

Lakewood Public School District Curriculum Guide

Grade: 6	Content Area: Introduction to Latin
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Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Antonia de Vegh

Content Area: World Language
Course Title: Introduction to Latin
ACTFL Level: Novice Mid

Recommended Pacing Guide

Unit I: The ancient Romans, their language and customs	45 days
Unit II: Ancient Roman Heroes and Roman hero culture	45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Introduction / Philosophy:

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment

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opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.

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.

Mission:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Unit 1: The ancient Romans, their language and customs

Duration: 45 days

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework

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- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter

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- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, 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.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, 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.
Presentational Mode of Communication	In the Presentational mode of communication, 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.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational Mode of Communication

- 7.1.NM.PRSENT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSENT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSENT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSENT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSENT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Supporting and Additional Standards

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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Interdisciplinary Connections

English Language Arts Standards

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Social Studies

- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Computer Science & Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies & Key Skills

- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

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- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into

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	human behavior to change others’ actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p>

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- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Small group activities
- Exit tickets
- Mini paradigm quizzes

Alternative Assessments:

- Gimkit, Blooket, Kahoot game skill based improvement
- IPAs
- Gallery Walks
- Roundtable discussions
- Debates
- Student written computer game projects
- Original skits/performances
- poem/short story composition
- Google Slide presentation

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed

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	<p>and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Vocabulary and Grammar tests ● Translation tests ● Oral presentations ● Projects <ul style="list-style-type: none"> ○ Analytical writing ○ Creative writing ○ GoogleSlides ○ Manipulatives 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Section Latin to English ● Chapter assessment ● Reading Comprehension assessments
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Latin is a highly inflected language, communicating meaning mostly through word endings – unlike English, which communicates meaning mostly through word order. ● More than 70% of English words are derived from Latin and, thus, helps students expand their vocabularies in English ● Latin is a root language that 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is Latin considered the "language of the Romans" and how does it connect to modern languages? ● Why did Latin heavily influence English? ● Why is Latin different from English even though they have a common ancestor? ● Why did Latin produce Spanish,
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<p>influences many modern languages and concepts.</p> <ul style="list-style-type: none"> ● The Romans measured hours, months, and years differently than Americans measure time today. ● The Roman calendar originally had 10 months and was changed to a 12 month calendar by Julius Caesar. ● The Romans celebrated twice as many religious holidays than most Americans today. ● The Romans worshipped thousands of gods. ● Roman religious ceremonies included blood sacrifices. ● The Romans' diets varied significantly according to social class. ● The ancient Roman diet bears no resemblance to contemporary Italian cuisine. 	<p>French, Italian, and Romanian?</p> <ul style="list-style-type: none"> ● What is a family? ● How and why did Romans define family differently than Americans do in the 21st century? ● Why did the ancient Romans practice slavery? ● How did Roman social classes and family structure affect daily life? ● What were some major differences between Roman children's lives and our own? ● Why and how did ancient Roman marriages differ from those today in the US.? ● How were Roman funeral practices different from those today? ● Why did the ancient Romans organize their calendar and mark time differently than Americans do now? ● Why did the ancient Romans celebrate so many religious holidays? ● How did the Romans worship their gods? ● Why did the Romans have hundreds of gods? ● Why did the Romans sacrifice animals to their deities? ● Why didn't the Romans eat pizza, pasta or tiramisu?
<p>Content Students will know:</p> <ul style="list-style-type: none"> ● Spanish, Italian, Romanian, and French are direct descendants of Latin. ● The ancient Roman familia was an extended family that included paternal 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● Identify Latin nouns and adjectives as having a grammatical gender. ● Classify Latin nouns and adjectives into groups called

