

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: Latin I

**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:** Latin I

**ACTFL Level:** Novice High

### Recommended Pacing Guide

<b>Unit I:</b> The Roman Family as a Microcosm of Roman Society and its Modern Legacy	45 days
<b>Unit II:</b> The Roman Way of Life at Home and Abroad in the Provinces	45 days
<b>Unit III:</b> Ancient Roman Entertainment and Leisure	45 days
<b>Unit IV:</b> Ancient Roman Politics and Government	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).

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### **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 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 Roman Family as a Microcosm of Roman Society and its Modern Legacy**

**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

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### **Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed
- Modify assignments and homework
- 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

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- Differentiate learning pace using curriculum acceleration
- Culturally Diverse:**
- Embrace diversity in teaching styles
  - Provide an interpreter
  - 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

<b>Disciplinary Concepts and Core Ideas</b>	
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.

<b>New Jersey Student Learning Standards</b>
<b>Focus Standards - Major Standards</b>
<b><u>Interpretive Mode of Communication</u></b>
<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to</li> </ul>

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targeted themes.

- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

### **Interpersonal Mode of Communication**

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

### **Presentational Mode of Communication**

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting and Additional Standards**

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

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### Interdisciplinary Connections

#### **English Language Arts Standards**

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

#### **Social Studies**

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

### Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

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**Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

**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.

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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 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.

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### Social Emotional Learning Standards

#### Self-Awareness

- 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

#### Self-Management

- 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

#### 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

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<b>Evidence of Student Learning</b>	
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Direct questioning</li> <li>● Read aloud</li> <li>● Think pair share</li> <li>● Small group activities</li> <li>● Exit tickets</li> <li>● Mini paradigm quizzes</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Gimkit, Blooket, Kahoot game skill based improvement</li> <li>● IPAs</li> <li>● Gallery Walks</li> <li>● Roundtable discussions</li> <li>● Debates</li> <li>● Student written computer game projects</li> <li>● Original skits/performances</li> <li>● poem/short story composition</li> <li>● Google Slide presentation</li> </ul> <p><b>Student Assessment</b></p> <p>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 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><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> <li>● Reading Comprehension assessments</li> </ul>
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- Projects
  - Analytical writing
  - Creative writing
  - GoogleSlides
  - Manipulatives

**Knowledge & Skills**

**Enduring Understandings:**

- The ancient Roman familia was an extended family that included paternal grandparents, adult children, and enslaved people
- All societies organize social structures and institutions according to their own value system(s).
- The structure of the Roman family reflected the ethos of Roman society.
- The ancient Romans espoused a patriarchal, stratified society.
- Ancient Roman religion consisted of rituals, prayers, ceremonial animal sacrifice, and other practices but did not provide a detailed description of moral principles.
- More than 70% of English words are derived from Latin
- For many centuries in Europe and beyond, Latin was used as a *lingua franca*, and still is in scientific and medical communities worldwide.

**Essential Questions:**

- What is a family?
- Why did the Romans organize their society and families in hierarchies?
- How does the layout of a Roman villa reflect Roman cultural values?
- Why did the Romans appropriate aspects of many different religions, especially that of the Greeks?
- Why did religion permeate every aspect of Roman daily life?
- Why did most Romans live in poor living conditions and without enough food to eat?
- Why did the Romans have a Forum in every city?
- Why is Latin different from English even though they have a common ancestor?
- Why is there limited evidence about ancient Rome?
- Why do we study the ancient Romans and their language?
- Why is classical Latin relevant to contemporary students?

