



# Curriculum & Instruction

## SUMMIT PUBLIC SCHOOLS

**Content Area: World Language**  
**Course: Latin Essentials**  
**Grade(s): 9-12**

### Course Overview

The objective of this course is for students to gain an elementary understanding of the Latin language and the world of Ancient Rome. Through the study of basic Latin vocabulary and grammar, students will explore how Latin has shaped English words, expressions, and ways of thinking. The main questions students in this course will answer are:

- *How does Latin influence modern English?*
- *What was daily life like in ancient Rome?*
- *How have Roman ideas, innovations, and institutions influenced the modern world?*

Students will address these questions through activities that combine language learning with cultural exploration in areas such as, government, art, and family life in a variety of formats including: literature, art, movies, and food. They will engage in language exercises, creative projects, and group presentations that connect the ancient and modern worlds. By the end of the course, students will be able to recognize and use common Latin words, grammatical concepts, and expressions in English, and will understand the enduring legacy of Roman civilization in contemporary culture.

Latin Essentials I is the first in a two-year sequence introducing the language, history, and culture of ancient Rome. Designed for beginners, this course is for students with no prior World Language experience.

### New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

#### Content Area Standards:

- 7.1.NM.IPRET.IC.1B With flexible supports as needed, identify several cultural products and practices relevant to students' lives to begin to recognize cultural perspectives in the target language cultures.
- 7.1.NM.IPRET.IC.2B With flexible supports as needed, demonstrate comprehension of brief messages found in short culturally authentic materials on matters of global significance relevant to students' lives in the target regions of the world.
- 7.1.NM.IPRET.LIT.3A With flexible supports as needed, demonstrate comprehension of several familiar words and phrases in culturally authentic materials relevant to students' lives.

*Date Revised: September 2026*

- 7.1.NM.IPRET.LIT.4A With flexible supports as needed, infer meaning and demonstrate understanding of several unfamiliar words in highly-contextualized, culturally authentic materials relevant to students' lives. Identify cognates by leveraging knowledge of other languages.
- 7.1.NM.IPERS.IC.1B: With flexible supports as needed, request and share simple information about cultural products and practices relevant to students' lives in the target language cultures.
- 7.1.NM.IPERS.LIT.3A: With flexible supports as needed, request and provide several pieces of information relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences.
- 7.1.NM.IPERS.LIT.4: With flexible supports as needed, express and react to several feelings relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences.
- 7.1.NM.PRSNT.LIT.3: With flexible supports as needed, recite or imitate several observable details from age- and level-appropriate, culturally authentic materials using memorized, practiced words, phrases, and simple formulaic sentences.
- 7.1.NM.PRSNT.LIT.4: With flexible supports as needed, state several pieces of individual information using memorized, practiced words, phrases, and simple formulaic sentences.

### Interdisciplinary Standards:

- L.SS.9–10.1A & B Demonstrate command of the system and structure of the English language when writing or speaking. (A) Use parallel structure. (B) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.VL.9–10.3.A 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. (A) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- W.NW.9–10.3.A, B, C, D, E Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (A) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (B) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. © Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (D) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (E) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Career Readiness, Life Literacies and Key Skills Standards:

- 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.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, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### Computer Science and Design Thinking Standards:

- 8.2.12.NT.2: Redesign an existing product to improve form or function.

### Career Ready Practices

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 2. Apply appropriate academic and technical skills.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 5. Consider the environmental, social and economic impacts of decisions.

CRP 6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.

CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9. Model integrity, ethical leadership and effective management.

CRP 10. Plan education and career paths aligned to personal goals.

CRP 11. Use technology to enhance productivity.

CRP 12. Work productively in teams while using cultural global competence.

### New Jersey Curriculum Mandates:

*This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:*

- [Diversity and Inclusion](#) (Grades K - 12)

