Summit Public Schools
Summit, New Jersey
Summit High School
Grade 9-12 / World Language
Length of Course: Full Year
Latin 1

Course Description: This course introduces classroom vocabulary, elementary Latin grammar, and vocabulary to enable the student to participate in the target language in class and to read easy selections concerning Roman life, culture, history, and mythology. There is some writing of simple Latin. The class emphasizes classical contributions and connections to modern life.

Unit 1: Introduction to Latin

7.1 World Language Novice Mid

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Big Ideas: In this unit, students will learn how the Romans greeted each other, and in turn, will then be able to greet

each other and ask each other basic Latin questions. In the process of creating a description of themselves on a *bulla* they will encounter some of the basic differences between Latin and English (gender and word order) as well as the social differences seen in the structure of Roman names.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is Latin? What are some basic differences between Latin and English? What is grammatical gender? 2. How would you introduce yourself in Rome? 3. Where do our letters come from? What are 6 major Romance Languages? 4. How were Roman citizens named? 5. What are the three declensions in Latin and how are they differentiated? What is the nominative case for nouns and adjectives? 6. How did the Romans express the state of being for a verb?	**Students will understand that:** 1. Latin is an inflected language that uses endings to indicate the functions of words rather than word order, as is the case for English. Latin also uses grammatical gender, which means that nouns in Latin, composed of three classes, receive a particular gender. 2. Various Latin phrases were used to introduce oneself and to become acquainted with others. 3. The alphabets of Latin/English come from earlier systems of writing and are pronounced differently. Some Romance languages are Catalan, French, Spanish, Italian, Portuguese, and Romanian. 4. Roman names reflect a patriarchal society and a short life expectancy with males taking the *nomen* and *cognomen* of their fathers, but having their own praenomen. Females received a feminized version of their father's *nomen*. 5. Latin nouns belong to various declensions and genders which determine their forms in a sentence. 6. Similar to most languages, the forms of "to be" are irregular and must be memorized.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and	**Instructional Focus:** In English and the target language students will explore the following themes: ● Latin salutations ● Letters and pronunciation ● Nominative Case ● Noun/adjective agreement ● Noun stems ● Singular forms of *sum*

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

• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple

Sample Assessments:

Formative:

- Pair image of speaker to dialogue
- Dictation of dialogue
- Students will fill in a text that prompts for nouns in the correct nominative feminine or masculine form.

Summative:

- Translation final draft
- Unit Test
- Midpoint Quiz
- Vocabulary assessment (not in context)

Projects/Post Assessment:

- Students will make a comic strip dialogue using Storyboard That or other comic generator.
- Students will write a personal description in the target language on a Roman *bulla.*

Instructional Strategies:

Interpretive:

- Students will read short dialogues in which two individuals meet.
- Students will read a short passage about two Roman girls and answer comprehension questions.
- Students will analyze nouns and sort them into declensions.

Interpersonal:

- Students will use prompts to have a short dialogue.
- Students, prompted by the teacher, will give info taken from classmate's *bulla.*

Presentational:

- Students will describe masculine, feminine, and neuter items in a picture using adjectives.
- Students will choose a Roman name, introduce themselves to class, and explain how the name was selected.

Interdisciplinary Connections

guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	English : Students will find examples of English vocabulary words that have Latin roots. English: Students will compare how our alphabet arises from the Roman alphabet and the improvements made in our writing system such as punctuation and case. **Technology Integration** Students will use online comic generators such as Storyboard That to create dialogue comic strips. Students will make use of Padlet or Google Classroom to respond to prompts. **Media Literacy Integration** Students will explore, analyze and interpret information from various authentic resources, such as examining *bullae* worn by Roman children, analyzing ancient inscriptions and comparing lettering, to develop their communicative proficiency skills. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students will compare Latin with other languages and discuss differences and similarities, e.g., German's use of cases, Italian's use of grammatical gender, etc.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate	

effectively.

- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Bulla Project: https://drive.google.com/file/d/1kGGiq_2qAi1c-oMUn9Zccem0s3IKedpk/view?usp=sharing

Noun Adjective Agreement (Pictures):
https://drive.google.com/file/d/18xuPLzsWi9Ie-xiU8U9m6ck3JpsjlliX/view?usp=sharing

Verb Form Worksheet:
https://drive.google.com/file/d/1LFxPa0rMtRQvLmOe150BRQ_DawTNQkn1/view?usp=sharing

Story of Two Roman Girls:
https://drive.google.com/file/d/1k7iuE64gFgsSZNIcoxTbeWzib7bYeRog/view?usp=sharing

Colloquium in Silva:
https://drive.google.com/file/d/1hwzBfvnsL0FBChD_jgZBnBjXAekSLd1z/view?usp=sharing

Story “A Summer Afternoon”:
https://drive.google.com/file/d/1JhmfgyqoOeH5DBiXkxDU0Uh_Sqgwbx6Y/view?usp=sharing

(Adjective Matching) Qualis Est:
https://drive.google.com/file/d/1NTt5DQMFVLLm9ZpGquWuSvJQd3krSmZq/view?usp=sharing

Test: https://drive.google.com/file/d/1pIBOKfuoZQM0jHDT_cTqDEjGP7MHB7N-/view?usp=sharing

Gold Bulla (Johns Hopkins Archeological Museum): https://archaeologicalmuseum.jhu.edu/the-collection/object-stories/archaeology-of-daily-life/jewelry/gold-bulla/
Roman Inscriptions (The Met): https://www.metmuseum.org/toah/hd/insc/hd_insc.htm

Unit 2: Roman Daily Life

Big Ideas: In this unit, students will read about and discuss roles of family members in a Roman household and what daily life was like for a child, while exploring the various places in the Roman world where these families lived. In addition, students will learn how to make subjects of a sentence plural and how to make the verb agree.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What was living in a Roman family like and what were the roles of each member? 2. What were the borders of the Roman monarchy, republic and empire and who were their neighbors? 3. How did the Romans indicate that the subject of a sentence was plural? 4. Did the endings of adjectives change when the noun ending changed? 5. How do Latin verbs indicate which person (1st, 2nd, 3rd) the subject is? 6. How did Romans express a command for 1st and 2nd conjugation verbs?	**Students will understand that:** 1. The eldest male in a Roman family, the *pater potestas*, had full power over his household and was responsible for their actions. In wealthier families, the women and girls took care of the house, while the men were involved in politics or business and boys studied or played. 2. The borders of Rome expanded over the course of its history, enveloping both their neighbors and far off lands. 3. Latin employs a different set of endings for plural nouns in the nominative. 4. Personal endings were suffixed to verb stems to indicate the subject. 5. Romans expressed commands using the imperative mood (stem or stem +te for 1st and 2nd conj. verbs).
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences	**Instructional Focus:** ● Roman family life and the roles of its members

contained in culturally authentic materials and other resources related to targeted themes.
• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions,
commands, and requests that relate to familiar and practiced topics.
• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and
written descriptions.
• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in
predictable culturally authentic materials.
• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short
culturally authentic materials on global issues, including climate change.

• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- Nominative plural for 1st, 2nd, and 3rd declension nouns
- Noun/adjective agreement
- Recognizing personal endings of verbs (including *sum*) and forming the present tense of 1st and 2nd conjugation verbs
- Imperative forms for 1st and 2nd conjugation verbs

Sample Assessments:

Formative:

- Students will compose sentences based on writing prompts to show understanding of newly learned grammar points.
- Students will sort verbs into 3 conjugations and nouns into 3 declensions.
- Students will apply the appropriate endings to adjectives to agree with given nouns.

Summative:

- Unit Test
- Midpoint Quiz
- Vocabulary assessment (not in context)

Projects/Post Assessment:

Students will create a family tree for a fictional family with a description for the family as a whole and each member (including location, names, occupations, etc).