**Content**

Students will know:

- The presence of Greeks in southern Italy and the Etruscans to the North deeply influenced Roman religion in the earliest part of its history
- Latin, a member of the Indo-European language family, is a highly inflected language, communicating meaning mostly

**Skills**

Students will be able to:

- Identify Latin nouns and adjectives as having a grammatical gender.
- Apply the correct use of:
  - 1st, 2nd, 3rd declension of adjectives
  - Latin dictionary entries for nouns
  - adjectives, and verbs
  - 1st, 2nd, and 3rd declension adjectives

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<p>through word endings – unlike English, which communicates meaning mostly through word order.</p> <ul style="list-style-type: none"> <li>● Evidence concerning ancient Rome comes in many forms including: buildings, inscriptions, papyrus and vellum scrolls, artwork, coins, and material objects such as furniture and jewelry, human and animal bones</li> <li>● The founders of the United States also believed in a patriarchal, stratified society and used Roman and Greek models for their creation of our nation’s institutions.</li> <li>● The ancient Romans and Greeks profoundly shaped and influenced Western civilization.</li> </ul>	<p>(positive degree) 1st and 2nd person pronouns</p> <ul style="list-style-type: none"> <li>● Discuss and have conversations related to Greek and Roman culture and correctly apply unit vocabulary</li> </ul>
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<b>Sequence of Topics</b>
The Roman familia
Roman gender roles
Roman marriage
Roman child rearing practices
Roman slavery, an introduction
Roman housing
Roman attire
The Client and patron relationship, the Salutatio
The layout of Pompei and its significance
Latin’s place in the Indo-European family of languages
The Latin alphabet and classical Latin pronunciation
Parts of speech in Latin and English
Inflection as a general linguistic phenomenon and in Latin
<i>sum</i> and 1st, 2nd, 3rd, 3rd io, and 4th conjugation verbs: pres. ind. act.

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noun cases in Latin, especially the nominative, accusative, ablative and vocative cases
Oral Latin
1st, 2nd, 3rd declension of adjectives
Latin dictionary entries for nouns adjectives, and verbs
1st, 2nd, and 3rd declension adjectives (positive degree)
1st and 2nd person pronouns
The personal endings of verbs for the present, imperfect (indicative) and future active tenses
The principal part of verbs
SIDSPACE prepositions
Accusative motion towards
Personal ending of verbs singular, for the present tense
Idioms
The future tense of all conjugations
Basics of Roman religion: who's who of the Roman pantheon and their Greek origins

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i>  <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i>  <i>Allen &amp; Greenough's New Latin Grammar</i>  <i>Learn to Read Latin, A. Keller and S Russell</i>  <i>Latin: An Intensive Course, Moreland and Fleischer</i></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i>  <i>The Romans, M. Boatwright et al.</i>  <i>Latin Literature: A History, G. B. Conte</i>  <i>Roman Clothing and Fashion, A. Croom</i>  <i>Life in Ancient Rome, F. Cowell</i>  <i>The Ancient City, De Coulange</i>  <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i>  <i>Women in the Classical World: Image and Text, E. Fantham</i>  <i>The Roman Republic: A Very Short</i></p>

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<p><a href="https://www.online-latin-dictionary.com">https://www.online-latin-dictionary.com</a></p> <p style="text-align: center;"><b>Linguistic Roots</b></p> <p>Resources:          English Words From Latin and Greek Elements, D. Ayers          Greek and Latin Roots A–Z  <a href="http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm</a>          List of Greek and Latin Roots in English  <a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a></p>	<p><i>Introduction</i>, D. Gwynn  <i>Women’s Life in Greece and Rome</i>, M. Lefkowitz and M. B. Fant  <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 &amp; K. Sidwell  <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly  <i>The Birth of Classical Europe</i>, Price and Thonemann  <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard  <i>As the Romans Did</i>, J. Shelton  <i>The Founders and the Classics: Greece, Rome, and the American Enlightenment</i>, C. Richard  <i>The Inheritance of Rome</i>, C. Wickham  <i>Rome: An Empire’s Story</i>, G. Woolf</p>
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<b>Unit 2: Daily life in and outside of the Forum</b>	<b>Duration: 45 days</b>
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<b>Suggested Accommodations</b>
<p><b>Multilingual Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Alternative Assessments (Listening and verbal)</li> <li>● Flashcards (Digital and paper)</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Teacher Tutoring</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Modify assignments and homework</li> <li>● Follow all IEP modifications plans</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> </ul> <p><b>504 Plans:</b></p>

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### **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
- 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

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<b>Disciplinary Concepts and Core Ideas</b>	
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.

