

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

LATIN 1-4

Length of Course:	<u>Term</u>
Elective/Required:	<u>Required</u>
Schools:	<u>High Schools</u>
Eligibility:	<u>Grades 9-12</u>
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TABLE OF CONTENTS

Statement of Purpose.....	3
Introduction	4
Philosophy.....	6
New Jersey Core Curriculum Standards	7
Course Content Outline	17
Thematic Units by Course	18
 II. <u>APPENDICES</u>	
A. World Languages Program Sequence.....	84
B. Basic Texts in the Latin Program	86
C. Lesson Planning.....	87
D. Technology.....	89
E. Edison's Essential Instructional Behaviors (EIBs - Draft 14).....	90
F. Grouping Procedures.....	92
G. Optional Activities and Application Activities.....	97
H. Enrichment Activities.....	98
I. Methodology.....	99

Modifications will be made to accommodate IEP mandates for classified students.

WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

'Backward design' is an increasingly common approach to planning curriculum and instruction. As its name implies, 'backward design' is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to ***communication***. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.
2. The study of another languages leads to ***understanding other cultures***. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to ***critical thinking skills***. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an ***interdisciplinary view*** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

New Jersey Core Curriculum Content Standard for World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

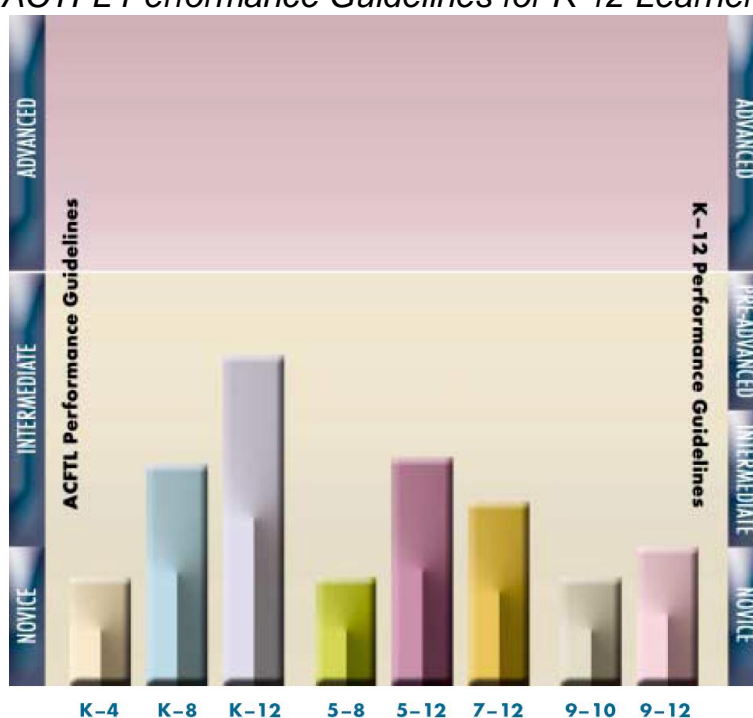
- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

A Note About Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

ACTFL Anticipated Performance Outcomes

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the *ACTFL Performance Guidelines for K-12 Learners*



Philosophy and Goals

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, *Policy, Assessment, and Professional Development: Results from a Statewide Study*.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.

- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21st Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

Three Strands

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

Strand A reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).
- Click Wisconsin Project: Modes of Communication.

Strand B reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).
- Click Wisconsin Project: Modes of Communication.

Strand C reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)
- Click Wisconsin Project: Modes of Communication.

The Role of Grammar in the World Languages Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

Education in World Languages: Advocacy and Resources

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.
- The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the New Jersey Department of Education World Languages homepage.
- The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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WORLD LANGUAGES

PROGRAM OBJECTIVES

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three **communicative modes** that place primary emphasis on the context and purpose of the communication. The three modes are:

- ***The Interpretive Mode:*** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- ***The Interpersonal Mode:*** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- ***The Presentational Mode:*** Students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

COURSE CONTENT OUTLINE

Course Introduction: A Classical Language

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Latin.

A portion of the first class period would be well-spent in discussing the topic, “Why Study a Foreign Language?” The following objectives should be included in the discussion:

- To gain insight into the nature of the language and how it functions
- To understand and appreciate the history, the culture, and the language of The Graeco-Roman World
- To understand the ways in which Latin and Graeco-Roman Culture influenced Western Civilization
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Can Latin be relevant in today’s world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

Note: Students can elect to study **Latin** or Hindi at the Honors level in the high school. Determination for Honors credit is developed through a contract that the students and parents/guardians sign at the beginning of each academic year. The contract specifies the additional academic requirements that the student agrees to meet in order to receive Honors credit.

1.1 When Dead Tongues Speak – Regular and Honors

Targeted State Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the definition of a “dead language.” Students will be able to know who the Romans were, where they came from, and where they lived. Students will be able to follow and give classroom directions. Students will be able to understand the difference between Latin and English.

Essential Questions: Why should I learn Latin? Who were the Romans? How can I make a dead language come alive? What is there to read in Latin?

Unit Assessment: An oral assessment on the understanding of classroom directions and simple greetings; a written assessment in the form of a baseball card that represents a significant person, place, or thing.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Time periods of Roman history Origin stories of Rome Verbal commands Vocabulary No article in Latin Present system The present tense Nom. and Acc. cases Geography of Rome	Follow classroom directions. Comprehend sentences in the present active tense. Comprehend sentences with a subject and direct object. Recite a brief history of Roman history. Recite the central gods and goddesses.	TPR Latin – Classroom directions (CD/DVR) English - Name Acrostic – using vocabulary (nouns and adjectives) English - Written descriptions of classroom objects Latin clue – Make and play the game Power Points for visuals of geography and history	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Pronunciation quiz Oral command quiz

1.1 When Dead Tongues Speak – Regular and Honors (Cont.)

	Core Content	Instructional Actions
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Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>	<p>Significant rulers and individuals</p> <p>The Pantheon</p> <p>Parts of Speech: English and Latin</p> <p>Etymology</p>		<p>Technology - Familiarization with the class website</p>	

1.1 When Dead Tongues Speak – Regular and Honors (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p>				

1.1 When Dead Tongues Speak – Regular and Honors (Cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

“Conversational Latin for Oral Proficiency” John C. Traupman

“Latin Made Simple” Rhoda Hendricks

“Latin Verb Drills” Richard Prior

“Mythology” Edith Hamilton

“Wheelock’s Latin: 6th Edition” Frederic M. Wheelock

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

1.2 Honey, I'm Home! (The Roman Family) - Accelerated

Targeted State Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the definition of the paterfamilias. Students will be able to understand the role of individual family members, the family as a whole in society, and the roles of different kinds of families in the class system.

Essential Questions: What does the ancient Roman family look like? What does a Roman house look like? How can I make the Roman house belong to me? Can I identify the difference between “wants” and “needs” in a household?

Unit Assessment: An oral assessment on a continuation of classroom directions and advanced greetings, a written assessment in the form of a brief autobiography, designing a home and a family.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.2: Recognize a few common gestures and practices associated with the target culture.	Vocabulary Present Tense Ablative Case Prepositions Vocative Imperative Colors Roman Numerals Numbers 1-10	Greet another student. Read sentences in the present active tense. Read sentences with subjects. Possessives. Direct and indirect objects. Understand the roles of different people in society. Count and complete simple math problems in Roman numerals	TPR Latin – Classroom directions (CD/DVDR) History – Roman family tree Math – Roman numeral exercises Math – Frankenstein's Lab English – Hickory Dickory Dock Exercise Visual Arts – Colors in the Roman world versus the colors in our modern world	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

1.2 Honey, I'm Home! (The Roman Family) - Accelerated (Cont.)

	Core Content	Instructional Actions
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Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>Who the family members are</p> <p>How the household is organized</p> <p>Etymology</p>			

1.2 Honey, I'm Home! (The Roman Family) - Accelerated (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p>				

1.2 Honey, I'm Home! (The Roman Family) - Accelerated (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.NM.C.4: Name and label tangible products and imitate practices from the target culture.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “Conversational Latin for Oral Proficiency” John C. Traupman “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock “Cambridge Latin Course: Unit 1” The North American Fourth Edition			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Ecce Romani textbook presents the ablative case before the genitive or dative case in text translations, requiring the ablative case to be taught first More time was needed to solidify the student’s understanding of the present tense before moving on	

1.2 Honey, I'm Home! (The Roman Family) - Honors

Targeted State Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the definition of the paterfamilias. Students will be able to understand the role of individual family members, the family as a whole in society, and the roles of different kinds of families in the class system.

Essential Questions: What does the ancient Roman family look like? What does a Roman house look like? How can I make the Roman house belong to me? Can I identify the difference between “wants” and “needs” in a household?

Unit Assessment: An oral assessment on a continuation of classroom directions and advanced greetings, a written assessment in the form of a brief autobiography, designing a home and a family.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.2: Recognize a few common gestures and practices associated with the target culture. 7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Vocabulary Present and Imperfect Present Tense Ablative Case Prepositions Vocative Imperative – Singular and Plural Imperative Colors	Greet another student. Read sentences in the present active tense. Read sentences with subjects. Possessives. Direct and indirect objects. Understand the roles of different people in society. Count and complete simple math problems in Roman numerals.	TPR Latin – Classroom directions (CD/DVDR) History – Roman family tree Math – Roman numeral exercises Math – Frankenstein's Lab English – Hickory Dickory Dock Exercise Visual Arts – Colors in the Roman world versus the colors in our modern world	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

1.2 Honey, I'm Home! (The Roman Family) - Honors (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p>	<p>Roman Numerals</p> <p>Numbers 1-10</p> <p>Who the family members are</p> <p>How the household is organized</p> <p>Etymology</p>			

1.2 Honey, I'm Home! (The Roman Family) - Honors

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools</p> <p>C.Presentational Mode</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “Conversational Latin for Oral Proficiency” John C. Traupman “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock “Cambridge Latin Course: Unit 1” The North American Fourth Edition			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Ecce Romani textbook presents the ablative case before the genitive or dative case in text translations, requiring the ablative case to be taught first More time was needed to solidify the student’s understanding of the present tense before moving on	

1.3 A Changing History of Rome - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to further understand the world of the ancient Romans, exploring everything from communities to empires, expanding upon what they learned in units 1.1 and 1.2. Students will be able to look at the Roman military, the changing Roman government, the kings, the consuls, the emperors, and some of the most significant battles fought by the Ancient Romans. Students will be able to analyze the changes and amendments made to the structure of Roman cities, provinces, and colonies.