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<p>grandparents, adult children, and enslaved people</p> <ul style="list-style-type: none"> ● The Roman Empire’s economy relied on the labor of enslaved people ● Roman society was patriarchal and hierarchical ● Roman marriages were arranged by fathers to advance the social standing of their respective families. ● Daughters were transferred, like property, to their husband’s family. ● Roman cemeteries were always outside the city limits. 	<p>declensions.</p> <ul style="list-style-type: none"> ● Explain how Latin sentence structure differs from that in English ● Explain how Latin word endings show the role of a word in a sentence ● Compare and contrast slave trade of African Americans to that of the ancient Roman
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Sequence of Topics
Latin’s place in the Indo-European family of languages
The Latin alphabet and classical Latin pronunciation
Inflection as a general linguistic phenomenon and in Latin
Greetings, conversational Latin
The Roman familia
Roman marriage
Roman child rearing practices
Daily life of a Roman child
Roman funeral practices
Roman housing
Lares, the household gods
Religious ceremonies, including the Parentalia, Suovetaurilia, and the Compitalia
Roman religious holidays, especially the Saturnalia.
Plural forms of the nominative and accusative cases
Singular and plural 3rd person present active indicative verb forms of the verbs sum and habeo

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Personal pronouns
Vocabulary related to daily life
Latin and Greek roots

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <p>Vocabulary, Grammar, Translation</p> <p>Resources: <i>Latin for Beginners, Wilkes & Shakel</i> <i>Learning Latin through Mythology</i> <i>First Latin, A Language Discovery Program, Student Activity Book I, M. Polsky</i> https://www.online-latin-dictionary.com</p> <p>Linguistic Roots</p> <p>Resources: English Words From Latin and Greek Elements, D. Ayers Greek and Latin Roots A–Z http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm List of Greek and Latin Roots in English https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</p>	<p>History & Literature</p> <p>Resources: Romans, Marks & Tingay <i>Handbook to Life in Ancient Rome, L. Adkins</i> The Oxford Illustrated History of the Roman Word, J. Boardman, et al. <i>The Romans, M. Boatwright et al.</i> <i>Latin Literature: A History, G. B. Conte</i> Roman Clothing and Fashion, A. Croom Life in Ancient Rome, F. Cowell The Ancient City, De Coulange D’Aulaires’ Book of Greek Myths, I. d’Aulaire The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley Women in the Classical World: Image and Text, E. Fantham <i>The Roman Republic: A Very Short Introduction, D. Gwynn</i> Women’s Life in Greece and Rome, M. Lefkowitz and M. B. Fant <i>A History of the Roman People, F. Heichelheim, A.M. Ward, and C.A. Yeo</i> <i>The World of Rome, P. Jones & K. Sidwell</i> History of the Roman World 750 BC - 146 BC, H. H. Scullard <i>As the Romans Did, J. Shelton</i></p>
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Unit 2: Ancient Roman Heroes and Roman hero culture	Duration: 45 days
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Suggested Accommodations

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- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Interdisciplinary Connections

English Language Arts Standards

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Social Studies

- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Computer Science & Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development

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Career Readiness, Life Literacies & Key Skills

- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed

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	upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts and

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behaviors

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observations
- Direct questioning
- Read aloud
- Think pair share
- Group activities
- Exit tickets
- Mini paradigm quizzes

Alternative Assessments:

- Gallery Walks
- Integrated Performance Assessments
- Roundtable discussions

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and

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	<p>evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Vocabulary and Grammar tests ● Translation tests ● Oral presentations ● Projects <ul style="list-style-type: none"> ○ Analytical writing ○ Creative writing ○ Posters 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Section Latin to English ● Chapter assessment
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Knowledge & Skills	
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Roman gods, as the ultimate power in the universe, competed with each other for dominance, mirroring humankind’s struggles. ● Rome's numerous wars stemmed from a dynamic interplay of factors related to its drive for expansion, economic needs, internal political rivalries, and the central role of the military in Roman society. ● The Romans, according to their legends, started as a small band of men, and, at first, only increased their 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did the gods have wars with each other? ● Why did the Romans engage in war more frequently than other ancient peoples? ● What is a hero? ● How were Greek heroes different from Roman heroes? ● What do the stories of the Roman heroes tell us about Roman cultural values? ● Why did Aeneas bring only his son and father to Italy?
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population by kidnapping women from other towns.