Instructional Strategies:

Interpretive:

- Students will read and translate a passage about children playing in a garden and parse the nouns and verbs in the passage.
- Students will read a passage about the Roman empire and answer comprehension questions about the lands within the empire.
- Students will play Simon Dicit to practice commands and will take turns as Simon giving commands.

Interpersonal:

- Students will play flyswatter with a partner to practice their verb endings.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	● Students will complete sentence reassemblies to practice both noun/adjective agreement and plural noun/verb agreement. *Presentational*: ● Students will indicate on a map the place where their fictional family lives and explain its importance in the Roman empire. **Interdisciplinary Connections** History: Students will compare the changes that occur to the size of Rome and discuss the reasons for these changes. **Technology Integration** Students will use a family tree generator like Creatively.com for illustrating their projects. **Media Literacy Integration** Students will explore, analyze and interpret information from maps of ancient Rome during different time periods to better understand the world of the Romans and the cultural influences that changed their world due to expansion. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students will compare their lives with those of ancient Roman children. Students will explore how modern cities and countries were once part of the Roman Empire.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of	

problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Verb Sorting: https://drive.google.com/file/d/14RWbubzUzR9x9iO9L2sflz69Oli1TCar/view?usp=sharing

Flyswatter (verbs):
https://drive.google.com/file/d/1CVf1xyyw0UQ417xY7osyFtR0F8XWdQqW/view?usp=sharing

Flyswatter (pl nouns and verbs):
https://drive.google.com/file/d/1vwpCrZlK6vKUYd_sIEPpP5gN0MTsSNVp/view?usp=sharing

Story “In the Garden”:
https://drive.google.com/file/d/1ZNIu1ILKqm5ghZpzCu9PfVFdViq_2OSh/view?usp=sharing

Imperium Romanum Passage:
https://drive.google.com/file/d/1wgrhXeNc7K3cfZN3ev7PWTb7klC_duTk/view?usp=sharing

L1 Unit 2 Verb and Nominative Worksheet:
https://drive.google.com/file/d/1l-o8XVYaD9uc4sGGpJwYeYpLaysoJM3v/view?usp=sharing
Diagramming and Charting App: https://creately.com/

Unit 3: Olympians

Big Ideas: In this unit, students will delve into the world of the Olympians, trace their relations, and discuss their domains. Discussion of the myths involving the Olympians will focus on how the Romans thought of their relationship with the gods and how these stories were didactic in nature.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is the accusative case used for and what are the singular and plural forms of the accusative case in the first three declensions? 2. What is a direct object and how do we distinguish it from the subject of a sentence? 3. How did the Romans indicate motion towards a place, object, or person? 4. What are prepositions and how are they related to the accusative case? 5. What are cardinal numbers and Roman numerals? 6. Who were the Olympian gods? What was their family structure? 7. What were the importances of myths in Roman society?	**Students will understand that:** 1. The accusative case in Latin was used for the direct object of a sentence or as the object of some prepositions. For masculine and feminine nouns in all declensions the singular accusative ends in an -m and the plural ends in an -s. For neuter nouns the plural accusative ends in an -a. 2. In active sentences the direct object is the receiver of the object whereas the subject is the doer. In Latin, the ending generally will help distinguish the cases. 3. The Romans expressed 'motion towards' with a preposition and an accusative object. 4. Prepositions show the relationship of a noun or pronoun to the rest of the sentence. In Latin, the object of a preposition is usually in either the accusative or ablative case. 5. Cardinal numbers are counting numbers. In Latin 1-3 are declinable, but 4-20 are not. Roman numerals are still in use today. They are equivalent to our Arabic numbers. 6. The Olympians were the gods that the Romans worshipped (borrowed and adapted from the Greeks). The Romans prayed and sacrificed to the gods regularly. The Olympians had a very