Essential Questions: What is the Roman Monarchy? What is the Roman Republic? What is the Roman Empire? What peoples made up the various eras of Ancient Rome? How did the Roman military develop through the different eras of history? How did major battles in the history of Ancient Rome affect the structure of the culture and society?

Unit Assessment: An oral assessment on advanced greetings and simple questions; a written assessment in the form of a panegyric, a speech given in praise of a significant person.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.2: Recognize a few common gestures and practices associated with the target culture.	Vocabulary Genitive and Dative Cases Adjectives Imperfect Tense Irregular verb "to be" Etymology	Compose complete sentences, ask questions, and make commands. Read sentences in the imperfect tense with nouns of possession and indirect objects. Define aspects of the different eras of ancient Roman history, including the significant battles and events which shaped the culture and society.	Latin Scrabble TPR Latin – Classroom directions (CD/DVDR) Latin Clue – revisited History – Timeline building English – Research paper Math – Timeline	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

1.3 A Changing History of Rome - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>Important people of the Roman regal period, the Roman republic, and the Roman empire</p> <p>Mythology</p>		<p>Art – Collage representing the characteristics of important people of the time periods</p> <p>Theater – Speech to be made, impersonating the oration of important people of the time periods</p> <p>Music – Write a song or poem that embodies an aspect of history</p>	

1.3 A Changing History of Rome - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p>				

1.3 A Changing History of Rome - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Ecce Romani textbook presents the ablative case before the genitive or dative case in text translations, requiring the ablative case to be taught first Preparation for the National Latin Exam took time away from continuing the progression of verb tenses and noun cases	

1.3 A Changing History of Rome - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to further understand the world of the ancient Romans, exploring everything from communities to empires, expanding upon what they learned in units 1.1 and 1.2. Students will be able to look at the Roman military, the changing Roman government, the kings, the consuls, the emperors, and some of the most significant battles fought by the Ancient Romans. Students will be able to analyze the changes and amendments made to the structure of Roman cities, provinces, and colonies.

Essential Questions: What is the Roman Monarchy? What is the Roman Republic? What is the Roman Empire? What peoples made up the various eras of Ancient Rome? How did the Roman military develop through the different eras of history? How did major battles in the history of Ancient Rome affect the structure of the culture and society?

Unit Assessment: An oral assessment on advanced greetings and simple questions; a written assessment in the form of a panegyric, a speech given in praise of a significant person.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.2: Recognize a few common gestures and practices associated with the target culture.	Vocabulary Genitive and Dative Cases Predicate Nominative Predicate Adjective Adjectives Future Tenses Irregular verb "to be"	Compose complete sentences, ask questions, and make commands. Read sentences in the future tense with nouns of possession or indirect objects. Recognize the defining aspects of the different eras of ancient Roman history, including the significant battles and events which shaped the culture and society.	Latin Scrabble TPR Latin – Classroom directions (CD/DVDR) Latin Clue – revisited History – Timeline building English – Research paper Math – Timeline	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

1.3 A Changing History of Rome - Honors (cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>	<p>Etymology</p> <p>Important people of the Roman regal period, Roman republic, and Roman empire</p> <p>Roles of the republic</p> <p>Mythology</p>		<p>Art – Collage representing the characteristics of important people of the time periods</p> <p>Theater – Speech to be made, impersonating the oration of important people of the time periods</p> <p>Music – Write a song or poem that embodies an aspect of history</p>	

1.3 A Changing History of Rome - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p>				

1.3 A Changing History of Rome - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

1.4 Around the World in One Marking Period - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the world geography and cultures important to the Romans. Students will be able to understand the reaches of the Roman monarchy, republic, and empire. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

Essential Questions: Where were there Romans or Roman provinces besides Italy? How did Romans travel and where did they go? Who else did the Romans interact with on a regular basis? What do these locales look like today and what are the major tourist spots?

Unit Assessment: An oral assessment on questions concerning the family, home life, and schooling; a written assessment in the form of a scrapbook or journal, logging our travels with the Romans.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.2: Recognize a few common gestures and practices associated with the target culture.	Vocabulary Adjectives (Noun/adjective agreement) Understanding/use of the four principal parts Future and Perfect tenses Irregular verb “to be able” Irregular verb “to bear, carry” Pronouns	Compose/translate a sentence using the future or perfect tense, mastering all uses of nouns and introducing adjectives and adverbs into more complex descriptions. What it was like to travel as a Roman, through both local and distant travel and compare such to modern day travels.	Latin Scrabble TPR Latin – Classroom directions (CD/DVDR) PowerPoint for visual representations, archaeological site maps, tourist attractions Latin/Italian comparisons – conversational exercises Math – Itinerary planning and map skills	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

1.4 Around the World in One Marking Period - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>Adverbs</p> <p>Roman Forum Geography</p> <p>Roman Empire Geography</p> <p>Etymology</p>		<p>Theater performance – Roman comedy</p> <p>Music – Music in Mythology</p> <p>Music – Local sounds</p> <p>Social Sciences - Coin archaeology</p>	

1.4 Around the World in One Marking Period - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

1.4 Around the World in One Marking Period - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

1.4 Around the World in One Marking Period - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the world geography and cultures important to the Romans. Students will be able to understand the reaches of the Roman monarchy, republic, and empire. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

Essential Questions: Where were there Romans or Roman provinces besides Italy? How did Romans travel and where did they go? Who else did the Romans interact with on a regular basis? What do these locales look like today and what are the major tourist spots?

Unit Assessment: An oral assessment on questions concerning the family, home life, and schooling; a written assessment in the form of a scrapbook or journal, logging our travels with the Romans.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.	Vocabulary Adjectives (Noun/adjective agreement) Understanding/use of the four principal parts Perfect, Pluperfect, and Future Tenses Irregular verb "to be able" Irregular verb "to bear, carry" Pronouns	Compose a sentence using any tense of the active voice, mastering all uses of nouns and introducing adjectives and adverbs into more complex descriptions. Understand what it was like to travel as a Roman, through both local and distant travel and compare such to modern day travels.	Latin Scrabble TPR Latin – Classroom directions (CD/DVDR) PowerPoint for visual representations, archaeological site maps, tourist attractions Latin/Italian comparisons – conversational exercises Math – Itinerary planning and map skills	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

1.4 Around the World in One Marking Period - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.NH.A.2: Recognize some common gestures and practices of the target culture.</p> <p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>Adverbs</p> <p>Roman Forum Geography</p> <p>Roman Empire Geography</p> <p>Etymology</p>		<p>Theater performance – Roman comedy</p> <p>Music – Music in Mythology</p> <p>Music – Local sounds</p> <p>Social Sciences - Coin archaeology</p>	

1.4 Around the World in One Marking Period - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

1.4 Around the World in One Marking Period - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.1 Origins of Mythology - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand how mythology has affected the writings of infamous Roman and Greek authors. Students will be able to understand how mythology was used to answer questions about inexplicable occurrences in life and nature. Students will be able to become familiar with a number of the most famous myths, including origin myths, myths of love, and myths of war.

Essential Questions: How did the cities of Italy and Greece come to be? What roles do the many divinities play in the life of mortals? What is the purpose of authors using mythological characters in their stories and poems?

Unit Assessment: Students will write their own myth, using the appropriate Roman or Greek divinities to demonstrate their understanding of the roles played by such characters.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.2: Recognize a few common gestures and practices associated with the target culture. 7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Vocabulary Pluperfect and Future Perfect Tenses Irregular verbs “to want” and “to not want” 4 th and 5 th declensions Partitive Genitive Roman mythology Greek mythology	Translate and read sentences that use any tense of the active indicative voice. Translate and read sentences that use the present and imperfect active indicative tenses of the irregular verbs “volo” and “nolo.” Recognize and decline within a sentence words from the 4 th and 5 th declensions.	PowerPoint English – read relevant poetry that utilizes Greek or Roman mythology within its themes History – review how mythology has had an affect on major historical events, such as the Trojan War Visual Arts – view movies/films/photos/artwork that use mythological characters in historically accurate ways	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.1 Origins of Mythology - Accelerated (cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	Etymology	Understand how the genitive could be used as a literary device with the partitive genitive.	Movie – Hercules – Compare and contrast the Disney movie with the historical and mythological characters	

2.1 Origins of Mythology - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p>				

2.1 Origins of Mythology - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.1 Origins of Mythology - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand how mythology has affected the writings of infamous Roman and Greek authors. Students will be able to understand how mythology was used to answer questions about inexplicable occurrences in life and nature. Students will be able to become familiar with a number of the most famous myths, including origin myths, myths of love, and myths of war.

Essential Questions: How did the cities of Italy and Greece come to be? What roles do the many divinities play in the life of mortals? What is the purpose of authors using mythological characters in their stories and poems?

Unit Assessment: Students will write their own myth, using the appropriate Roman or Greek divinities to demonstrate their understanding of the roles played by such characters.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.1: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.	Vocabulary Mixed review of active tenses Irregular verbs “to want” and “to not want” 4 th and 5 th declensions Partitive Genitive Demonstrative adjectives and pronouns: hic and ille Roman mythology	Translate and read sentences that use any tense of the active indicative voice. Translate and read sentences that use the present and imperfect active indicative tenses of the irregular verbs “volo” and “nolo.” Recognize and decline within a sentence words from the 4 th and 5 th declensions.	PowerPoint English – read relevant poetry that utilizes Greek or Roman mythology within its themes History – review how mythology has had an affect on major historical events, such as the Trojan War Visual Arts – view movies/films/photos/artwork that use mythological characters in historically accurate ways	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.1 Origins of Mythology - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.NH.A.2: Recognize some common gestures and practices of the target culture.</p> <p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.1: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>Greek mythology</p> <p>Etymology</p>	<p>Understand how the genitive could be used as a literary device with the partitive genitive.</p> <p>Translate sentences that utilize demonstrative pronouns and adjectives, relying on the rules of noun-adjective agreement to help them identify matching parts of speech.</p>	<p>Movie – Hercules – Compare and contrast the Disney movie with the historical and mythological characters</p>	

2.1 Origins of Mythology - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

2.1 Origins of Mythology - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.2 Theater and Music - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to become familiar with tragedies of Greek authors and with comedies and dramas from Roman authors. Students will be able to understand what instruments and styles distinguish the Classics from other ancient civilizations. Students will be able to understand how music and theater played a role in the daily life of the Roman and Greek people.

Essential Questions: What were original Greek plays? What were original Roman plays? Who was allowed to participate in theater? Who was allowed to watch theatrical performances? What kind of music did the ancient Romans and Greeks listen to?