<b>New Jersey Student Learning Standards</b>
<b>Focus Standards - Major Standards</b>
<p><b><u>Interpretive Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>● 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>● 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>● 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul> <p><b><u>Interpersonal Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other</li> </ul>

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subjects.

- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

### **Presentational Mode of Communication**

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
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- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

### **Social Studies**

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### **Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
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- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

### 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

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	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.

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

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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	<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>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects             <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul> </li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The ancient Romans valued efficiency and centralization in nearly all aspects of life</li> <li>● The Forum was the cultural, economic, religious, and governmental center for all people living under Roman rule : rich, poor, free, slave, foreign nationals, and those in the provinces and, thus, contributed greatly to a collective geopolitical identity.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did all Roman towns and cities have a forum?</li> <li>● Why was the existence of the Forum throughout the Roman empire valuable for the Roman government?</li> <li>● Why were only men allowed to be actors?</li> <li>● Why did Roman actors wear masks?</li> <li>● Why were theater productions in ancient Rome inherently political?</li> <li>● Why did the Romans practice slavery?</li> <li>● Why did the legal status of a freed person exist?</li> <li>● Why was slavery , manumission, and the subsequent patron client relationship in ancient Rome so intertwined?</li> </ul>
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<p><b>Content</b> Students will know:</p> <ul style="list-style-type: none"> <li>● Although actors were very popular in Roman society, they were exclusively enslaved people.</li> <li>● Roman theater was deeply influenced by Greek theater conventions, content, and style of acting.</li> <li>● Theater productions were funded by wealthy men who wished to maintain or gain local political office.</li> <li>● Slavery, manumission, and the freedman/client system ensured free labor to build an empire.</li> </ul>	<p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Correctly apply the use of the following: 1st and 2nd person pronouns; imperfect tense active indicative; perfect tense active indicative; present imperative, present infinitive active; nominative and accusative plural; interjections; 3rd person plural active indicative ending of verbs; genitive case; dative case</li> <li>● Compare and contrast slave trade of African Americans to that of the ancient Roman</li> </ul>
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<b>Sequence of Topics</b>
1st and 2nd person pronouns
Imperfect tense active indicative
Perfect tense active indicative
Interrogatives, an introduction
Present imperative, positive and negative
Present infinitive active
Nominative and accusative plural
Interjections
3rd person plural active indicative ending of verbs
Genitive case
Dative case
Personal pronouns
Idioms

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Geography of the city of Rome
Conjunctions
Enclitics
Relative pronouns
The kings of Rome
Roman heroes

**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>Latin is Fun Book 1, Traupman</i>          Learning Latin through Mythology, Cambridge University          First Latin, A Language Discovery Program  <i>Jenny's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i></p> <p style="text-align: center;"><b>Linguistic Roots</b></p> <p>Greek and Latin Roots A–Z  <a href="http://www.biology.ualberta.ca/courses.hp/zo1250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zo1250/Roots/roots.A-C.htm</a>          List of Greek and Latin Roots in English  <a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i>  <i>The Romans, M. Boatwright et al.</i>  <i>Latin Literature: A History, G. B. Conte</i>  <i>Life in Ancient Rome, F. Cowell</i>  <i>The Ancient City, De Coulange</i>  <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i>  <i>Women in the Classical World: Image and Text, E. Fantham</i>  <i>The Roman Forum, M. Grant</i>  <i>The Roman Republic: A Very Short Introduction, D. Gwynn</i>  <i>A History of the Roman People, F. Heichelheim, A.M. Ward, and C.A. Yeo</i>  <i>The World of Rome, P. Jones &amp; K. Sidwell</i>  <i>The Roman Empire: A Very Short Introduction, C. Kelly</i>  <i>Women's Life in Greece and Rome, M. Lefkowitz and M. B. Fant</i>  <i>The Palgrave Handbook of Global Slavery Throughout History, Slavery in the Roman Empire, N. Lenski</i>  <i>Roman Theatre, T. Moore</i>  <i>History of the Roman World 750 BC - 146 BC, H. H. Scullard</i>  <i>As the Romans Did, J. Shelton</i></p>
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Unit 3: Ancient Roman Entertainment and Leisure

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
- 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

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- 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
- 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
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- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

**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

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	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 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.

