the language. Questions on a variety of the features of the text are put forward, dependent on the differing abilities of the students, with a focus on adjective & nouns agreement/different tenses in Caesar. (questions on grammatical points covered in previous chapters are also discussed) Students highlight different tenses of infinitives in different colours on a text

Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**:. Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence	**Presentational:** Students read aloud what they think is the correct translation (5.24-48) – this is discussed with the class and then an agreed translation is written on a word document which is accessed by all students Students write a summary of Sabinus / Cotta in direct discourse. Students will critically cite Latin while comparing two speeches from the Aeneid or De Bello Gallico in preparation for the AP essay section. **Interpersonal:** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. Students will play discipuli inter se accusantes to practice oratio obliqua **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Rearrange the events of the chapter in order Students draw the layout of a Roman castra Students complete exercises on magistrula. **Summative** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Unit Test (sections 5.24-48)

	Midpoint Quizzes Bi-weekly Vocabulary quizzes (50 words – from the list of 1500) **<u>Interdisciplinary Connections</u>** Students compare the munitions of the Roman castra to the layout of European cities and forts from the American revolution. **<u>Technology Integration</u>** Google classroom to create a system of common documents for in and out of class use. Google forms with selective response to practice indirect discourse composition Google forms for derivative connections Google slides for OWST format work on indirect discourse. **<u>Culturally Responsive / Global Perspectives</u>** Students will discuss disused military munitions in Sandy Hook and elsewhere in the area.
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Testudo
https://docs.google.com/document/d/1L5ONBQ2_uW7SSW84InkjaJa4JZrzdxk0kz6Aete6mKI/edit?usp=sharing
Orb

Revised 8/16/2019
https://drive.google.com/file/d/0B-cyYSx5Fj4mYUU2eXhlc0Jvem8/view?usp=sharing
Magistrula
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

Unit 4 (De Bello Gallico – Book 6.13-20)

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 read Caesar's account of Gallic culture in order to: explore the religions of Rome and Gaul and identify their differences. the societal and political structures of Gaul. During the reading they will further explore how Caesar's Roman perspective affects his description of Gallic life and religion. Students will also use brief Latin composition to review Latin's dependant clause structures and what are the best methods of identifying them.	
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 Gallic societal structure? 2. Who are the Druids and what was their role in gallic society? 3. What gods do the Gauls worship and how does Caesar write a out Gallic religion? --- 1. How are subjunctives used other than in independent and ut clauses?	Students will understand that… 1 .The Gauls and the Romans both had a class system in their society. 2. Romans and Gauls worship the similar Gods 3. Gallic society was theocratic and run by the Druids. --- 1. These are the non-independent subjunctive clauses:- (Cum clauses, indirect questions, characteristic clauses, quominus/quin).
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**<u>Instructional Focus:</u>** **Interpretive mode:**

7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. **Career-Ready Practices**	Students read the De Bello Gallico (chapter 6.13-20), as they do they analyse:- o What was the role of the Druids o Why does Caesar discuss the Druids/Gallic religious at great length o What were the gods which the Gauls worshipped Students in groups are assigned a particular type of subjective to watch out for and add to a table in the common docs. Students will listen to opener listenings about the layout of the Druids, Pythagoras, and Dis Pater. **Presentational Mode:** Students will reenact the wickerman episode using construction paper and gummy bears. Students will make a graphic organizer to compare and contrast the classes in Roman and Gallic society Students will write a letter with the persona of a gallic student writing home to his family to describe his schooling. **Interpersonal Mode** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. Students will use the indirect command to order their classmates to complete a simple task. **<u>Instructional Strategies:</u>** **Interpretive:** Students translate & read the De Bello Gallico on a sentence-by-sentence level to comprehend the minutiae of the language. Questions on a variety of the features of the text are put forward, dependent on the differing abilities of the students, but the focus particularly being on the uses of the subjunctive clauses in Caesar. (questions on grammatical points covered in previous chapters are also discussed) **Presentational**