Unit Assessment: Students will read a tragedy or comedy of their choice and will write out the design for the costumes, scenery, lighting for the play, keeping in mind what would have been appropriate.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.	Vocabulary Mixed review of active tenses Demonstrative adjectives and pronouns: hic and ille Personal pronouns: I, you, he/she/it Irregular verb "to go" Active vs. Passive voice Greek tragedy Roman comedy	Translate and read sentences that use all tenses of the active indicative. Recognize and translate demonstratives and personal pronouns, utilizing the rules of noun-adjective agreement to help them match parts of speech. Understand how the passive voice affects what case a noun will be used in, when transposing a sentence from the active voice to the passive voice.	PowerPoint Ipods/Itunes/Music – students will compare and contrast music from ancient Italy and modern Italy English – students will write a brief satire, using a character from Greek tragedy or Roman comedy as the subject Theater – students will read and "perform" a Greek tragedy and a Roman comedy	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.2 Theater and Music - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.NH.A.1: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.NH.A.2: Recognize some common gestures and practices of the target culture.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>	<p>Satire</p> <p>Etymology</p>	<p>Understand how the genitive could be used as a literary device with the partitive genitive.</p>	<p>Visual Arts – using “props” from the theater department, students will design accompanying aspects of a performance piece.</p>	

2.2 Theater and Music - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

2.2 Theater and Music - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.2 Theater and Music - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to become familiar with tragedies of Greek authors and with comedies and dramas from Roman authors. Students will be able to understand what instruments and styles distinguish the Classics from other ancient civilizations. Students will be able to understand how music and theater played a role in the daily life of the Roman and Greek people.

Essential Questions: What were original Greek plays? What were original Roman plays? Who was allowed to participate in theater? Who was allowed to watch theatrical performances? What kind of music did the ancient Romans and Greeks listen to?

Unit Assessment: Students will read a tragedy or comedy of their choice and will write out the design for the costumes, scenery, lighting for the play, keeping in mind what would have been appropriate.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics. 7.NH.A.1: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.NH.A.2: Recognize some common gestures and practices of the target culture.	Vocabulary Personal pronouns: I, you, he/she/it Relative Pronouns Relative Clauses "Q" words: indefinite adjectives and interrogative pronouns Active vs. Passive voice Greek tragedy	Recognize and translate the personal pronouns, relative pronouns, indefinite adjectives, and interrogative pronouns, utilizing the rules of noun-adjective agreement to help them match parts of speech. Understand how the passive voice affects what case a noun will be used in, when transposing a sentence from the active voice to the passive voice.	PowerPoint Ipods/Itunes/Music – students will compare and contrast music from ancient Italy and modern Italy English – students will write a brief satire, using a character from Greek tragedy or Roman comedy as the subject Theater – students will read and "perform" a Greek tragedy and a Roman comedy	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.2 Theater and Music - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>	<p>Roman comedy</p> <p>Satire</p> <p>Etymology</p>		<p>Visual Arts – using “props” from the theater department, students will design accompanying aspects of a performance piece.</p>	

2.2 Theater and Music - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

2.2 Theater and Music - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.3 History – Panegyrics - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand what a panegyric speech was and how it was used in the Roman Empire. Students will be able to become more familiar with the kings, consuls, and emperors of Ancient Rome as well as some of the more powerful influences from Ancient Greece and Ancient Egypt. Students will be able to understand what impact each of these powerful figures had on the daily life, political environment, economic situation, and architecture of citizens of Rome and Greece.

Essential Questions: What is a panegyric? What kind of person would a panegyric be written about? Who are the leaders of Rome, Greece, and Egypt? What positive impact did these leaders have on the Romans, Grecians, and Egyptians? How was the daily life affected by such powerful figures?

Unit Assessment: Students will write a panegyric on the historical individual of their choice. They will present their panegyrics to their classmates.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.3: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics. 7.NM.A.8: Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.	Vocabulary Relative Pronouns Relative Clauses Indefinite adjectives Interrogative pronouns Active vs. Passive voice Roman Kings Roman Republic Leaders	Recognize and translate the personal pronouns, relative pronouns, indefinite adjectives, and interrogative pronouns, utilizing the rules of noun-adjective agreement to help them match parts of speech. Understand how the passive voice affects what case a noun will be used in, when transposing a sentence from the active voice to the passive voice.	PowerPoint English – students will write speeches that utilize literary devices and vocabulary with only positive connotations Current Events - students will use the internet to research articles of current events that mock the events that occurred throughout the history of the Roman Regal Period, the Roman Republic, and the Roman Empire	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.3 History – Panegyrics - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.1: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.NH.A.2: Recognize some common gestures and practices of the target culture.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.NM.B.3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>Roman Emperors</p> <p>Roman women</p> <p>Etymology</p> <p>Roman comedy</p>		<p>History – students will compare and contrast the tactics of past leaders with more recent leaders</p> <p>Performance Arts – students will consider the characteristics and traits of ancient Roman leaders</p>	

2.3 History – Panegyrics - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NM.B.6: Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools.</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.NM.C.2: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p>				

2.3 History – Panegyrics - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.4: Name and label tangible products and imitate practices from the target culture.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.3 History – Panegyrics - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand what a panegyric speech was and how it was used in the Roman Empire. Students will be able to become more familiar with the kings, consuls, and emperors of Ancient Rome as well as some of the more powerful influences from Ancient Greece and Ancient Egypt. Students will be able to understand what impact each of these powerful figures had on the daily life, political environment, economic situation, and architecture of citizens of Rome and Greece.

Essential Questions: What is a panegyric? What kind of person would a panegyric be written about? Who are the leaders of Rome, Greece, and Egypt? What positive impact did these leaders have on the Romans, Grecians, and Egyptians? How was the daily life affected by such powerful figures?

Unit Assessment: Students will write a panegyric on the historical individual of their choice. They will present their panegyrics to their classmates.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics. 7.NH.A.1: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.NH.A.2: Recognize some common gestures and practices of the target culture.	Vocabulary Present, Imperfect, Future, Perfect, Pluperfect, and Future Perfect passive indicatives Present Passive Infinitive Specific uses of the Ablative Demonstrative Adjectives and Pronouns Positive, Comparative, Superlative degrees of adjectives	Understand how the passive voice affects what case a noun will be used in, when transposing a sentence from the active voice to the passive voice. Differentiate the uses of the ablative case within Latin passages. Make comparisons between English and the target language.	PowerPoint English – students will write speeches that utilize literary devices and vocabulary with only positive connotations Current Events - students will use the internet to research articles of current events that mock the events that occurred throughout the history of the Roman Regal Period, the Roman Republic, and the Roman Empire	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.3 History – Panegyrics - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>	<p>Roman Kings</p> <p>Roman Republic Leaders</p> <p>Roman Emperors</p> <p>Roman women</p> <p>Etymology</p>	<p>Make comparisons, applying the three degrees of adjectives to their translations.</p>	<p>History – students will compare and contrast the tactics of past leaders with more recent leaders</p> <p>Performance Arts – students will consider the characteristics and traits of ancient Roman leaders</p>	

2.3 History – Panegyrics - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

2.3 History – Panegyrics - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections. 7.NM.C.4: Name and label tangible products and imitate practices from the target culture. 7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience. 7.NH.C.2: Describe in writing people and things from the home/school environment.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.4 Travels through Ancient and Modern Italy - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the world geography and cultures important to the Romans. Students will be able to understand the reaches of the Roman monarchy, republic, and empire. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

Essential Questions: Where were there Romans or Roman provinces besides Italy? How did Romans travel and where did they go? Who else did the Romans interact with on a regular basis? What do these locales look like today and what are the major tourist spots?

Unit Assessment: Students will create a travel log that includes compositions, in the form of postcards, as well as a fact sheet for each site that they “visited” on their trip.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics. 7.NH.A.1: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.NH.A.2: Recognize some common gestures and practices of the target culture.	Vocabulary Present, Imperfect, Future, Perfect, Pluperfect, and Future Perfect passive indicatives Present Passive Infinitive Demonstrative Adjectives and Pronouns Positive, Comparative, Superlative degrees of adjectives Roman Dating	Understand how the passive voice affects what case a noun will be used in, when transposing a sentence from the active voice to the passive voice. Make comparisons between English and the target language. Make comparisons, applying the three degrees of adjectives to their translations.	PowerPoint for visual representations, archaeological site maps, tourist attractions Latin/Italian comparisons – conversational exercises Math – Itinerary planning and map skills Theater performance – Roman comedy Music – Music in Mythology Music – Local sounds	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.4 Travels through Ancient and Modern Italy - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>	<p>Roman Forum Geography</p> <p>Roman Empire Geography</p> <p>Etymology</p>	<p>Know how to transpose the current date to Roman time and vice versus.</p>	<p>Social Sciences - Coin archaeology</p>	

2.4 Travels through Ancient and Modern Italy - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

2.4 Travels through Ancient and Modern Italy - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p> <p>7.NH.C.4: Tell or write about products or the target culture and simulate common cultural practices.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

2.4 Travels through Ancient and Modern Italy - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the world geography and cultures important to the Romans. Students will be able to understand the reaches of the Roman monarchy, republic, and empire. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

Essential Questions: Where were there Romans or Roman provinces besides Italy? How did Romans travel and where did they go? Who else did the Romans interact with on a regular basis? What do these locales look like today and what are the major tourist spots?

Unit Assessment: Students will create a travel log that includes compositions, in the form of postcards, as well as a fact sheet for each site that they “visited” on their trip.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.2: Recognize some common gestures and practices of the target culture. 7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.NH.A.4: Demonstrate comprehension of short conversations and brief written messages on familiar topics.	Vocabulary Case Endings of Comparatives and Superlatives Comparisons and “quam” Positive, Comparative, Superlative degrees of adverbs Roman Dating Roman Forum Geography Roman Empire Geography	Recognize and translate declined comparatives and superlatives, utilizing the rules of noun-adjective agreement. Make comparisons between English and the target language. Make comparisons, applying the three degrees of adverbs to their translations. Know how to transpose the current date to Roman time and vice versus.	PowerPoint for visual representations, archaeological site maps, tourist attractions Latin/Italian comparisons – conversational exercises Math – Itinerary planning and map skills Theater performance – Roman comedy Music – Music in Mythology Music – Local sounds	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

2.4 Travels through Ancient and Modern Italy - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>B.Interpersonal Mode</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>	Etymology		Social Sciences - Coin archaeology	

2.4 Travels through Ancient and Modern Italy - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.B.2: Imitate appropriate gestures, intonation, and common idiomatic expressions or the target culture/language during daily interactions.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.4: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

2.4 Travels through Ancient and Modern Italy - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p> <p>7.NH.C.3: Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing.</p> <p>7.NH.C.4: Tell or write about products of the target culture and simulate common cultural practices.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

3.1 Great Literature of Classical Authors - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to become familiar with epic authors, playwrights, and poets from Greek and Roman antiquity. Students will be able to understand how the language and culture has affected the transliterated language and storyline of major literary works from the Classical Period. Students will be able to understand how the characters and objects in these literary works played a part in the daily life of ancient Romans and ancient Greeks. Students will be able to understand how these literary works integrated the history of the ancient civilizations.