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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

#### Self-Awareness

- 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

#### Self-Management

- 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

#### 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

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<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Establish and maintain healthy relationships</b></li> <li>● Utilize positive communication and social skills to interact effectively with others</li> <li>● Identify ways to resist inappropriate social pressure</li> <li>● Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways</li> <li>● Identify who, when , where, or how to seek help for oneself or others when needed</li> </ul>
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<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Direct questioning</li> <li>● Read aloud</li> <li>● Think pair share</li> <li>● Group activities</li> <li>● Exit tickets</li> <li>● Mini paradigm quizzes</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Gallery Walks</li> <li>● Integrated Performance Assessments</li> <li>● Roundtable discussions</li> </ul> <p><b>Student Assessment</b>                      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 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>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul>

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<ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul>	
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The <i>cena</i> or dinner party provided opportunities for patrician hosts to display their wealth and increase their social status by cultivating friendships with higher status guests .</li> <li>● Networking at a <i>cena</i> provided a setting for men to strike lucrative business deals, to secure campaign funds, and to arrange marriages to promote their own social mobility within the aristocracy.</li> <li>● Ancient Roman culture embraced violence as a normal, an even pleasurable way of life.</li> <li>● Violence is a key element within Ancient Roman’s origin story and permeates Roman mythology</li> <li>● The Romans viewed the afterlife with dread because it lacked all pleasure for most people, except for heroes, a limited class of men, who purportedly enjoyed a joyous paradise.</li> <li>● The Romans, influenced by the Greeks, constructed low cost public baths for public health.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did the wealthiest Romans throw lavish dinner parties?</li> <li>● Why did the Romans honor the memory of an esteemed member of society by watching people fight to the death?</li> <li>● Why did the Romans enjoy watching thousands of exotic animals die?</li> <li>● Why did the Romans hope for colossal accidents during chariot races?</li> <li>● Why did the Romans have a grim view of life after death?</li> <li>● Why did the Romans prefer blood sports to theater productions?</li> <li>● Why did the Romans construct public baths?</li> </ul>
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<p><b>Content</b> Students will know:</p> <ul style="list-style-type: none"> <li>● In remote provincial towns, poor maintenance led to dirty pool water in Roman baths and may have led to the spread of disease</li> <li>● Although all people had access to the baths, consumers were predominantly privileged male citizens who socialized, networked, and exercised in addition to bathing and shaving there</li> </ul>	<p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Correctly apply subject-verb and adjective-noun agreement in oral and written activities</li> <li>● Explain orally and in writing why the baths were so popular among men and why there were exercise areas in the bath complexes</li> </ul>
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<ul style="list-style-type: none"> <li>● The Romans believed keeping fit through exercise was important for bodily and mental strength: <i>mens sana in corpore sano</i>.</li> <li>● The Romans favored exercise for improving skill in battle, not sport for sport's sake.</li> </ul>	
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Sequence of Topics
Sentences without a named nominative subject
Dative case
Alternative perfect tense verb forms
Subject verb agreement
Plural forms of the Nominative, Accusative, and Dative cases
Superlative degree of adjectives
Review of all cases
Review of present, imperfect, perfect, and future tenses, active indicative
Noun adjective agreement
Idioms

Core Instructional & Supplemental Materials	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>A North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i>  <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i>  <i>Allen &amp; Greenough's New Latin Grammar</i>  <i>Learn to Read Latin, A. Keller and S Russell</i>  <i>Latin: An Intensive Course, Moreland and Fleischer</i></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>The Fires of Vesuvius, Pompeii Lost and Found, M. Beard</i>  <i>Cultural Identity in the Roman Empire, J. Berry</i>  <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i>  <i>The Romans, M. Boatwright et al.</i>  <i>Latin Literature: A History, G. B. Conte</i>  <i>Life in Ancient Rome, F. Cowell</i>  <i>The Ancient City, De Coulange</i>  <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i>  <i>Women in the Classical World: Image and Text, E.</i></p>