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 to teams while using cultural global competence	Students read aloud what they think is the correct translation (6.13-20) – this is discussed with the class and then an agreed translation is written on a word document which is accessed by all students Students use a graphic organizer to present the different sections of Gallic society in comparison to Roman society. **Interpersonal** Discussion of text for agreement before translation **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. **Summative** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Written Portfolio (experience at druid school) Unit Test (sections 6.13-20-36) Midpoint Quizzes Bi-weekly vocabulary assessment focusing on vocabulary words from the weekly lists both in and out of context. **<u>Interdisciplinary Connections</u>** What is the difference between a lunar calendar and the solar calendar? **<u>Technology Integration</u>** Students use the internet to research the mythology behind one of the constellations. **<u>Culturally Responsive / Global Perspectives</u>**

	How does Druidic education compare to modern education?
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Dis pater
https://docs.google.com/document/d/1joPYMwvEtSIUE597N63UF8KMHnWBXxDW2iXuuikBN2U/edit?usp=sharing
Druids
https://docs.google.com/document/d/1jezcSwIXTGBNRnw_D_zgL6-o_HCTkipbM2lSdb7vRD0/edit?usp=sharing
Pythagoras
Magistrula
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

Unit 5 (Virgil Aeneid – Book 1 1-209, 418-440, 494-578)

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">Big Ideas: Since the Aeneid starts in medias res the students will learn how the events of the Aeneid fit into the epic tradition of the Trojan War as they meet the main character Aeneas in the opening chapter of the Aeneid. During the reading students will review scansion of dactylic hexameter and the use of participles.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>1. Who was Virgil and what were the circumstances in which he wrote the Aeneid?

2. Who was Aeneas and what was his relation to the Trojan War cycle?

3. What are the characteristics of epic poetry?
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1. What are the participles in Latin and how are they translated?

2. What is dactylic hexameter?</td><td>Students will understand that…
1. Virgil wrote at a time of political turmoil and was trying to justify the principate of Augustus.

2. The judgement of paris and the building of Troy were key moments which pitted olympian gods on either side of the trojan war

3. Epic poetry has:-
o Patronymics / Epithets
o Gods
o Stylistic Devices
o Verse
o Heroes
----
1. There are three Latin participles. They are sometimes translated literally and sometimes in relation to the main verse

2. Dactylic hexameter is the meter of epic poetry and consists of 6 feet which are either dactyls or spondees.</td></tr>
</table>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the	**Instructional Focus:** Discussion relating to the key ideas and big questions will primarily be in the target language **Interpretive mode:-** ● Students read the Aeneid sections (1-209, 418-440, 494-578), as they do they analyse:- o What is the character of Aeneas like o What are the characters of Juno / Venus like o What are the themes of the Aeneid (particularly as set out in the prologue) Students use visual timelines to analyze the use of the participle in a sentence and its best translation. Students will listen to opener listenings about Aeolus, Karthage, and Scylla **Presentational Mode** Students will appreciate the fluid word order of Latin poetry by rearranging a section of the aeneid into English word order in a manner similar to Servius' ordo In order to understand the mythological setting of the aeneid in the Trojan War cycle students will present a significant event in the cycle to create a timeline a class. **Interpersonal Mode** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. **Instructional Strategies:** **Interpretive:** Students translate & read the Aeneid on a sentence-by-sentence level to comprehend the minutiae of the language. Questions on a variety of the features of the text are put forward, dependent on

goals of the Personalized Student Learning Plan. **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	the differing abilities of the students, but the focus particularly being on the uses of the participles in Caesar. (questions on grammatical points covered in previous chapters are also discussed) Students match epithets and patronymics to the characters. Students in groups will scan a line of dactylic hexameter by arranging themselves in order to reflect the correct answer **Presentational:** Students discuss their reading prep to best answer the essential plot questions for the day and prepare to help make a critical translation on the common google doc. Students use a 3 paneled comic to write a story highlighting the use of participles. Students scan and record a performance of a 5 line section from the Aeneid. **Interpersonal:** Students use participles to give clues about a mystery location to their classmates **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Students complete exercises on magistrula (for participles) and email responses **Summative:** Scansion assessment Redrafted example of critical translation. Unit Test (book 1)