Essential Questions: What were the stories and legends that dictated how Greek and Roman history was passed from person to person? What do we lose from the language when we read an English translation of an ancient literary work?

Unit Assessment: Students will all read a shared literary piece from Roman antiquity and will write a “book talk” or “book report” describing the characters, the setting, any historical significance, and the plot details.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NM.A.4: Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics. 7.NH.A.1: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	Vocabulary Review of Active and Passive Voice Verbs in all six tenses Positive, Comparative, and Superlative Adverbs Roman Dating Etymology	Form and translate sentences that use both the active and passive voice, in all six tenses, by identifying subjects and objects, and how they are affected by the voice. Make comparisons and describe with more accurate detail actions, using positive, comparative, and superlative adverbs.	English – Students will read portions of great epics, novels, and philosophical works Theater – Students will read portions of Greek dramas and Roman tragedies English – Students will write a review of the literature they focused on this marking period	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.1 Great Literature of Classical Authors - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.2: Recognize some common gestures and practices of the target culture.</p> <p>7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>B.Interpersonal Mode</p> <p>7.NM.B.2: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p>		<p>Know how to transpose the current date to Roman time and vice versus.</p>	<p>Comparative Literature – Students will compare English literature with literature in its original language to see what has been lost through translation</p> <p>Art – Students will look at artwork/consider how artwork can portray a story/consider how artwork interprets a story</p> <p>Power Point – Students will look at artwork, architecture, and ruins to find hints of literary works</p>	

3.1 Great Literature of Classical Authors - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

3.1 Great Literature of Classical Authors - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p> <p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p> <p>7.NH.C.4: Tell or write about products or the target culture and simulate common cultural practices.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

3.1 Great Literature of Classical Authors - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to become familiar with epic authors, playwrights, and poets from Greek and Roman antiquity. Students will be able to understand how the language and culture has affected the transliterated language and storyline of major literary works from the Classical Period. Students will be able to understand how the characters and objects in these literary works played a part in the daily life of ancient Romans and ancient Greeks. Students will be able to understand how these literary works integrated the history of the ancient civilizations.

Essential Questions: What were the stories and legends that dictated how Greek and Roman history was passed from person to person? What do we lose from the language when we read an English translation of an ancient literary work?

Unit Assessment: Students will all read a shared literary piece from Roman antiquity and will write a “book talk” or “book report” describing the characters, the setting, any historical significance, and the plot details.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.2: Recognize some common gestures and practices of the target culture. 7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.NH.A.4: Demonstrate comprehension of short conversations and brief written messages on familiar topics.	Vocabulary Review of Active and Passive Voice in all six tenses Deponent Verbs Cardinal Numbers Ordinal Numbers Roman Dating Etymology	Form and translate sentences that use both the active and passive voice, in all six tenses, by identifying subjects and objects, and how they are affected by the voice. Utilize what they have learned about the two voices, to identify and translate deponent verbs, verbs that are passive in form and active in meaning. Count in numbers up to 100.	English – Students will read portions of great epics, novels, and philosophical works Theater – Students will read portions of Greek dramas and Roman tragedies English – Students will write a review of the literature they focused on this marking period	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.1 Great Literature of Classical Authors - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>B.Interpersonal Mode</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>		<p>Give value and worth to objects, events, times, by learning ordinal numbers up to 100.</p>	<p>Comparative Literature – Students will compare English literature with literature in its original language to see what has been lost through translation</p> <p>Art – Students will look at artwork/consider how artwork can portray a story/consider how artwork interprets a story</p> <p>Power Point – Students will look at artwork, architecture, and ruins to find hints of literary works</p>	

3.1 Great Literature of Classical Authors - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.B.2: Imitate appropriate gestures, intonation, and common idiomatic expressions or the target culture/language during daily interactions.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.4: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

3.1 Great Literature of Classical Authors - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p> <p>7.NH.C.3: Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing.</p> <p>7.NH.C.4: Tell or write about products of the target culture and simulate common cultural practices.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

3.2 History of the Republic and the Empire - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to become familiar with the major events that occurred during the Early Republic, Late Republic, Early Empire, and Late Empire. Students will be able to understand how the chronology of events had influenced how Rome functioned, how it was run by the governmental bodies, how trade occurred between cities, states, and provinces, and how the social classes interacted with one another and with those in power.

Essential Questions: What major events occurred during the periods of the Roman Republic and the Roman Empire? Who held power during the Roman Republic? Who held power during the Roman Empire? How did the ruling body influence the daily life of the Romans? What other provinces, countries, and city states were integrated with Rome during the Roman Republic and during the Roman Empire?

Unit Assessment: Students will choose a major event that occurred during one of the four target time periods. Students will research that event and will present for their classmates the Who, What, Where, When, and Why of that event.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.2: Recognize some common gestures and practices of the target culture. 7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.NH.A.4: Demonstrate comprehension of short conversations and brief written messages on familiar topics.	Vocabulary Deponent Verbs Cardinal Numbers Ordinal Numbers Locative – Place Clues Present Participles Etymology	Utilize what they have learned about the two voices, to identify and translate deponent verbs, verbs that are passive in form and active in meaning. Count in numbers up to 100. Give value and worth to objects, events, times, by learning ordinal numbers up to 100.	History – Students will conduct research about a specific time period, within a certain era of Roman history Library – Students will work with book sources and will write accurate bibliographies Power Point – Students will create/ watch power point presentations that contain only illustrations and photography that are representative of the area of study	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.2 History of the Republic and the Empire - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>B.Interpersonal Mode</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>		<p>Understand how case can affect the direction an object is moving in and will use the locative in order to track the travels a person may make.</p> <p>Form, identify, and translate sentences that utilize present participles.</p>	<p>English – Students will write their own epic, focusing the story on an epic hero, making sure their hero encounters obstacles, and including historical events within their fiction</p>	

3.2 History of the Republic and the Empire - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.B.2: Imitate appropriate gestures, intonation, and common idiomatic expressions or the target culture/language during daily interactions.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.4: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>				

3.2 History of the Republic and the Empire - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NM.C.6: Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p> <p>7.NH.C.3: Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing.</p> <p>7.NH.C.4: Tell or write about products or the target culture and simulate common cultural practices.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

3.2 History of the Republic and the Empire - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to become familiar with the major events that occurred during the Early Republic, Late Republic, Early Empire, and Late Empire. Students will be able to understand how the chronology of events had influenced how Rome functioned, how it was run by the governmental bodies, how trade occurred between cities, states, and provinces, and how the social classes interacted with one another and with those in power.

Essential Questions: What major events occurred during the periods of the Roman Republic and the Roman Empire? Who held power during the Roman Republic? Who held power during the Roman Empire? How did the ruling body influence the daily life of the Romans? What other provinces, countries, and city states were integrated with Rome during the Roman Republic and during the Roman Empire?

Unit Assessment: Students will choose a major event that occurred during one of the four target time periods. Students will research that event and will present for their classmates the Who, What, Where, When, and Why of that event.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.NH.A.4: Demonstrate comprehension of short conversations and brief written messages on familiar topics.	Locative – Place Clues Time Clues Semi-Deponent Verbs Present Participles Perfect Active Infinitive Introduce the Subjunctive Mood Active and Passive Subjunctives	Understand how case can affect the direction an object is moving in and will use the locative in order to track the travels a person may make. Form, identify, and translate sentences that utilize present participles. Form, identify, and translate sentences that use the perfect active infinitive.	History – Students will conduct research about a specific time period, within a certain era of Roman history Library – Students will work with book sources and will write accurate bibliographies Power Point – Students will create/ watch power point presentations that contain only illustrations and photography that are representative of the area of study	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.2 History of the Republic and the Empire - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.</p>	Etymology	Understand the subjunctive mood, how it is not standard in translation, and will be able to learn to utilize mood in order to influence what they are saying/will understand how mood influences translation.	English – Students will write their own epic, focusing the story on an epic hero, making sure their hero encounters obstacles, and including historical events within their fiction	

3.2 History of the Republic and the Empire - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B.Interpersonal Mode</p> <p>7.NH.B.2: Imitate appropriate gestures, intonation, and common idiomatic expressions or the target culture/language during daily interactions.</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.4: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>				

3.2 History of the Republic and the Empire - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>C.Presentational Mode</p> <p>7.NM.C.1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.NH.C.2: Describe in writing people and things from the home/school environment.</p> <p>7.NH.C.3: Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing.</p> <p>7.NH.C.4: Tell or write about products of the target culture and simulate common cultural practices.</p> <p>7.NH.C.6: Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				

3.2 History of the Republic and the Empire - Honors (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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3.3 Rhythm and Meter - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand that the majority of what was written in the Latin language was written to be read aloud, not silently. Students will be able to understand how there are many different ways to say a single word, and how each interpretation carries its own meaning. Students will be able to become familiar with hendecasyllabics and dactylic hexameter. Students will be able to become familiar with the poetic devices used by various Roman and Greek authors.

Essential Questions: What is meter? How did Roman authors apply poetic devices and rhythm to their poetry and plays? How does rhythm and meter affect the way a Latin or Greek poem is read?