# Learning Objectives

*Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.*

- Recall letters in the Roman alphabet and pronunciation
- Recognize and differentiate endings of 1st, 2nd, 3rd person singular present tense
- Translate Latin Salutations
- Interpret the meaning of various Latin phrases relating to greetings in conversation
- Describe the function of the nominative case and use appropriately
- Employ noun/adjective agreement in sentence composition
- Differentiate between first and second declension nouns
- Identify nominative and accusative endings of 1st and 2nd declension nouns in three genders
- Discuss grammatical gender and what it means
- Translate and interpret basic sentences and when to supply words such as subject pronouns and articles
- Locate and identify important places in Ancient Rome; recognize the boundaries of Rome over time
- Identify the members of a Roman household
- Compare and contrast the roles of family members in a Roman household and discuss how similar/disimilar they are to modern families in various cultures
- Discuss the roles and education of children and how a family's economic situation affects families in Ancient Rome and in the US
- Compose simple sentences by applying appropriate nominative and accusative case endings
- Select the proper endings for verbs that agree with their subjects
- Identify forms of sum and create sentences using the appropriate forms that fit the sentence
- Construct a Roman floor plan and label the rooms of the house
- Discuss the functions of the rooms of a Roman house and the importance of each to the members of the house
- Recognize, form, and appropriately translate nouns in the ablative case for 1st and 2nd declension nouns in the context of a sentence
- Differentiate between when a noun goes into the accusative or the ablative depending on whether there is motion towards a place, motion away from a place, or located in a place
- Identify the perfect stem of a verb and apply the appropriate endings depending on the subject of the verb
- Translate perfect tense verb forms and differentiate them from the present tense
- Identify various gods and goddesses through descriptions of their attributes and their relationships to others
- Interpret the didactic intent of myths involving gods and goddesses
- Discuss the importance of mythology to the Romans and compare myths of other religions and their teaching goals
- Discuss some ways in which Romans worshipped their gods
- Distinguish 3rd declension nouns from 1st and 2nd declension nouns and compare endings to find ways to identify noun forms more easily
- Analyze basic sentences and interpret their meaning based on case endings
- Compose myths that follow in the pattern of Ancient Greek/Roman myths
- Discuss the characteristics of a hero, including faults
- Discuss myths that include heroes defeating monsters
- Recognize, form, and translate appropriately nouns in the genitive case and interpret them within the context of the sentence
- Distinguish positive and negative imperatives
- Understand and follow commands and also give commands

- Compare and contrast the goals that each of the monarchs had for Rome and themselves
- Determine how successful each monarch was in achieving his goals and conclude which were the best leaders of Rome during the Regal Period.
- Explain the events that led to the end of the monarchy and the beginning of the republic and why this change of government was necessary
- Distinguish 3rd declension adjectives from 1st and 2nd and apply appropriate endings according to the nouns they are modifying
- Translate the stories of Hercules and then judge whether Hercules fits the mold of a hero
- Recognize, form, and translate nouns in the dative case and interpret the overall meaning of the sentence
- Identify similarities to other cases for ease of memorization
- Identify indirect objects in English sentences
- Compose sentences in Latin that contain indirect objects with the appropriate endings

## Units of Study

*Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.*

### Unit1: Latin Greetings (14 Days)

- Where do our letters come from? How does the Latin alphabet differ from our own? What are 6 major Romance Languages?
- What is Latin? What are some basic differences between Latin and English? What is the nominative case? What are the three genders in Latin?
- How would you introduce yourself in Rome? What are some simple questions and answers when you first meet a person?
- How do verbs change in Latin depending on who the subject is? Are there any similarities in English? Why is it necessary to have different verb endings in Latin?

### Unit 2: Who Were the Romans? (18 Days)

- What are declensions and why do we need to know how to distinguish them from each other? How do we differentiate between 1st and 2nd declension?
- How do we determine the gender of these nouns and why are they important?
- What are cases? What is the function of the nominative case? What is the function of the accusative case? What are the endings for singular nominative and accusative cases?
- How, why, and when do we supply words in the interpretation of Latin sentences to English?

### Unit 3: The Roman Family (18 Days)

- Who were the members of a Roman household and what were their roles? Who was a *paterfamilias*? A *materfamilias*?
- What was life like for infants and children in Rome? How did social and economic status affect how children lived?
- What are the endings of 1st and 2nd declension nouns in the nominative and accusative plural?
- What are the plural personal endings of verbs? How do subjects and verbs agree?
- What are the plural forms of *sum* and how must subjects and predicate nominatives and adjectives agree?

### Unit 4: Roman Houses (25 Days)

- What are the rooms in a Roman house, what were the functions of the rooms, and where were they located in a typical *domus*?

- What are the differences between a *domus* and an *insula*?
- What are the ablative endings for 1st and 2nd declension nouns?
- What is ablative of place where and ablative of place from which? How are they distinguished from accusative of place to which?
- What is the difference between present and perfect tenses? How are they mapped on a timeline?
- How is the perfect active stem found for all verbs? What are the endings that are used to create the perfect tense? How is the perfect tense translated?