	complicated family tree. 7. Roman myths helped to explain natural phenomena that the Romans otherwise could not explain.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the	**Instructional Focus:** ● The accusative case and its forms ● Distinguish subjects and direct objects ● Accusative of "place to which" and other prepositional phrases that have the object in the accusative case. ● Numbers: cardinal and Roman numerals ● The Olympians and myths that involved them **Sample Assessments:** **Formative:** ● Students will compose sentences that contain accusatives as both direct objects and objects of prepositions. ● Students will play a counting game in which students must count to 20 in Latin without speaking at the same time as another student. ● Using various counters, students will add and subtract using cardinal numbers. **Summative:** ● Unit Test ● Midpoint Quizzes ● Vocabulary (In and out of context) **Projects/Post Assessment:** Students will create a book about the Olympians that contains information about each god, such as parents, offspring, attributes, a myth that exemplifies the character of the god, etc. **Instructional Strategies:** *Interpretive*: ● Students will read a short passage on the Olympians and answer comprehension questions. ● Students will complete sentence reassemblies.

target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	• Students will read sentences in both English and Latin and identify direct objects and prepositional phrases. *Interpersonal*: • Students will play a matching game about the Olympians (matching parents and abilities with the appropriate god) • Students will command each other to move around the room using the accusative of "place to which." • Students survey each other, collect and compile data, and share results (using numbers). *Presentational*: • Students will describe the powers of the gods and how the Olympians are an exemplar of a dysfunctional family. • Students will construct a family tree for the gods and explain their complicated relationships. **Interdisciplinary Connections** English: Students will practice identifying subjects and direct objects in both English and Latin. **Technology Integration** Students will use a family tree generator like Creatively.com for illustrating the Olympians' family tree. **Media Literacy Integration** Students will explore, analyze and interpret information from ancient sculptures depicting the gods that express their characters, using Google Arts and Culture browser. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students will compare the Olympians with other gods and myths from other cultures such as the Norse, the Egyptians, and religions today.
Career Readiness, Life Literacies, and Key Skills Practices:	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Accusative and Number Practice (sentences, passages, noun forms):
https://drive.google.com/file/d/12ebZ9PvUzXcVWKVNgQW4_MPUBTEp3DgJ/view?usp=sharing

Adding and Subtracting Practice:
https://drive.google.com/file/d/1-PdExxqmL5t3q-nl7sSQhH9qSdDuf4aE/view?usp=sharing
Accusative Translation Practice:
https://drive.google.com/file/d/18l5Iyvz8_MMfR0Agb3ns5GvJ7GCcqUsL/view?usp=sharing
Stories "Show Off" and "Marcus to the Rescue":
https://drive.google.com/file/d/1ueHo12oLazaEYseTrclsOvVRc_YkdYDP/view?usp=sharing
English Grammar Practice - find the syntax:
https://drive.google.com/file/d/1ZVlNLNoQ26LmhvTowWs2hHjPQBPRx-2O/view?usp=sharing
Number Practice (with pics):
https://drive.google.com/file/d/1JHwdKvSm6v4pcYpJ4l5F6jQSnwhZVwit/view?usp=sharing
Test: https://drive.google.com/file/d/1zD9_4e_8rhxSqBapjDT8zlBs0jBdwFIo/view?usp=sharing
Students Survey Each Other:
https://drive.google.com/file/d/16kOGW77YPVMnXBjZxlsPGO6Heq23OIsg/view?usp=sharing
Accusative Prep Practice:
https://drive.google.com/file/d/1FK25QReFqUK8b-IL0q_bUgjnEvBazeGo/view?usp=sharing