Unit Assessment: Students will complete one of the four following projects: 1) Student can write a paper, outlining ten Latin authors, discussing their poetic devices, their meter, and their major works; 2) Student can scan twenty lines of hendecasyllabics and twenty lines of dactylic hexameter; 3) Student can scan a poem of their choice and perform it dramatically with the correct inflections of the voice; 4) Student can write their own poem or adapt song lyrics to fit either dactylic hexameter or hendecasyllabics.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.2: Recognize some common gestures and practices of the target culture. 7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.NH.A.4: Demonstrate comprehension of short conversations and brief written messages on familiar topics.	Vocabulary Perfect Active Infinitive Introduction of the Subjunctive Mood Active and Passive Subjunctives Perfect Passive Participle Ablative Absolute	Form, identify, and translate passages that use the perfect active infinitive and perfect passive participle. Understand the subjunctive mood, how it is not standard in translation, and will be able to learn to utilize mood in order to influence what they are saying/will understand how mood influences translation.	Music – Selections of Pop Music that use rhythm and meter with Latin Vocabulary (“Aspera” and music from “Spring Awakening”) Math/Logic - Scansion DVR – After being taught rhythm, students will record themselves reading a section of scanned text	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.3 Rhythm and Meter - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p>	Etymology	See how different verb and noun forms may work together to form complex sentence fragments, that allow for a more sophisticated meaning with the translation.	<p>Theater – Students will present a dramatic interpretation of a Latin drama/comedy, enunciated appropriately</p> <p>English – Comparison: the meter of Roman poetry and the meter of famous authors.</p>	

3.3 Rhythm and Meter - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
B.Interpersonal Mode 7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities. 7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. 7.NH.B.4: Converse on a variety of familiar topics and/or topics studied in other content areas. 7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools. 7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.				

3.3 Rhythm and Meter - Accelerated (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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3.3 Rhythm and Meter - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand that the majority of what was written in the Latin language was written to be read aloud, not silently. Students will be able to understand how there are many different ways to say a single word, and how each interpretation carries its own meaning. Students will be able to become familiar with hendecasyllabics and dactylic hexameter. Students will be able to become familiar with the poetic devices used by various Roman and Greek authors.

Essential Questions: What is meter? How did Roman authors apply poetic devices and rhythm to their poetry and plays? How does rhythm and meter affect the way a Latin or Greek poem is read?

Unit Assessment: Students will complete one of the four following projects: 1) Student can write a paper, outlining ten Latin authors, discussing their poetic devices, their meter, and their major works; 2) Student can scan twenty lines of hendecasyllabics and twenty lines of dactylic hexameter; 3) Student can scan a poem of their choice and perform it dramatically with the correct inflections of the voice; 4) Student can write their own poem or adapt song lyrics to fit either dactylic hexameter or hendecasyllabics.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.3: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.NH.A.4: Demonstrate comprehension of short conversations and brief written messages on familiar topics.	Vocabulary Uses of the Subjunctive Mood Perfect Passive Participle Ablative Absolute Future Active Participles Indirect Statement	Understand the subjunctive mood, how it is not standard in translation, and will be able to learn to utilize mood in order to influence what they are saying/will understand how mood influences translation. Translate sentences that use the perfect passive participle, and the future active participle.	Music – Selections of Pop Music that use rhythm and meter with Latin Vocabulary (“Aspera” and music from “Spring Awakening”) Math/Logic - Scansion DVR – After being taught rhythm, students will record themselves reading a section of scanned text	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.3 Rhythm and Meter - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.</p> <p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p>	<p>Irregular Verbs “fio, fieri, factus sum” and “malo, malle, malui”</p> <p>Etymology</p>	<p>Understand how to identify an indirect statement, which utilizes common grammatical structures in a new way to allow for more sophisticated translations.</p> <p>Recognize the passive, irregular form of the verb “facio” and the irregular verb “malo, malle, malui.”</p>	<p>Theater – Students will present a dramatic interpretation of a Latin drama/comedy, enunciated appropriately</p> <p>English – Comparison: the meter of Roman poetry and the meter of famous authors.</p>	

3.3 Rhythm and Meter - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>B.Interpersonal Mode</p> <p>7.NH.B.3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>7.NH.B.4: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.NH.B.6: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes using digital tools.</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>				

3.3 Rhythm and Meter - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>C.Presentational Mode</p> <p>7.NH.C.3: Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing.</p> <p>7.NH.C.4: Tell or write about products of the target culture and simulate common cultural practices.</p> <p>7.NH.C.6: Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p>				

3.3 Rhythm and Meter - Honors (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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3.4 Travels through Ancient and Modern Greece - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the world geography and cultures important to the Greeks. Students will be able to understand the reaches of the Greek city-states. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

Essential Questions: Where were there Greeks or Greek provinces besides Greece? How did Greeks travel and where did they go? Who else did the Greeks interact with on a regular basis? What do these locales look like today and what are the major tourist spots?

Unit Assessment: Students will create a travel log that includes compositions, in the form of postcards, as well as a fact sheet for each site that they “visited” on their trip.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.2: Recognize some common gestures and practices of the target culture. 7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.	Vocabulary Future Active Participles Indirect Statement Irregular verb “fio, fieri, factus sum” Perfect Passive Infinitive Future Active Infinitive Etymology	Form, identify, and translate sentences that utilize the future active participles, the perfect passive infinitive, and the future active infinitive. Understand how to identify an indirect statement, which utilizes common grammatical structures in a new way to allow for more sophisticated translations. Recognize the passive, irregular form of the verb “facio.”	Film – “300,” scene selections Film – “Alexander” Film – “Spartacus” Theater – Readings from “Medea” Art – Watercolor of a Grecian Urn (black figure or red figure painting) English – Create your own agoge	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.4 Travels through Ancient and Modern Greece - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.IL.A.3: Describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p>			<p>Laptop – Scavenger Hunt (find out something about each of the Aegean Islands today)</p> <p>Laptops – Create travel pamphlets/handouts</p>	

3.4 Travels through Ancient and Modern Greece - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B.Interpersonal Mode</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p>				

3.4 Travels through Ancient and Modern Greece - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
C.Presentational Mode 7.NH.C.4: Tell or write about products or the target culture and simulate common cultural practices. 7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts. 7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections. 7.IL.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				

3.4 Travels through Ancient and Modern Greece - Accelerated (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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3.4 Travels through Ancient and Modern Greece - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the world geography and cultures important to the Greeks. Students will be able to understand the reaches of the Greek city-states. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

Essential Questions: Where were there Greeks or Greek provinces besides Greece? How did Greeks travel and where did they go? Who else did the Greeks interact with on a regular basis? What do these locales look like today and what are the major tourist spots?

Unit Assessment: Students will create a travel log that includes compositions, in the form of postcards, as well as a fact sheet for each site that they “visited” on their trip.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Vocabulary Perfect Passive Infinitive Future Active Infinitive Result Clauses Sequence of Tenses Etymology	Form, identify, and translate the perfect passive and future active infinitive. Understand how various parts of speech can be identified together as complex sentence fragments, which allow for more sophisticated translations. Begin to understand how tense and mood can influence one another in a sentence.	Film – “300,” scene selections Film – “Alexander” Film – “Spartacus” Theater – Readings from “Medea” Art – Watercolor of a Grecian Urn (black figure or red figure painting) English – Create your own agoge	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

3.4 Travels through Ancient and Modern Greece - Honors (cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.II.A.3: Describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.II.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.II.A.5: Identify the main idea, theme, and most supporting details in readings from age-appropriate, culturally authentic selections.</p> <p>7.II.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.II.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>B.Interpersonal Mode</p> <p>7.II.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>		<p>Predict what verb forms will follow one another in a sentence clause, utilizing the sequence of tenses, a skill that will be helpful when translating complex and historical texts.</p>	<p>Laptop – Scavenger Hunt (find out something about each of the Aegean Islands today)</p> <p>Laptops – Create travel pamphlets/handouts</p>	

3.4 Travels through Ancient and Modern Greece - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.II.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.II.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.II.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas.</p> <p>7.II.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NH.C.4: Tell or write about products of the target culture and simulate common cultural practices.</p> <p>7.II.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>				

3.4 Travels through Ancient and Modern Greece - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.II.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.II.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.II.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

4.1 The Secret History - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand how authors incorporate phrases from second languages in order to enrich what it is they are trying to say. Students will be able to become familiar with some of the more mythological festivities of ancient Greece and ancient Rome. Students will be able to understand how Latin or Greek phrases literally mean one thing, but figuratively mean another. Students will be able to become familiar with the metaphors and literary devices authors use to enrich the deeper meaning of their literature.

Essential Questions: What is a bacchanal? What classical themes can be found throughout Donna Tartt's "The Secret History?" How are the phrases, which Donna Tartt uses, translated into grammatically accurate English? How are the phrases, which Donna Tartt uses, translated into figuratively understood English? What Classical works carry a similar theme to Donna Tartt's "The Secret History?"

Unit Assessment: Students will conduct a character analysis, of the character of their choice, in the target language, Latin.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.NH.A.2: Recognize some common gestures and practices of the target culture. 7.NH.A.5: Identify the main idea and significant important ideas in readings from age and level-appropriate, culturally authentic selections.	Vocabulary Review Active and Passive Voice in all six tenses Review formation of the Subjunctive Mood Result Clauses Sequence of Tenses Etymology	Form and translate sentences that use both the active and passive voice, in all six tenses, by identifying subjects and objects, and how they are affected by the voice. Understand how various parts of speech can be identified together as complex sentence fragments, which allows for more sophisticated translations. Understand how tense and mood can influence one another in a sentence.	English – Students will read Donna Tartt's "The Secret History" Music – Selections from "Rent"; lyrics borrow from the poetry of Catullus (also to be read/translated this unit) Theater – "Bacchides" Art – Students will look at representations of bacchanals throughout artwork (artwork will either be viewed on slides, Power Point, or on the laptops)	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.1 The Secret History - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.NH.A.8: Recognize familiar words and phrases, understand the main idea, and infer meaning of some highly contextualized unfamiliar words spoken or written contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.IL.A.3: Describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p>		<p>Predict what verb forms will follow one another in a sentence clause, utilizing the sequence of tenses, a skill that will be helpful when translating complex and historical texts.</p>		

4.1 The Secret History - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B.Interpersonal Mode</p> <p>7.NH.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p>				

4.1 The Secret History - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
C.Presentational Mode 7.NH.C.4: Tell or write about products or the target culture and simulate common cultural practices. 7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts. 7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections. 7.IL.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				

4.1 The Secret History - Accelerated (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “The Secret History” Donna Tartt “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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4.1 Daphne and Apollo - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the story of the first love of Phoebus Apollo. Students will be able to become familiar with several of the auxiliary works based off of Ovid's "Daphne and Apollo." Students will be able to understand the love poetry of Catullus, exploring his own first love and heartbreak, Lesbia. Students will be able to come to know how Ovid twists legends and myths to fit the purpose of his epic stories.

Essential Questions: What happened to make Apollo love Daphne? Why doesn't Daphne love Apollo in return? How do the other characters play a role in this relationship? What divinities play a part in the come-and-get-me chase between Apollo and Daphne? How is Daphne freed in the end of the story?