- Roman heroes reflected the traits of self-sacrifice and devotion to the state, the gods, and family integral to Roman identity.
- The Romans, according to their legends, started as a small band of men, and, at first, only increased their population by kidnapping women from other towns.
- The Romans firmly believed that their culture was superior to all others.
- The Romans believed that their conquest of other peoples was part of their duty to bring civilization to barbarous nations.
- The Romans modified Greek myths to embody their value system.

- Why was Aeneas's greatest virtue his sense of *pietas*?
- How does Aeneas become a Roman hero?
- How did people become heroes in Roman society?
- Why was hero status limited to male citizens of a certain age and property class?
- Were gladiators heroes of Roman society?
- Were athletes heroes in Roman society?
- Why was Hercules so beloved by the Romans?
- Why was Odysseus/Ulysses unpopular with the Romans?
- Why did the Romans adapt Greek hero myths to better fit into their culture?

Content

Students will know:

- Victorious gladiators and athletes enjoyed fame but were not considered heroes.
- Hercules was beloved by the Romans because his character embodied the strength, masculinity, and courage of Roman heroism
- Ulysses/Odysseus was despised by the Romans because his character embodied negative stereotypes the Roman attributed to the Greeks: deceitfulness, effeminacy, and intellectualism.
- The Romans' definition of hero only included men.
- Greek heroes were prized as much for their intelligence as they were for their strength.
- Aeneas, the progenitor of the Roman race had to marry into the Latin people

Skills

Students will be able to:

- Identify and apply vocabulary related to gods and goddesses, heroes, the Roman army, war conquest, athletics and gladiatorial games
- Explain and discuss the following:
 - Why is Ascanius important in the Aeneid?
 - Why did Anchises die?
 - Why was it necessary for Aeneas to abandon Dido and marry Lavinia of the Latins?
 - Why did Aeneas kill Turnus?
 - Why did the Romans need their own heroes?

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<p>to fulfill his divine destiny.</p> <ul style="list-style-type: none"> ● Aeneas, as the first Roman hero, must defeat any threat to the Roman race. 	
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Sequence of Topics
Vocabulary for gods, goddesses, and heroes
Vocabulary related to the Roman army, war and conquest
Vocabulary related to athletics and gladiatorial games
Roman heroes: Aeneas
Roman heroes: Romulus and Remus
Roman heroes: Scaevola
Roman hero: Horatius
Roman hero: Cincinnatus
Roman hero: Marius
Roman hero : Cicero
Roman hero: Julius Caesar
Roman hero: Caesar Augustus
Greek hero: Achilles
Greek hero: Odysseus
Greek hero: Perseus, Theseus, Bellerophon, Herakles/Hercules
Greek hero: Theseus
Greek hero Theseus
Greek hero: Herakles and Roman hero: Hercules
Gladiatorial games and types of gladiators
Athletic contests

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Chariot racing
Roman army

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <p style="text-align: center;">Vocabulary, Grammar, Translation</p> <p>Resources: <i>Learning Latin Through Mythology</i>, Hanlin and Lichtenstein</p> <p style="text-align: center;">Linguistic Roots</p> <p>Resources:</p> <p>Greek and Latin Roots A–Z http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm List of Greek and Latin Roots in English https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</p>	<p style="text-align: center;">History & Literature</p> <p>Resources:</p> <p><i>Romans</i>, Marks and Tingay <i>Handbook to Life in Ancient Rome</i>, L. Adkins <i>The Oxford Illustrated History of the Roman World</i>, J. Boardman, et al. <i>The Romans</i>, M. Boatwright et al. <i>Latin Literature: A History</i>, G. B. Conte <i>Life in Ancient Rome</i>, F. Cowell <i>The Ancient City</i>, De Coulange <i>The History of Roman Society, the Romans 850 BC-AD 33</i>, D. Dudley <i>Women in the Classical World: Image and Text</i>, E. Fantham <i>The Roman Forum</i>, M. Grant <i>The Roman Republic: A Very Short Introduction</i>, D. Gwynn <i>A History of the Roman People</i>, F. Heichelheim, A.M. Ward, and C.A. Yeo <i>The World of Rome</i>, P. Jones & K. Sidwell <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard <i>As the Romans Did</i>, J. Shelton</p>