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<p><a href="https://www.online-latin-dictionary.com">https://www.online-latin-dictionary.com</a></p> <p style="text-align: center;"><b>Linguistic Roots</b></p> <p>Resources:  <i>The American Heritage Dictionary of Indo-European Roots</i> by Watkins          Greek and Latin Roots A–Z  <a href="http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm</a>  <i>Latin Key Words</i> by Toner          List of Greek and Latin Roots in English  <a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a>          Vocabulary from Classical Roots series</p>	<p>Fantham  <i>Sport in the Ancient World from A to Z</i>, M. Golden  <i>Gladiators</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 &amp; K. Sidwell  <i>The Roman Empire: A Very Short Introduction</i>, C. Kelly  <i>The Ancient Roman Afterlife</i>, Di Manes, Belief, and the Cult of the Dead, C. King  <i>Women’s Life in Greece and Rome</i>, M. Lefkowitz and M. B. Fant  <i>Roman Theatre</i>, T. Moore  <i>Life, Death, and Entertainment in the Roman Empire</i>, D. S. Potter  <i>History of the Roman World 750 BC - 146 BC</i>, H. H. Scullard  <i>As the Romans Did</i>, J. Shelton</p>
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<b>Unit 4: Ancient Roman Politics and Government</b>	<b>Duration: 45 days</b>
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<b>Suggested Accommodations</b>
<p><b>Multilingual Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Alternative Assessments (Listening and verbal)</li> <li>● Flashcards (Digital and paper)</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Teacher Tutoring</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Modify assignments and homework</li> <li>● Follow all IEP modifications plans</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> </ul>

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### 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
- 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

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- Develop a relationship with any student who is outside the dominant cultural or ethnic group

<b>Disciplinary Concepts and Core Ideas</b>	
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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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### Interpersonal Mode of Communication

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

### Presentational Mode of Communication

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting and Additional Standards**

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Interdisciplinary Connections

#### English Language Arts Standards

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

### **Social Studies**

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

### **Computer Science & Design Thinking**

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### **Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and

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transition (e.g., 2.1.12.PGD.1).

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

### 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.

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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.

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

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**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 evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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	<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>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects             <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul> </li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Roman society was patriarchal and hierarchical: only boys and young men who had the financial means were afforded a private education paid for by their fathers.</li> <li>● Members of society other than wealthy males were not deemed worthy of an education, with an exception of a minority of patrician girls who were schooled at home.</li> <li>● Ancient Roman theories of education relied on rote memorization and physical coercion of students.</li> <li>● Ancient Roman education did not have the equivalents of modern medical, business or graduate schools.</li> <li>● Roman education focused at the university level on preparing elite young men for a career in law and politics.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did the Romans formally educate solely boys?</li> <li>● Why didn't the Romans have public schools?</li> <li>● Why did the Romans include Greek and Greek literature in their curricula?</li> <li>● Why was suffrage bribery illegal but also wholly condoned and practiced?</li> <li>● Why did the Romans limit suffrage?</li> <li>● Why was the value of a vote dependent on the income of the voter in Ancient Rome?</li> <li>● Why did the Romans have such disparity between social classes?</li> <li>● Why did the “founding fathers” look to Rome and Greece as models for government and society?</li> <li>● Why did Rome’s forms of government change so dramatically over the course of its history?</li> <li>● Why did the Romans build an empire?</li> </ul>

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- Rome’s government was very different from modern democracies.
- Ancient Rome had three distinct forms of government in its history: Monarchy, Republic, and Empire
- The history of Rome is replete with social class conflicts within classes and between classes
- Only male citizens of a certain age and specified property classes were permitted to vote in order of rank and property.
- The ancient Romans had a timocratic government until Augustus, the first emperor, did away with elections altogether.
- The “founding fathers” also favored a timocratic government over a purely representative democratic one.