	Midpoint Quizzes (specifically focusing on:- events in the story, participles) Bi-weekly vocabulary assessment focusing on vocabulary words from the weekly lists both in and out of context. **<u>Interdisciplinary Connections</u>** Influence of Virgil on modern literature. (e.g. Divine Comedy). **<u>Technology Integration</u>** Students use hexameter.co website to practice scansion. **<u>Culturally Responsive / Global Perspectives</u>** What is the modern definition of a hero? What other foundation myths are in existence?
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Scylla
https://docs.google.com/document/d/1EvqdhqKtcMHG223DyzHeX1AarnboWTTX8KIL5kwsqBg/edit?usp=sharing

Karthago
https://docs.google.com/document/d/1IXd_jK87SAp99raJmlwVge8r94O4JJG3bLARmOnBixI/edit?usp=sharing

Scansion
https://docs.google.com/presentation/d/1wSO0FhJJubDLX08yl9gMWMvSnan9P-asK5dvd8e85AU/edit?usp=sharing

Revised 8/16/2019
Scansion practice
https://hexameter.co/

Magistrula
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

Unit 6 (Virgil Aeneid – Book 2, Lines 40–56, 201–249, 268–297, and 559–620)

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: By understanding the events surrounding the story of the wooden horse, students will see how gods and mortals interact in Roman literature. Students will explore rhetorical devices in Latin poetry and how these devices are later used in English literature.	
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 do gods affect the outcome of the Aeneid? 2. How does the Trojan Horse episode characterize the Trojans and the role of fate in the Aeneid? --- 1. How do I write a successful long essay for the AP? 2. What literary devices are often used in Latin literature.	Students will understand that… 1. The Trojan War is fought by both mortals and immortals. The division among the immortales was caused by events before the Trojan War. 2. The wooden horse event is affected by both human (Cassandra) and divine actions (Laocoon). --- 1. A successful AP essay demonstrates knowledge of the language as well as the overall piece of literature by citing relevant Latin throughout a given section of that work. 2. The following devices are on the AP LAtin assessment: alliteration, anaphora, anastrophe, apostrophe, asyndeton, chiasmus ellipsis,enjambment, hendiadys, hyperbaton, hyperbole, litotes, metaphor, metonymy onomatopoeia, oxymoron, personification polysyndeton, rhetorical question, simile synchysis, synecdoche, tmesis, transferred epithet
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will:	**Instructional Focus:**
7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.	Discussion relating to the key ideas and big questions will primarily be in the target language **Interpretive mode:** Students read the Aeneid sections (2, Lines 40–56, 201–249, 268–297, and 559–620), as they do they analyse:- ○ What was the cause of the defeat of Troy ○ To what extent are the gods involved in events Students read the text and identify literary devices. Students will listen to opener listenings about Laocoon, Cassandra, and Helen **Presentational Mode:** Students will produce examples of literary devices from English literature. **Interpersonal Mode:** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. **Instructional Strategies:** **Interpretive:** Students translate & read the Aeneid on a sentence-by-sentence level to comprehend the minutiae of the language. Questions on a variety of the features of the text are put forward, dependent on the differing abilities of the students. Students translate & read the Aeneid; the students make a list of all epithets and patronymics used **Presentational:** Students read aloud what they think is the correct translation (Book 2) – this is discussed with the class and then an agreed translation is written on a word document which is accessed by all students

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 write an essay of the comparison between the leadership styles of Aeneas and Caesar (45 minutes) citing evidence form the text Students give a colloquial and critical translation of a 30 word section of the AP text. Students creature a poster which explains a literary device as well as gives a Latin and English example. **Interpersonal:** Students plan the citations and layout of an AP style essay. Students participate in WWCD/WWAD "What would Caesar Do" census where they are prompted with everyday situations and decide how either Aeneas or Caesar would react. **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. **Summative** Written AP essay (English – Latin – difference/Similarity between Aeneas and Caesar) Unit Test (book 2) Midpoint Quizzes (specifically focusing on:- events in the story, participles) Weekly Vocabulary quizzes (50 words – from the list of 1500) **<u>Interdisciplinary Connections</u>** Students explore how the Trojan War may be caused by power over a trade route and how it is similar to other conflicts. **<u>Technology Integration</u>** Students use peardeck to identify key Latin passages for planning AP essay responses.