#### Unit 5: Gods and Goddesses (25 Days)

- Who were the main gods and goddesses worshipped in Ancient Rome and how were they worshipped? How did Greek mythology differ from Roman mythology? How did Roman religion affect the lives of everyday Romans?
- What did some of their myths teach the Romans? Can we identify any modern myths or stories that are meant to teach us lessons?
- How are 3rd declension nouns identified?
- What endings are applied to Roman nouns and how do we understand their functions in sentences?
- How can we interpret sentences when there are various endings on nouns?

#### Unit 6: Heroes and Monsters (22 Days)

- Why were myths involving heroes and monsters important in the ancient world?
- What characteristics made a being into a hero in mythology?
- What is the function of the genitive case?
- How did Romans give commands?

#### Unit 7: The Roman Monarchy (20 Days)

- Who were the Roman Kings? What did they accomplish?
- Why was the 7th king expelled and the government changed from the rule of 1 to a republic?
- How is a 3rd declension adjective distinguished from a 1st/2nd declension adjective and what do these endings look like?
- How are 3rd declension adjectives declined?

#### Unit 8: Hercules (20 Days)

- What is the function of the dative case and what are the endings?
- What is an indirect object and how can they be identified in both English and Latin?
- How does one distinguish a noun in the dative case from one in the ablative case, especially in the plural?
- Why did Hercules have to complete labors? How many were there? What was Hercules' story?

## Instructional Resources and Materials

*Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.*

#### Educational Platforms & Technology:

- Storyboard That
- Canva
- Gimkit
- Blooket
- Family Tree Builder

*Date Revised: September 2026*

### Print Media & Visual Resources:

- Songbook Latin
- Ecce Romani textbook and workbook
- Wheelock's Latin textbook and workbook
- Teacher generated worksheets
- Adapted Passages
- *Percy Jackson Graphic Novels* by Rick Riordan
- *Percy Jackson's Greek Gods* by Rick Riordan
- *Complete Greek Myths: An Illustrated Collection of Ancient Greek Mythology Featuring Maps and a Glossary* by Henry Brook
- *Heroes, Gods, and Monsters in Greek Mythology* by Michael Ford
- *Ancient Rome for Kids An Enthralling Overview of the Roman Kingdom, Republic, and Empire* by Billy Wellman
- *The Twelve Labors of Hercules: A Modern Graphic Greek Myth* by Stephanie Peters

## Assessment Strategies

*Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.*

### Formative:

- conversations among peers
- do nows
- homework worksheets
- texts with fill-ins that prompt for nouns in the gender
- verb charts with fill-ins with answer bank
- noun/adjective agreement matching
- subject/direct object identification
- subject/object scramble
- identification of rooms in a floor plan
- noun/adjective agreement fill ins for 3rd declension nouns and 1st/2nd declension adjectives
- sentence composition
- translation of simple sentences and passages
- matching monsters with their attributes

### Summative:

- vocabulary quizzes
- grammar quizzes
- tests
- comic strip
- map/brochure of the Roman Monarchy
- Family Tree
- construction of a Roman *domus*
- Year Book for Mount Olympus High School
- composition of hero story
- annotated timeline of kings
- composition of a class graphic novel about Hercules

Benchmark:

- practice quizzes
- practice tests
- English grammar review
- Sentence Diagramming

Alternative:

- oral reviews
- endings practice
- chart fill-ins for verb endings and noun/adjective endings
- Blookets/Quizlets/Gimkits
- sentence relays
- picture/term matching

## **Suggested Strategies for Modification & Differentiation**

### [Modifications Chart](#)

Suggested Strategies for Multilingual Learners

- Pre-teach key vocabulary using visuals and authentic examples.
- Provide sentence frames and conversation stems to support interpersonal communication.
- Chunk texts and provide guided reading questions.
- Use graphic organizers to support comprehension and cultural comparisons.
- Allow opportunities for peer collaboration and flexible grouping.
- Confer individually with students to monitor progress and provide targeted feedback.

Intervention Strategies:

- Small-group instruction
- One-on-one teacher support
- Scaffolded reading and listening activities
- Targeted vocabulary review
- Frequent checks for understanding
- Opportunities to revise and improve work

Modifications: Students with Individualized Education Programs (IEPs), Section 504 Plans, English Language Learners (ELLs), and Multilingual Learners (MLs) will receive accommodations and modifications as outlined in their individualized plans and in accordance with district policies.

Possible accommodations may include:

- Extended time
- Preferential seating
- Reduced distractions
- Graphic organizers
- Guided notes
- Chunked assignments
- Visual supports
- Teacher conferencing
- Modified assessments when appropriate
- Alternative assessment formats