

PEMBROKE PUBLIC SCHOOLS
Department of World Languages

Unit Map

Teacher reviewing/creating this document: Rachel Kirtley

Course Overarching Essential Questions: How can I use Latin within meaningful contexts and to perform meaningful tasks?

SUBJECT: Latin		COURSE: LATIN 2		GRADE/ LEVEL(S): 9-10	
UNIT / THEME/GENRE : UNIT 1		TIME REQUIRED: 5 WEEKS		LATEST REVISION: September 2021	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): REVIEW FROM LATIN 1					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
-How does Latin indicate the use of a noun in a sentence? -What information about a noun’s use does the noun itself provide? -How do I use information within the Latin text as evidence to support or prove my point?	-uses for nominative, accusative, ablative, genitive, dative in context -definition of indirect object -forms and translations for present, imperfect, and perfect tenses -uses of imperfect and perfect tenses in context	-The function of a noun in a Latin sentence is indicated by its ending. -There are different groupings of endings for different types of nouns in Latin. -The indirect object indicates the person receiving the direct object with verbs of giving, showing and telling.	-Ability to identify different parts of speech in a sentence. -Ability to identify the functions of nouns in a sentence.	NH.1.b NH.2.b NH.6.2b	
		COMMON MISUNDERSTANDINGS			

		-the difference between imperfect (continuous past action) and perfect (instantaneous past action) -the difference between direct and indirect objects		
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)
- 3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI I*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: post, medius, vir, optimus, corpus, sum, surgere, ponere, tradere, stare

Tier 2: nox, fabula, narrare, malus, mane, punire, adiuvere, sumere, cadere

Tier 3: paulisper, enim, esto, caupona, stercus, sero, videtur, invitus, habenae, lectica, strepitus, conducere

<p>Lesson Plan List <i>(numbered list with a brief description of each lesson)</i></p> <ol style="list-style-type: none"> 1. Tier 1 <ol style="list-style-type: none"> a. audite et pingite - listening b. quid est verum? - reading 2. Tier 2: <ol style="list-style-type: none"> a. quid novi? - reading b. volleyball reading c. audite et agite - listening d. conicite sententiam - reading e. quis est? - writing 3. Tier 3 <ol style="list-style-type: none"> a. volleyball reading b. quid novi? - reading c. conpares - reading d. translate and share - reading e. singula - writing f. invenite exempla...(case uses in context) 	<p>Reflections on lessons as implemented:</p>
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SUBJECT: Latin	COURSE: LATIN 2	GRADE/ LEVEL(s): 9-10
UNIT / THEME/GENRE : UNIT 2	TIME REQUIRED: 4 WEEKS	LATEST REVISION: September 2021
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(s): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS		

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<p>-How does Latin indicate the time of the action? -How does Latin indicate the person doing the action? -How do I use information within the Latin text as evidence to support or prove my point? -What are some significant places to visit in Rome?</p>	<p>-forms and translations of future, pluperfect, and future perfect tenses -common uses for pluperfect and future perfect tenses in context</p>	<p>-Latin verbs need only one word to express action, time of action, and person doing the action. -Latin verbs have different sets of endings depending on the time during which the action takes place. -Latin verbs have different endings for each subject pronoun.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>-difference between pluperfect and perfect tenses -difference between future and future perfect tenses -when to use future perfect tense</p>	<p>-Ability to differentiate tenses and persons/ numbers of verbs -Ability to differentiate several types of past tense relative to each other.</p>	<p>NH.1.a NH.1.b NH.2.b NH.2.c NH.5.c NH.6.1a NH.6.2b</p>

CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)
- 3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER’S WORDS; *ECCE ROMANI I*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: legere, licet, liber, mons

Tier 2: ludi, clausus, occurrere, quem, circumire

Tier 3: simulac, moles, arcus, aedificare, aestu

Lesson Plan List (numbered list with a brief description of each lesson)

1. Tier 1
 - a. audite et pingite - listening
 - b. quid est verum? - reading
2. Tier 2:
 - a. quid novi? - reading
 - b. volleyball reading
 - c. audite et agite - listening
 - d. conicite sententiam - reading
 - e. quis est? - writing
3. Tier 3
 - a. volleyball reading
 - b. quid novi? - reading
 - c. conpares - reading
 - d. translate and share - reading
 - e. singula - writing

Reflections on lessons as implemented:

f. invenite exempla...(case uses in context)