	<u>Culturally Responsive / Global Perspectives</u> What is the Trojan Horse virus? What other tricks do advertisers/ people use on the internet?
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Unit 7 (Virgil Aeneid – Book 4 (160-218, 259-361, 659-705)

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:.Students will analyze the role of leadership and pietas in Roman ideals while reading the about the love affair between Dido and Aeneas. Students will review the tenses of the Latin verb system.	
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 does the marriage between Dido and Aeneas affect their status among their people and life situation? 2. Is the reader supposed to feel sorry for Dido? ---------- 1. What are the tenses of the Latin verb?	Students will understand that… 1. The marriage affected the (fama) of Dido and hindered the development of Carthage whereas the marriage affected the mission of Aeneas. 2. Readers of the Aeneid would likely have recalled the anti-Roman figure of Cleopatra when reading Dido. ---------- 1. The tenses of the Latin verb are: present, imperfect, future, future perfect, perfect, and pluperfect
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**<u>Instructional Focus:</u>** Discussion relating to the key ideas and big questions will primarily be in the target language **Interpretive mode:-**

7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. **Career-Ready Practices**	Students read the Aeneid sections Book 4 (160-218, 259-361, 659-705) as they do they analyse:- o How did Aeneas and Dido come to be in positions of power. o How Aeneas is a representation of Roman culture & Dido of foreign (non-Roman) culture.. Students read the text and identify the tense, number, and person of verbs used in the passage. Students will listen to opener listenings about the Iarbas, the fates, and the funeral pyre. **Presentational Mode** Students will highlight the verbs in the nightly reading and give the person, tense, number, and mood. Students will produce sentences in Latin which reflect changes in tense. **Interpersonal Mode** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. **<u>Instructional Strategies:</u>** **Interpretive:** Students translate & read the Aeneid on a sentence-by-sentence level to comprehend the minutiae of the language. Questions on a variety of the features of the text are put forward, dependent on the differing abilities of the students, but the focus particularly being on the uses of the subjunctive in the Aeneid. (questions on grammatical points covered in previous chapters are also discussed) Students use a Peardeck presentation of the text to highlight and identify subjunctive clauses **Presentational:** Students read aloud what they think is the correct translation (Book 4) – this is discussed with the class and then an agreed

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 to teams while using cultural global competence	translation is written on a google document which is accessed by all students Students create social media timelines based on Aeneas and Dido's relationship. **Interpersonal:** Discussion of text for agreement before translation Students hear a short narrative from a classmate and reassemble based on the tense of the verb. **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Verb tense bingo Students complete exercises on magistrula (for subjunctive clauses) and email responses **Summative** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. AP style essay (characterization of Aeneas/ Dido) Unit Test (book 4) Midpoint Quizzes (specifically focusing on:- events in the story, tense) Bi-weekly vocabulary assessment focusing on vocabulary words from the weekly lists both in and out of context. **<u>Interdisciplinary Connections</u>**

	Students will compare how other powerful women are portrayed in history (Joan of Arc, Cleopatra). **<u>Technology Integration</u>** Students use fake social media templates to produce social media about the break-up of Aeneas and Dido. **<u>Culturally Responsive / Global Perspectives</u>** How do rival nations/ empires characterize each other?
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Magistrula
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

Unit 8 (Virgil Aeneid – Book 6 (295-332, 384-425, 450-476, 847-899)