Unit Assessment: Students will translate the whole of Ovid's "Daphne and Apollo." Students will share their translations in a cooperative or reciprocal teaching style.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Review of Active and Passive Voice verbs in all six tenses Review the formation of the subjunctive mood Sequence of Tenses Indirect Commands – with review on Indirect Statement Purpose Clauses Etymology	Form and translate sentences that use both the active and passive voice, in all six tenses, by identifying subjects and objects, and how they are affected by the voice. Understand how various parts of speech can be identified together as complex sentence fragments, which allows for more sophisticated translations. Understand how tense and mood can influence one another in a sentence.	English – Students will read selections from Donna Tartt's "The Secret History" Music – Selections from "Rent"; lyrics borrow from the poetry of Catullus (also to be read/translated this unit) Theater – "Bacchides"	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.1 Daphne and Apollo - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.A.3: Describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.5: Identify the main idea, theme, and most supporting details in readings from age-appropriate, culturally authentic selections.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>B.Interpersonal Mode</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>		<p>Predict what verb forms will follow one another in a sentence clause, utilizing the sequence of tenses, a skill that will be helpful when translating complex and historical texts.</p>	<p>Art – Students will look at representations of Apollo and Daphne throughout artwork (artwork will either be viewed on slides, Power Point, or on the laptops)</p>	

4.1 Daphne and Apollo - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.II.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.II.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.II.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas.</p> <p>7.II.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p> <p>C.Presentational Mode</p> <p>7.NH.C.4: Tell or write about products of the target culture and simulate common cultural practices.</p> <p>7.II.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>				

4.1 Daphne and Apollo - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.IL.C.5: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> <p>7.IL.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				

4.1 Daphne and Apollo - Honors (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millenium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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4.2 Pyramus and Thisbe - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the story of the hidden love of Pyramus and Thisbe. Students will be able to become familiar with several of the auxiliary works based off of Ovid's "Pyramus and Thisbe." Students will be able to begin to understand the love poetry of Catullus, exploring his defeats and downfalls through his break-up with Lesbia and the death of his brother. Students will be able to come to know how Ovid twists legends and myths to fit the purpose of his epic stories. Students will be able to understand how more recent authors use and adapt Classical literature to fit the purpose of their own tales.

Essential Questions: Why are Pyramus and Thisbe forced to be secret lovers? What do these young lovers decide to do in the face of adversity? What happens when the young lovers are hasty in their actions? Why myths or divinities play a part in the story of "Pyramus and Thisbe?" How does this love story transpose into more recent literature?

Unit Assessment: Students will translate the whole of Ovid's "Pyramus and Thisbe." Students will share their translations in a cooperative or reciprocal teaching style. Students will write a comparison paper between Ovid's "Pyramus and Thisbe" and Shakespeare's "Romeo and Juliet."

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Vocabulary Review of Participles Use of "ut" Gerund Gerundive Etymology	How to form, identify, and translate participles in all four tenses. Understand how "ut" can be combined with certain verbs to express complex grammatical constructions.	English – "Romeo and Juliet" Film – Modern representations of Romeo and Juliet themes	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.2 Pyramus and Thisbe - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.A.3: Describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.5: Identify the main idea, theme, and most supporting details in readings from age-appropriate, culturally authentic selections.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.IL.A.8: Identify the main idea and most supporting details contained in culturally authentic electronic information sources related to targeted themes.</p>		<p>Understand how verbal nouns and verbal adjectives take on different grammatical names and attributes, depending upon how they are functioning in the sentence.</p>		

4.2 Pyramus and Thisbe - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B.Interpersonal Mode</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p>				

4.2 Pyramus and Thisbe - Accelerated (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>C.Presentational Mode</p> <p>7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.IL.C.4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with one's own.</p> <p>7.IL.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				

4.2 Pyramus and Thisbe - Accelerated (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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4.2 Pyramus and Thisbe - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the story of the hidden love of Pyramus and Thisbe. Students will be able to become familiar with several of the auxiliary works based off of Ovid's "Pyramus and Thisbe." Students will be able to begin to understand the love poetry of Catullus, exploring his defeats and downfalls through his break-up with Lesbia and the death of his brother. Students will be able to come to know how Ovid twists legends and myths to fit the purpose of his epic stories. Students will be able to understand how more recent authors use and adapt Classical literature to fit the purpose of their own tales.

Essential Questions: Why are Pyramus and Thisbe forced to be secret lovers? What do these young lovers decide to do in the face of adversity? What happens when the young lovers are hasty in their actions? Why myths or divinities play a part in the story of "Pyramus and Thisbe?" How does this love story transpose into more recent literature?

Unit Assessment: Students will translate the whole of Ovid's "Pyramus and Thisbe." Students will share their translations in a cooperative or reciprocal teaching style. Students will write a comparison paper between Ovid's "Pyramus and Thisbe" and Shakespeare's "Romeo and Juliet."

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Vocabulary Review of Participles Use of "ut" Gerund Gerundive Gerundive of Obligation Etymology	How to form, identify, and translate participles in all four tenses. Understand how "ut" can be combined with certain verbs to express complex grammatical constructions.	English – "Romeo and Juliet" Film – Modern representations of Romeo and Juliet themes	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.2 Pyramus and Thisbe - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.IL.A.8: Identify the main idea and most supporting details contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IM.A.3: Use own words and reformulate what is heard or read to describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IM.A.5: Compare and contrast the main idea and theme and the main characters and setting in readings from age-appropriate, culturally authentic selections.</p> <p>7.IM.A.6: Infer the meaning of some unfamiliar words in some new contexts.</p>		<p>Understand how verbal nouns and verbal adjectives take on different grammatical names and attributes, depending upon how they are functioning in the sentence.</p>		

4.2 Pyramus and Thisbe - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B.Interpersonal Mode</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p> <p>7.IM.B.4: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>				

4.2 Pyramus and Thisbe - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>C.Presentational Mode</p> <p>7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.IL.C.4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with one's own.</p> <p>7.IL.C.5: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>				

4.2 Pyramus and Thisbe - Honors (cont.)

Core Content		Instructional Actions		
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.II.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the moral behind Daedalus and Icarus. Students will be able to understand the love of a greedy, miserly man for his possessions. Students will be able to become familiar with several of the auxiliary works based off of Ovid's "Pygmalion." Students will be able to continue to understand the love poetry of Catullus, exploring his journey through the five stages of grief as he comes to accept the end of his relationship with Lesbia. Students will be able to come to know how Ovid twists legends and myths to fit the purpose of his epic stories. Students will be able to understand how more recent authors use and adapt Classical literature to fit the purpose of their own tales.

Essential Questions: What did Daedalus do for his son, Icarus? What happened to Icarus when he didn't listen to his father? Where else in mythology do we see this theme? Why did Pygmalion create Galatea? What divine powers were involved with the creation of Galatea? What might happen to Galatea now that she is living? How does this love story transpose into more recent literature?

Unit Assessment: Students will translate the whole of Ovid's "Daedalus and Icarus" and "Pygmalion." Students will share their translations in a cooperative or reciprocal teaching style. Students will write a comparison paper between Ovid's "Pygmalion" and "My Fair Lady."

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	VPUFF – Special verbs that take the ablative case Jussive Subjunctive Hortatory Subjunctive Deliberative Subjunctive Potential Subjunctive Etymology	Become familiar with five verbs that take the ablative case as their object. Identify how a subjunctive is used in a sentence, depending upon the mood.	Art – Students will look at representations of Daedalus and Icarus throughout art (students will view the art either on slides, Power point, or on the laptops) English – "Pygmalion" Film – "My Fair Lady" Comparative Literature	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.5: Identify the main idea, theme, and most supporting details in readings from age-appropriate, culturally authentic selections.</p> <p>7.IL.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.IL.A.8: Identify the main idea and most supporting details contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IM.A.3: Use own words and reformulate what is heard or read to describe people, places, objects, and daily activities based on oral or written descriptions.</p>				

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B.Interpersonal Mode</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p>				

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
C.Presentational Mode 7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts. 7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections. 7.IL.C.4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with one's own. 7.IL.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Accelerated (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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4.3 Daedalus and Icarus and Pygmalion (Ovid) - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the moral behind Daedalus and Icarus. Students will be able to understand the love of a greedy, miserly man for his possessions. Students will be able to become familiar with several of the auxiliary works based off of Ovid's "Pygmalion." Students will be able to continue to understand the love poetry of Catullus, exploring his journey through the five stages of grief as he comes to accept the end of his relationship with Lesbia. Students will be able to come to know how Ovid twists legends and myths to fit the purpose of his epic stories. Students will be able to understand how more recent authors use and adapt Classical literature to fit the purpose of their own tales.

Essential Questions: What did Daedalus do for his son, Icarus? What happened to Icarus when he didn't listen to his father? Where else in mythology do we see this theme? Why did Pygmalion create Galatea? What divine powers were involved with the creation of Galatea? What might happen to Galatea now that she is living? How does this love story transpose into more recent literature?

Unit Assessment: Students will translate the whole of Ovid's "Daedalus and Icarus" and "Pygmalion." Students will share their translations in a cooperative or reciprocal teaching style. Students will write a comparison paper between Ovid's "Pygmalion" and "My Fair Lady."

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Vocabulary VPUFF - Special verbs that take the ablative case Special Genitive Verbs Special Dative Verbs Relative Clauses Jussive Subjunctive	Become familiar with five verbs that take the ablative case as their object. Identify how a subjunctive is used in a sentence, depending upon the mood.	Art – Students will look at representations of Daedalus and Icarus throughout art (students will view the art either on slides, Power point, or on the laptops) English – "Pygmalion" Film – "My Fair Lady" Comparative Literature	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Cumulative Progress Indicators	Concepts <i>What students will know.</i>
<p>7.IL.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.IL.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.IL.A.8: Identify the main idea and most supporting details contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IM.A.3: Use own words and reformulate what is heard or read to describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IM.A.5: Compare and contrast the main idea and theme and the main characters and setting in readings from age-appropriate, culturally authentic selections.</p> <p>7.IM.A.6: Infer the meaning of some unfamiliar words in some new contexts.</p>	<p>Hortatory Subjunctive</p> <p>Deliberative Subjunctive</p> <p>Potential Subjunctive</p> <p>Etymology</p>			

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Cumulative Progress Indicators	Concepts <i>What students will know.</i>
<p>B.Interpersonal Mode</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p> <p>7.IM.B.4: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>				

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Honors (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Cumulative Progress Indicators	Concepts <i>What students will know.</i>
<p>C.Presentational Mode</p> <p>7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.IL.C.4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with one's own.</p> <p>7.IL.C.5: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>				

4.3 Daedalus and Icarus and Pygmalion (Ovid) - Honors (cont.)

Core Content			Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Cumulative Progress Indicators	Concepts <i>What students will know.</i>
7.LL.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

4.4 What I Always Wanted to Learn in Latin... - Accelerated

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the last five years of Catullus' life, documenting his love with Lesbia, the death of his brother, the time he served in Bithynia under C. Memmius, and his return home. Students will be able to understand how Latin can be applied to a variety of real-world jobs. Students will be able to become familiar with the application of the classical languages to other core subjects, such as math, English, world history, and science.