**Content**

Students will know:

- Students who were less wealthy became apprentices after finishing the equivalent of high school
- The founders of the United States used certain aspects of Roman and Grecian governmental institutions and concepts as models for the United States’ polity
- By 200BC, the Romans were equipped with institutions, worldviews, and experiences geared to conquest
- 1% of the population was called patrician and held almost all forms of political and social power.
- 99% of the population was called plebian and were mostly at the mercy of the patricians.
- Bribery in elections, although illegal, was universally practiced and condoned.
- The ancient Romans considered creating an Empire as a charitable gift to the world which saved it from its own barbarism.
- The Romans ultimately chose for autocratic rule over a quasi- representative government of aristocrats.

**Skills**

Students will be able to:

- Explain why Pompeii is important to history
- Correctly apply the use of adjectives in the comparative and superlative degrees both orally and in writing

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<ul style="list-style-type: none"> <li>● The disaster at Pompeii ironically preserved a tragedy and an extraordinary view into life in a provincial Roman town in 79 AD which we would have not had.</li> </ul>	
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<b>Sequence of Topics</b>
<i>is, ea, id</i>
adjectives in the comparative and superlative degrees
Particles: num, ne, nonne
More interrogatives
Review of present, imperfect, perfect, and future tenses, active voice verbs
Review of all cases
Review of pronouns
Review of relative pronouns
Review of noun adjective agreement
Review of subject verb agreement
Review of prepositions

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <p style="text-align: center;"><b>Vocabulary, Grammar, Translation</b></p> <p>Resources:  <i>North American Cambridge Latin Course, Unit 1, 5th Edition, University of Cambridge School Classics Project</i>  <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i>  <i>Latin is Fun Book 1, Traupman</i>  <i>Our Latin Heritage, Unit 1, Hines</i>  <i>Using Latin, Horn, Guttmore, and Forbes</i>  <a href="https://www.online-latin-dictionary.com">https://www.online-latin-dictionary.com</a></p>	<p style="text-align: center;"><b>History &amp; Literature</b></p> <p>Resources:  <i>Handbook to Life in Ancient Rome, L. Adkins</i>  <i>Roman Imperialism in the Late Republic, E. Badian</i>  <i>The Fires of Vesuvius, Pompeii Lost and Found, M. Beard</i>  <i>Cultural Identity in the Roman Empire, J. Berry</i>  <i>The Oxford Illustrated History of the Roman Word, J. Boardman, et al.</i>  <i>The Romans, M. Boatwright et al.</i>  <i>Social Conflicts in the Roman Republic, P. A. Brunt</i>  <i>Latin Literature: A History, G. B. Conte</i>  <i>Life in Ancient Rome, F. Cowell</i></p>

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**Linguistic Roots**

Resources:

*The American Heritage Dictionary of Indo-European Roots* by Watkins

Greek and Latin Roots A-Z

(<http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm>)

*Latin Key Words* by Toner

List of Greek and Latin Roots in English

([https://en.wikipedia.org/wiki/List\\_of\\_Greek\\_and\\_Latin\\_roots\\_in\\_English](https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English))

Vocabulary from Classical Roots series

*The Ancient City*, De Coulange

*The History of Roman Society, the Romans 850 BC-AD 33*, D. Dudley

*Women in the Classical World: Image and Text*, E. Fantham

*The Roman Republic: A Very Short Introduction*, D. Gwynn

*A History of the Roman People*, F. Heichelheim, A.M. Ward, and C.A. Yeo

*The World of Rome*, P. Jones & K. Sidwell

*The Roman Empire: A Very Short Introduction*, C. Kelly

Politics in the Roman Republic, H. Mouritsen

*Women's Life in Greece and Rome*, M. Lefkowitz and M. B. Fant

Electoral Abuse in the Late Roman Republic, H. Troxler

*History of the Roman World 750 BC - 146 BC*, H. H. Scullard

*As the Romans Did*, J. Shelton