SUBJECT: Latin		COURSE: LATIN 2		GRADE/ LEVEL(s): 9-10	
UNIT / THEME/GENRE : UNIT 3		TIME REQUIRED: 3 WEEKS		LATEST REVISION: September 2021	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
-How does Latin differentiate groups of nouns? -How does Latin indicate nearness and farness through adjectives? -What kind of information can be specified through pronouns? What differs between Latin and English pronouns? -How do I use information within the Latin text as evidence to support or prove my point?	-4th and 5th declension endings -forms and translations of demonstrative, personal, and reflexive pronouns -uses of demonstrative, personal, and reflexive pronouns in context	-Latin nouns are grouped into five different groups, called declensions, each of which has its own set of endings. -Demonstrative pronouns indicate both proximity and, sometimes, positivity/ negativity. -Reflexive pronouns indicate the same person as the subject.	-Ability to identify different parts of speech in a sentence. -Ability to identify the functions of nouns in a sentence.	NH.1.b NH.2.b NH.2.c NH.3.a NH.6.2b	
		COMMON MISUNDERSTANDINGS			

		- when the 4th and 5th declensions are used -the difference between <i>ipsa</i> and reflexive pronouns		
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)
- 3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI I*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: poeta, pervenire, quod, res, atrium, sine, nisi, metus, terra, iacere, oculus

Tier 2: tumultus, postis, trahere, postridie, vetare, arripere, stringere, clausere, accidit, aperire, servare

Tier 3: stertere, excitatus, lapis, oppressus, lutum, bona

<p>Lesson Plan List (<i>numbered list with a brief description of each lesson</i>)</p> <ol style="list-style-type: none"> 1. Tier 1 <ol style="list-style-type: none"> a. audite et pingite - listening b. quid est verum? - reading 2. Tier 2: <ol style="list-style-type: none"> a. quid novi? - reading b. volleyball reading c. audite et agite - listening d. conicite sententiam - reading e. quis est? - writing 3. Tier 3 <ol style="list-style-type: none"> a. volleyball reading b. quid novi? - reading c. conpares - reading d. translate and share - reading e. singula - writing f. invenite exempla...(case uses in context) 	<p>Reflections on lessons as implemented:</p>
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SUBJECT: Latin		COURSE: LATIN 2		GRADE/ LEVEL(s): 9-10	
UNIT / THEME/GENRE : UNIT 4		TIME REQUIRED: 3 WEEKS		LATEST REVISION: September 2021	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(s): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	

<p>-How do Latin relative pronouns relate to their antecedents? -How do Latin relative pronouns and interrogative pronouns differ? -How do I use information within the Latin text as evidence to support or prove my point?</p>	<p>-forms and translation of relative and interrogative pronouns -uses of relative pronouns/clauses in context</p>	<p>-Relative pronouns and clauses provide more information about another noun, called an antecedent.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>-the difference between relative pronouns and interrogative pronouns -forms of relative pronoun</p>	<p>-Ability to identify the relative pronoun, relative clause, and antecedent in a sentence.</p>	<p>NH.1.b NH.2.b NH.2.c NH.3.c NH.6.2b</p>
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CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)

3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI 2*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: qui, vendere, rixa, finis, libertus

Tier 2: vexatus, sella, crines, delectare, aufugire, recumbere

Tier 3: glis, porcus, speculum, pectere, concursare, fumus, adstantes, mendicus

Lesson Plan List (numbered list with a brief description of each lesson)

1. Tier 1
 - a. audite et pingite - listening
 - b. quid est verum? - reading
2. Tier 2:
 - a. quid novi? - reading
 - b. volleyball reading
 - c. audite et agite - listening
 - d. conicite sententiam - reading
 - e. quis est? - writing
3. Tier 3
 - a. volleyball reading
 - b. quid novi? - reading
 - c. conpares - reading
 - d. translate and share - reading
 - e. singula - writing
 - f. invenite exempla...(case uses in context)

Reflections on lessons as implemented:

SUBJECT: Latin

COURSE: LATIN 2

GRADE/ LEVEL(s): 9-10

UNIT / THEME/GENRE : UNIT 5

TIME REQUIRED: 4 WEEKS

LATEST REVISION: September 2021

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<ul style="list-style-type: none"> -How does Latin indicate the actor of an action? -What is the difference between active and passive? -Why would a language have both active and passive voice? -How do I use information within the Latin text as evidence to support or prove my point? 	<ul style="list-style-type: none"> -the difference between active and passive verbs -forms and translations of passive verbs in present, imperfect, and future -uses of passive verbs in context 	<ul style="list-style-type: none"> -the difference between active and passive verbs -forms and translations of passive verbs in present, imperfect, and future -uses of passive verbs in context <div style="background-color: #cccccc; text-align: center; padding: 5px;">COMMON MISUNDERSTANDINGS</div> <ul style="list-style-type: none"> -the difference between active and passive -passive is not past -when to use passive vs. active verbs 	<ul style="list-style-type: none"> -passive voice exists -it is not a past tense -the same information can be communicated in different ways 	<ul style="list-style-type: none"> NH.1.b NH.2.b NH.2.c NH.3.c NH.6.2b

CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)
- 3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI 2*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: vis, quaerere, parvus, ac, denarius, vero

Tier 2: insula, tam, paene, paries, accipere, addere

Tier 3: perna, caro, lanius, procax, pinguis, minuere, gratis, lepus, pascere

Lesson Plan List (numbered list with a brief description of each lesson)

1. Tier 1
 - a. audite et pingite - listening
 - b. quid est verum? - reading
2. Tier 2:
 - a. quid novi? - reading
 - b. volleyball reading
 - c. audite et agite - listening
 - d. conicite sententiam - reading
 - e. quis est? - writing
3. Tier 3
 - a. volleyball reading

Reflections on lessons as implemented:

b. quid novi? - reading c. conpares - reading d. translate and share - reading e. singula - writing f. invenite exempla...(case uses in context)	
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SUBJECT: Latin		COURSE: LATIN 2		GRADE/ LEVEL(S): 9-10	
UNIT / THEME/GENRE : UNIT 6		TIME REQUIRED: 4 WEEKS		LATEST REVISION: September 2021	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
-How does Latin indicate the actor of an action? -What is the difference between active and passive? -How can a word belong to two parts of speech? -How do I use information within the Latin text as evidence to support or prove my point?	-the difference between active and passive verbs -forms and translations of passive verbs in perfect, pluperfect, and future perfect -uses of passive verbs in context -names of Latin foods	--A participle is an adjective derived from a verb -Latin verbs can be made of participles+helping verbs	-Ability to recognize voice of a verb -Ability to recognize and use participles	NH.1.a NH.1.b NH.2.b NH.2.c NH.5.c NH.6.1a NH.6.2b	
		COMMON MISUNDERSTANDINGS			

		-the difference between active and passive -passive is not past -when to use passive vs. active verbs		
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)
- 3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI 2*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: circum, ovum, ignis, regnum, complures, edere, locus, ceteri, una

Tier 2: comparare, inferi, panis, malum, pulcherrimus, effundere

Tier 3: boletus, gustatio, mulsum, ferculum, oleum, holus, frustum

<p>Lesson Plan List <i>(numbered list with a brief description of each lesson)</i></p> <ol style="list-style-type: none"> 1. Tier 1 <ol style="list-style-type: none"> a. audite et pingite - listening b. quid est verum? - reading 2. Tier 2: <ol style="list-style-type: none"> a. quid novi? - reading b. volleyball reading c. audite et agite - listening d. conicite sententiam - reading e. quis est? - writing 3. Tier 3 <ol style="list-style-type: none"> a. volleyball reading b. quid novi? - reading c. conpares - reading d. translate and share - reading e. singula - writing f. invenite exempla...(case uses in context) 	<p>Reflections on lessons as implemented:</p>
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SUBJECT: Latin		COURSE: LATIN 2		GRADE/ LEVEL(S): 9-10	
UNIT / THEME/GENRE : UNIT 7		TIME REQUIRED: 3 WEEKS		LATEST REVISION: September 2021	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	

<p>-What do the words “more” and “most” (and their Latin counterparts) do to an adjective? -How do I use information within the Latin text as evidence to support or prove my point?</p>	<p>-forms of comparative and superlative adjectives -uses of comparative and superlative adjectives in context -names of Latin foods</p>	<p>-comparative/superlative adj/adv do not necessarily imply the degrees below them -comparative/superlative endings have broader meanings in Latin than in English</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>-difference between comparative and superlative adjectives -when and how to use comparative adjectives -the different translations for comparative and superlative adjective</p>	<p>-Ability to recognize and use all degrees of adjectives -Ability to differentiate adjectives and adverbs</p>	<p>NH.1.b NH.2.b NH.2.c NH.3.c NH.6.2b</p>
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CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 1) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 2) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)

3) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI 2*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: plus, vinum, pessimus, deus, credere

Tier 2: cura, modus, haurire, quam, poscere, vulnus, timor, tergum, facillie, summus, gravis

Tier 3: creare, invocare, miscere, collis, ligare, securus

Lesson Plan List (numbered list with a brief description of each lesson)

1. Tier 1
 - a. audite et pingite - listening
 - b. quid est verum? - reading
2. Tier 2:
 - a. quid novi? - reading
 - b. volleyball reading
 - c. audite et agite - listening
 - d. conicite sententiam - reading
 - e. quis est? - writing
3. Tier 3
 - a. volleyball reading
 - b. quid novi? - reading
 - c. conpares - reading
 - d. translate and share - reading
 - e. singula - writing
 - f. invenite exempla...(case uses in context)

Reflections on lessons as implemented:

SUBJECT: Latin

COURSE: LATIN 2

GRADE/ LEVEL(s): 9-10

UNIT / THEME/GENRE : UNIT 8

TIME REQUIRED: 4 WEEKS

LATEST REVISION: September 2021

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): CONTINUATION OF NARRATIVE; BUILD UPON READING, LISTENING, WRITING SKILLS

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<ul style="list-style-type: none"> -How does Latin indicate the time of the action? -How does Latin indicate the person doing the action? -How do cultures use numbers? -How does Latin express when/where things happen? -How do I use information within the Latin text as evidence to support or prove my point? 	<ul style="list-style-type: none"> -forms and translations of Latin deponent verbs -uses of deponent verbs in context -forms of locative case -uses of locative case/place expressions in context -the basic plot of the Aeneid 	<ul style="list-style-type: none"> -Cultures keep time differently -Words that look alike do not always have parallel meanings -Cultures express numbers, time, and location differently <div style="background-color: #cccccc; text-align: center; padding: 5px;">COMMON MISUNDERSTANDINGS</div> <ul style="list-style-type: none"> -when to use prepositions for time/place expressions, and when not to -when a verb is deponent, and when a verb is passive 	<ul style="list-style-type: none"> -Timekeeping -Ability to recognize the voice of the verb -Ability to understand references to time/location 	<ul style="list-style-type: none"> IL.1.a IL.1.b IL.2.b IL.5.b IL.5.c IL.6.1a IL.6.2b IL.8.4b

CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative:

quid est verum?, quid novi?, volleyball reading, top 5, quam celerrime, scribite et iacite, singula, various other learning games/activities

Summative:

- 4) Listening (2-3x): Listen to the Latin sentence and determine whether the statement is true or false about the story; listen to the Latin sentences and illustrate them as you listen; listen to the Latin sentences and answer the questions as you listen (modification for CP: vocabulary provided)
- 5) Reading (2-3x): Read the Latin text - answer each English question and provide a Latin quote from the text to explain and support your answer (modification for CP: vocabulary provided)
- 6) Writing (2x): Write your own version of the story; write an extension/different ending/epilogue to the story in Latin

RESOURCES: LATINLEXICON.ORG; WILLIAM WHITAKER'S WORDS; *ECCE ROMANI 2*; *CONVERSATIONAL LATIN FOR ORAL PROFICIENCY* BY JOHN TRAUPTMAN

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: huc, liberter, rursus, tristis, regina, navis, mare, annus, discipulus, verbum,

Tier 2: persuadere, cotidie, proficisci, loquor, paulum, coepit, mensis, monere, antequam, animadvertere

Tier 3: sis, quo...eo, pridie, sane, nonis, kalendis, idibus, eruditus

Lesson Plan List (numbered list with a brief description of each lesson)

4. Tier 1
 - a. audite et pingite - listening
 - b. quid est verum? - reading
5. Tier 2:
 - a. quid novi? - reading
 - b. volleyball reading
 - c. audite et agite - listening
 - d. conicite sententiam - reading
 - e. quis est? - writing
6. Tier 3
 - a. volleyball reading

Reflections on lessons as implemented:

- | | |
|---|--|
| <ul style="list-style-type: none">b. quid novi? - readingc. conpares - readingd. translate and share - readinge. singula - writingf. invenite exempla... (case uses in context) | |
|---|--|