Essential Questions: How can I apply Latin to what I am learning in my other classes? How can I apply Latin to what I will learn in the future? If I wanted to continue with Latin throughout my higher education, what job possibilities are opened up to me?

Unit Assessment: Students will propose an independent study project on whatever aspect of the language or culture they wish to learn more about. Students will work cooperatively with the teacher to set up a schedule of check points and drafts to monitor progress. Students will incorporate listening, speaking, reading, writing, history, and culture into their final product.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Vocabulary Conditional Statements Etymology	Match verb tenses within sequential sentence clauses in order to form, identify, and translate conditional statements.	Depending upon the students project, the following materials will be available: Laptops Power Point Library Classical Library (property of Ms. Rose) Film	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.4 What I Always Wanted to Learn in Latin... - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.II.A.4: Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.II.A.6: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.II.A.7: Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.II.A.8: Identify the main idea and most supporting details contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.III.A.3: Use own words and reformulate what is heard or read to describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.III.A.5: Compare and contrast the main idea and theme and the main characters and setting in readings from age-appropriate, culturally authentic selections.</p>			Music	

4.4 What I Always Wanted to Learn in Latin... - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
B.Interpersonal Mode 7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities. 7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations. 7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.IL.B.4: Engage in short conversations about personal experiences or events, and/or topics studied in other content areas. 7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.				

4.4 What I Always Wanted to Learn in Latin... - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>C.Presentational Mode</p> <p>7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.IL.C.4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with one's own.</p> <p>7.IL.C.5: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>				

4.4 What I Always Wanted to Learn in Latin... - Accelerated

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.II.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

4.4 Ovid's Amores - Honors

Targeted Standards: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand the cliché titles of Ovid's various "Amores" and how certain themes involving love are timeless. Students will be able to understand how Ovid adapts the literature of others to suit the purposes of his own writing. Students will be able to understand the last five years of Catullus' life, documenting his love with Lesbia, the death of his brother, the time he served in Bithynia under C. Memmius, and his return home. Students will be able to understand how Latin can be applied to a variety of real-world jobs. Students will become familiar with the application of the classical languages to other core subjects, such as math, English, world history, and science

Essential Questions: How can I apply Latin to what I am learning in my other classes? How can I apply Latin to what I will learn in the future? If I wanted to continue with Latin throughout my higher education, what job possibilities are opened up to me?

Unit Assessment: Students will complete a translation of Ovid's Amores 1.1, 1.3, 1.9, 1.11, 1.12, and 3.15. Students will propose an independent study project on whatever aspect of the language or culture they wish to learn more about. Students will work cooperatively with the teacher to set up a schedule of check points and drafts to monitor progress. Students will incorporate listening, speaking, reading, writing, history, and culture into their final product.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A.Interpretive Mode 7.IL.A.1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.IL.A.2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.	Vocabulary Conditional Statements Supine Etymology	Match verb tenses within sequential sentence clauses in order to form, identify, and translate conditional statements.	Depending upon the students project, the following materials will be available: Laptops Power Point Library Classical Library (property of Ms. Rose) Film	Vocabulary quizzes (10-30 points) Grammar quizzes (5-30 points) Sentence translations History quizzes (matching and multiple choice) Oral command quiz

4.4 Ovid's Amores - Honors

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.LL.A.8: Identify the main idea and most supporting details contained in culturally authentic electronic information sources related to targeted themes.</p> <p>7.IM.A.3: Use own words and reformulate what is heard or read to describe people, places, objects, and daily activities based on oral or written descriptions.</p> <p>7.IM.A.4: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.IM.A.5: Compare and contrast the main idea and theme and the main characters and setting in readings from age-appropriate, culturally authentic selections.</p> <p>7.IM.A.6: Infer the meaning of some unfamiliar words in some new contexts.</p>			Music	

4.4 Ovid's Amores - Honors

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IM.A.7: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>B.Interpersonal Mode</p> <p>7.IL.B.1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>7.IL.B.2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p> <p>7.IL.B.3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.IL.B.6: Participate in short conversations related to targeted themes to exchange information using digital tools.</p>				

4.4 Ovid's Amores - Honors

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.IM.B.4: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>C.Presentational Mode</p> <p>7.IL.C.1: Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.IL.C.2: Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <p>7.IL.C.3: Compare and contrast orally and in writing age-appropriate culturally authentic selections.</p> <p>7.IL.C.4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with one's own.</p>				

4.4 Ovid's Amores – Honors

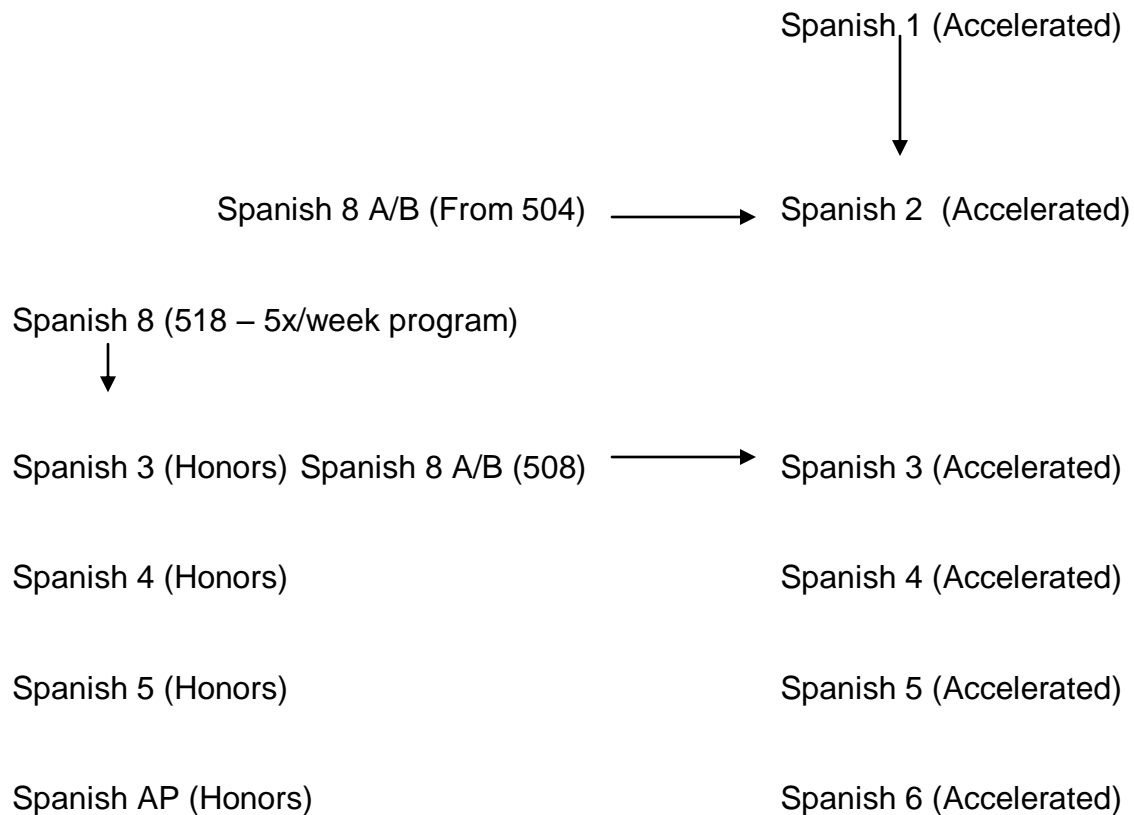
	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.II.C.5: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> <p>7.II.C.6: Use knowledge about cultural products and practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices “TPR Latin” Thomas McCarthy “Conversational Latin for Oral Proficiency” John C. Traupman “Latin for the New Millennium” Tunberg and Minkova “Latin Made Simple” Rhoda Hendricks “Latin Verb Drills” Richard Prior “Love and Transformation: An Ovid Reader” Richard A. LaFleur “Mythology” Edith Hamilton “Wheelock’s Latin: 6 th Edition” Frederic M. Wheelock			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

APPENDICES

WORLD LANGUAGES SPANISH PROGRAM SEQUENCE

High School Honors Program

High School Accelerated Program



WORLD LANGUAGES LATIN PROGRAM SEQUENCE

Four-Year Latin Program

Latin 1 (Accelerated or Honors)

Latin 2 (Accelerated or Honors)

Latin 3 (Accelerated or Honors)

Latin 4 (Accelerated or Honors)

High School French Honors Program**High School Accelerated French Program**

French 8 (538 – 5x/week program)



French 2 (Honors)

French 8 A/B (528)



French 1 (Accelerated)

French 2 (Accelerated)

French 3 (Honors)

French 3 (Accelerated)

French 4 (Honors)

French 4 (Accelerated)

French AP (Honors)

French 5 (Accelerated)

WORLD LANGUAGES HINDI PROGRAM SEQUENCE**Four-Year Hindi Program**

Hindi 1 (Accelerated or Honors)

Hindi 2 (Accelerated or Honors)

Hindi 3 (Accelerated or Honors)

Hindi 4 (Accelerated or Honors)

PROGRAM COMPONENTS FOR Latin 1- 4

Basic Text Series: Ecce romani 1, 2, 3
Practice and Activity Book

LESSON PLANNING

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

Written Plans: A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. **Example: The students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.**

1. Preparation of Lessons

- a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.
- b. Read and study the content of the entire unit. Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
- c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans.
- d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.
- e. Each day's lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
- f. The lesson usually should represent a blend of new work and review material.

2. Structures

- a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.
- b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.
- c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. Exercises:

It is not necessary to assign all exercises; select those that best meet the needs of the students.

4. Personalization

- a. Vary questions and drills in the text in order to personalize the content.
- b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. Pictures - Transparencies

- a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.
- b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

TECHNOLOGY

An integral part of the program is to incorporate the use of the internet. This may be achieved in one of several ways: research in the Media Center, in the classroom or at home.