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: Students will learn about the contemporary history of the Aeneid by reading and analysing Aeneas descent into the underworld and the parade of roman jeros his father shows him there. Students will also review the forms and use of the gerund, gerundive, and supine.	
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 view the afterlife? 2. What is the cultural significance of Aeneas' visit to the underworld? --- 1. What is a gerund and gerundive? 2. How do impersonal verbs work?	Students will understand that… 1. The Roman underworld, just as the Judeo-Christian one, had separate places depending on an individual's morality. 2. Aeneas descended to the underworld to mimic the narrative of the Odyssey as well as touch upon recent events in Augustan history. --- 1. The gerund is a verbal noun, the gerundive a verbal adjective 2. There are a number of verbs that are frequently used impersonally.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**<u>Instructional Focus:</u>** Discussion relating to the key ideas and big questions will primarily be in the target language

7.1.AL.A.1: Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. 7.1.AL.A.2: Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. 7.1.AL.A.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.6: Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. 7.1.AL.B.2: Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.C.3: Use language creatively in writing for personal, career, or academic purposes. 7.1.AL.C.6: Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. **Career-Ready Practices**	**Interpretive mode:-** Students read the Aeneid sections Book 6 (295-332, 384-425, 450-476, 847-899). Students read the text and analyse which verbs and impersonal and which forms are gerund/gerundives Students will listen to opener listenings about the Marcellus, the Sibylla, and the rivers of the underworld **Presentational Mode** Students will give their opinions on:- Students will produce sentences in Latin which switch between gerund / gerundive Students will present the scenes of the underworld pictographically Students will respond to Latin survey questions focusing on the impersonal verb. **Interpersonal Mode** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. Students identify the damned in the Altamura krater based on a Latin reading. **<u>Instructional Strategies:</u>** **Interpretive:** Students translate & read the Aeneid on a sentence-by-sentence level to comprehend the minutiae of the language. Questions on a variety of the features of the text are put forward, dependent on the differing abilities of the students, but the focus particularly being on the uses of the gerunds/gerundives/impersonal verbs in the Aeneid. (Questions on grammatical points covered in previous chapters are also discussed) Students at the end of lessons are given 1 or 2 lines to scan and are asked how the meter highlights the sense of the line

CRP1: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**:. Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence	**Presentational** Students read aloud what they think is the correct translation (Book 6) – this is discussed with the class and then an agreed translation is written on a word document which is accessed by all students Students will read a description of the underworld in the Aeneid and create a simple diagram Students in groups will use a value line to decide if the future passive participle is acting as a gerund or gerundive in a sentence **Interpersonal** Students will review the nightly homework reading in groups to answer the reading prep questions in preparation for discussing the work's themes and creating a critical translation as a class. Students discuss the differences between a critical and colloquial translation. Students use the gerund and gerundive to define a mystery object. **<u>Sample Assessments</u>** **Formative:** Weekly 5 minute grammar quizzes based on nightly reading. Weekly critical translation of 25-30 word selection from the readings. Gerund or gerundive Kahoot **Summative** Redrafted critical translation on individualized Latin passage from Maffeo Vegio Unit Test (book 6) Midpoint Quizzes Bi-weekly vocabulary assessment focusing on vocabulary words from the weekly lists both in and out of context. **<u>Interdisciplinary Connections</u>**

	Students compare the theater of Marcellus to other international memorials. (JFK). **<u>Technology Integration</u>** Magistrula.com for assistance prior to composition Dropbox word document accessible for all students with complete translation PowerPoint of text as students follow along PowerPoint of gerunds/gerundives Clickers for multiple-choice questions View representations of the underworld online Students use a timeline editor to chronologically map the figures in the parade of heroes. **<u>Culturally Responsive / Global Perspectives</u>** How is the underworld depicted in other myths and cultures? e.g. Norse Myth
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.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Scylla
https://docs.google.com/document/d/1EvqdhqKtcMHG223DyzHeX1AarnboWTTX8KIL5kwsqBg/edit?usp=sharing
Marcellus
https://docs.google.com/document/d/1icFWX7YJM7h9sTnw_2GEgeYAhwikSHORVaX99Xgv8Uk/edit?usp=sharing
Text of Aeneid XIII
http://virgil.org/supplementa/vegio-latin.htm
Magistrula

Revised 8/16/2019
https://www.magistrula.com/latin/charts?cap=adv&quiz=decl&mac=essMac

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

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
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
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