Topics to be considered are:

- map study
- the influence of the Latin language and Roman culture on the United States and the world
- famous men and women of the Roman World
- Latin names and their origin
- foods
- sports
- music
- residences
- education
- shopping
- attitudes toward time
- greetings and farewells
- historical

Procedure

Presentation of information may be given as collages, oral presentations, posters, mobiles, dioramas, or other such visuals.

This can be a group, partner, or individual activity.

**Public Schools of Edison Township
Divisions of Curriculum and Instruction**

Draft 14

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. Planning which Sets the Stage for Learning and Assessment

Does the planning show evidence of:

- a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
- b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
- c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
- d. provision for effective use of available materials, technology and outside resources?
- e. accurate knowledge of subject matter?
- f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
- g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
- h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. Observed Learner Behavior that Leads to Student Achievement

Does the lesson show evidence of:

- a. learners actively engaged throughout the lesson in on-task learning activities?
- b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
- c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
- d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
- e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
- f. learners actively processing the lesson content through closure activities throughout the lesson?
- g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
- h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?

- i. learners developing their own voice and increasing independence and responsibility for their learning?
- j. learners receiving appropriate modifications and accommodations to support their learning?

3. Reflective Teaching which Informs Instruction and Lesson Design

Does the instruction show evidence of:

- a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
- b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
- c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
- d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
- e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
- f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorm?
- g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
- h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
- i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
- j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
- k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
- l. use of graphic organizers and hands-on manipulatives?
- m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
- n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
- o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

4. Responsibilities and Characteristics which Help Define the Profession

Does the teacher show evidence of:

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
- b. maintaining accurate records and completing forms/reports in a timely manner?
- c. communicating with parents about their child's progress and the instructional process?
- d. treating learners with care, fairness, and respect?
- e. working collaboratively and cooperatively with colleagues and other school personnel?
- f. presenting a professional demeanor?

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2009-10 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Honors French/Spanish Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526. The language chosen for study in grade 6, shall be the language studied in grades 7 & 8.
2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/Spanish 6.
3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts-2 will be enrolled in the French/Spanish alternate day program.
4. **French 2 Honors** – Eighth-grade students in the 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for French 2H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 2H should be placed in French 2-1 class.
5. **Spanish 3 Honors** – Eighth-grade students in 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for Spanish 3H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for Spanish 3H should be placed in a Spanish 3-1 class.
6. **French 3 Honors** -
 - a) It is expected that most students now enrolled in French 2H will proceed directly to French 3 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 3H classes.
 - Maintain grades in French 2H of A or B.
 - Ability to grasp and retain structural concepts.

- Above average proficiency in all language skills: listening, speaking, reading and writing.
- Ability to function in the language, i.e., accustomed to using the language in the classroom.
- Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

b) French 2H students who do not meet the above criteria should be recommended for placement in a French 3-1 class.

7. Spanish 4 Honors

a) It is expected that most students now enrolled in Spanish 3H will proceed directly to Spanish 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 4H classes.

- Maintain grades in Spanish 3H of A or B.
- Ability to grasp and retain structural concepts
- Above average proficiency in all language skills: listening, speaking, reading and writing
- Ability to function in the language, i.e., accustomed to using the language in the classroom
- Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

b) Spanish 3H students who do not meet the above criteria should be recommended for placement in a Spanish 4-1 class.

8. **French 4 Honors** - Upon completion of French 3H, it is expected that most students now enrolled in French 3H will proceed directly to French 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 4H classes.

a) French 4 – Honors: Guidelines for placement in 4-Honors are listed below.

- Projected end-of-year grade of B in French 3H or A in 3-1 and teacher recommendation
- Above-average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform successfully in a diversified, in-depth academic program.
- Self-motivation and interest in language study

9. **Spanish 5 Honors** - Upon completion of Spanish 4H, it is expected that most students now enrolled in Spanish 4H will proceed directly to Spanish 5 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 5H classes.

a) Spanish 5 - Honors: Guidelines for placement in 5-Honors are listed below.

- Projected end-of-year grade of B in Spanish 4H or A in 4-1 and teacher recommendation
- Above-average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform successfully in a diversified, in-depth academic program
- Self-motivation and interest in language study

b) Spanish 5-1 (Accelerated); Students recommended for 5-1 should meet the following criteria.

- Projected end-of-year grade of C in Spanish 4H or B/C in Spanish 4-1
- Average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform in the language within the framework of a less intensified program than the honors program
- Interest in improvement of basic language skills

10. **French AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.

- Projected end-of-year grade of **A** or **B** in French 4-Honors. Exceptional students from French 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
- Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
- Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to :
 - analyze and interpret literary works
 - compare and contrast different authors, works and periods
 - identify figures of speech, symbolism, meter or rhyme schemes
 - evaluate literary works
 - high degree of self motivations; able to work independently

11. **Spanish AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.

- Projected end-of-year grade of **A** or **B** in Spanish 5-Honors. Exceptional students from Spanish 5-1 and 6-1 may also be enrolled with recommendation of AP teacher.
- Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing

- Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
 - analyze and interpret literary works
 - compare and contrast different authors, works and periods
 - identify figures of speech, symbolism, meter or rhyme schemes
 - evaluate literary works
 - high degree of self motivation; able to work independently
12. **French 5-1** (Accelerated): Students who have completed a fourth year French program with a grade of C or better but who are not recommended for the AP course may elect French 5-1.
13. **Spanish 6-1** (Accelerated): Students who have completed a fifth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 6-1.

Honors Latin/Hindi Sequence

Students can elect to study Latin or Hindi at the Honors level in the high school. Determination for Honors credit is developed through a contract that the students and parents/guardians sign at the beginning of each academic year. The contract specifies the additional academic requirements that the student agrees to meet in order to receive Honors credit.

Four-Year Sequence

1. **French/Spanish/Latin/Hindi 1 (Accelerated)**
Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.
2. **French/Spanish/Latin/Hindi 2 (Accelerated)** - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.
3. **French/Spanish/Latin/Hindi 3 (Accelerated)** - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages 2
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation
4. **French/Spanish/Latin/Hindi 4 (Accelerated)** - To the extent that their interests and abilities permit, third-year students should be encouraged to enroll in the fourth-year course. Generally students enrolling in a fourth year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages Level 3
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

Recommendations are subject to review and approval by the principal or his/her designee.

Martin Smith
Beatrice Yetman
World Languages Supervisors

APPROVED: _____
John Fenimore, Director of Curriculum

Written Activities

1. Students write several sentences to describe a classmate. These brief paragraphs may then be read in class.
2. Students describe a picture or photograph depicting a famous person.
3. Students write a personalized application of a dialog.
4. Students prepare their own visuals or use magazine pictures illustrating comparison of adjectives. Students write descriptive sentences related to the visual.
5. Based on information contained in the reading, students assume the role of a person and describe her/his activities.
6. The class, with teacher direction, develops a paragraph of interest activities. Sentences are put in proper sequence to form a logical paragraph. This activity serves as a model for a paragraph to be written by each student.
7. Geography: Students write approximately five sentences describing Roman locations.

ENRICHMENT ACTIVITIES

Students who demonstrate exceptional linguistic ability should be encouraged to pursue activities beyond those of the classroom. Activities recommended for academically talented students include independent reading, research or a special project. Some specific suggestions are listed below.

1. Pursue research on a place, event, person or topic of interest .
2. Reading selections from an elementary level reader, e.g., *Adolescens* magazine.
3. Design a word game or puzzle.
4. Prepare a culture capsule and present it to the class.
5. Write an original story or dialog accompanied by illustrations. .
6. Collaborate with another student to prepare and dramatize a skit or to prepare and present a debate.
7. Keep a personal diary.
8. Design a greeting ad.
9. Prepare categories and items for adaptations of TV game shows, e.g., Jeopardy.
10. Draw pictures, a series of pictures or cartoons based on reading selections.
11. Read selections from previous text.

APPENDIX I:
METHODOLOGY FOR INNOVATIVE
INSTRUCTION IN K-12
WORLD LANGUAGE PROGRAMS

Figure 26**GOUIN SERIES**

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

HOW DO YOU USE IT?

The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.

WHAT ARE THE BENEFITS?

- engages students' interest and active participation
- gives an authentic experience of using the target language
- develops listening and oral comprehension as a continuum within authentic situations
- facilitates the natural emergence and development of oral communication in the target language.

Figure 27**DIALOGUE JOURNALS**

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and received feedback in the target language. This dialogue can be conducted by e-mail where it is available.

HOW DO YOU USE IT?

Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures.

WHAT ARE THE BENEFITS?

- develops communication and writing skills
- creates a positive relationship between the teacher and the student
- increases student interest and participation
- allows the student to direct his or her own learning
- provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Figure 29 (continued)**TPR STORYTELLING**

Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is tiny bird. ("Student bird" takes a bow and says "tweet tweet".) There is a big coyote. ("Student coyote" takes a bow and "howls.") The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief?

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
(Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

Adapted from *Foreign Language Notes* Vol. 39, NO.2 (Spring, 1997)

Figure 30**INTERVIEWS**

A strategy for gathering information and reporting

HOW DO YOU USE IT?

Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.

WHAT ARE THE BENEFITS?

- fosters connections between ideas
- develops the ability to interpret answers
- develops organizational and planning skills
- develops problem-solving skills
- provides opportunities to use the target language
-

Figure 31**CLOZE**

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

HOW DO YOU USE IT?

The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.

WHAT ARE THE BENEFITS?

- provides opportunities for creativity
- develops the use of precise vocabulary
- focuses on the use of precise and correct communication
- increase comprehension skills
- provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Total Physical Response Storytelling:

Total Physical Response (TPR) occurs when students react physically to commands in the target language. This allows students to acquire vocabulary consistent with The Natural Approach. It also allows for a silent period where comprehension is established before the student is expected to speak. Students link their actions with the words so that they internalize vocabulary using movement as well as thought.

For example: "Point to the apple." "Put the apple on your head."

Language learned through TPR alone may become passive. TPR Storytelling was developed by Blaine Ray in the 1980's and 1990's to expand into narration and description. After the target story is mastered, students go on to add humor and originality by creating their own versions.

The steps to teaching a mini-story are:

1. Present one word at a time through TPR movement, models or pictures.
2. Practice the words and actions in groups with words visible.
3. Practice with eyes closed.
4. Present a mini-story.
5. Volunteers act out the story for the class.
6. Ask simple questions about the story: yes/no, either/or, fill-in, open-ended
7. Students tell the story to a partner.
8. Pairs volunteer to act out for the class.
9. Brainstorm variations for the story.
10. Pairs, groups devise a new story or students create one for homework.