Unit 4: Bestiary

Big Ideas: In this unit students will learn about the creatures of Greek and Roman mythology and the origins of zoology by creating an imitation of a medieval bestiary following examples and literary representations.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does Latin express the verb "to be"? 2. What are predicate nominatives and adjectives and when are they used? 3. What is the verb *possum* and how is it conjugated? 4. What is a complementary infinitive and when is it used? 5. How did the Romans call each other by name? 6. Bizarre creatures are prevalent in Roman myths. Why were these beasts so common in myths and what were the sources for stories about creatures of myths? 7. What is the source of scientific names for animals? Why do we need them?	**Students will understand that:** 1. Similar to many other languages, the Latin form of "to be" has irregular forms, although the personal endings are similar to regular verbs. 2. Predicate nominatives and adjectives are used with linking verbs, like *sum*, and refer back to the subject of the sentence. 3. The verb *possum* is a compound of the adjective *potis* and *sum*. Although it is an irregular verb, it follows the pattern of *sum*. 4. A complementary infinitive is used with another verb to complete the verb's meaning. 5. Romans expressed direct address by adding the vocative ending to the noun being addressed. 6. Monsters and beasts in Roman myths gave heroes something other than the gods to fight. These

	myths about monsters, similar to myths about the gods, often explained environmental phenomena. 7. Carolus Linnaeus invented the binomial system so zoologists could have a common language when referring to animals.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the	**Instructional Focus:** ● The irregular verbs *sum* and *possum* in the present tense ● Complementary infinitives ● Predicate nominatives and adjectives ● Myths about beasts **Sample Assessments:** **Formative:** ● Students will read texts that contain descriptions of mythological creatures and answer comprehension questions. ● Students will read sentences in both English and Latin and distinguish predicate nominatives and adjectives from direct objects. **Summative:** ● Unit Test ● Midpoint Quizzes ● Vocabulary (In and out of context) **Projects/Post Assessment:** Students will create a page in a zoological journal that depicts, describes, and classifies a creature Roman mythology. **Instructional Strategies:** *Interpretive*: ● Students will describe zoo animals in full sentences using the endings chart and supplied adjectives. ● Students will write what people in various professions can and can't do using forms of *possum* and complementary infinitives. ● Students will read a short passage and parse the noun and verb forms, focusing on predicate

target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

nominatives, predicate adjectives, and forms of *sum* and *possum*.

***Interpersonal*:**

- Students will interview classmates and give a description of classmates using forms of *sum*, predicate nominatives and adjectives.
- Students will match parts of bestiary entries to creatures in a Bestiary Bingo game.
- Students will take turns addressing each other by their Roman names and will practice asking how each person is doing.

***Presentational*:**

- Students will present descriptions of classmates from their interviews to class.
- Students will draw pictures based on descriptions provided and then present their final products to the class and compare descriptions to the pictures.

Interdisciplinary Connections

Science: Students will discuss the scientific classification of animals and discuss the Latin roots associated with these terms.

Technology Integration

Students will use IPEVO to present their pictures drawn from descriptions to the rest of the class.

Media Literacy Integration

Students will explore, analyze and interpret information about classification of animals using scientific names from various sites such as enago.com. Students will also study depictions on vases of beasts from literature (theoi.com) and will read excerpts (in translation) from literature. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided.

Global Perspectives

Students will discuss the importance of a universal scientific naming system so that scientists worldwide can utilize a common language.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home

		language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Possum Handout and Practice Sentences:https://drive.google.com/file/d/1ySl0gfD_wf_49-K7sfgvwXCwEo0mEUjS/view?usp=sharing
Unit Questions about Beasts:
https://drive.google.com/file/d/0B-cyYSx5Fj4mTWdBRHNtckNONlE/view?usp=sharing
Beast description (6 sentence writing):
https://drive.google.com/file/d/0B-cyYSx5Fj4makRiaG9LOUg3QTA/view?usp=sharing
Describe the zoo animals:
https://drive.google.com/file/d/0B-cyYSx5Fj4mOEZZS29RNlBiS2c/view?usp=sharing (pg 1-animals)
https://drive.google.com/file/d/0B-cyYSx5Fj4mTmt4NE94QmM5UVE/view?usp=sharing (pg 2- writing)
Beast drawing activity:
https://drive.google.com/file/d/0B-cyYSx5Fj4mOVdrM1RKaDhKUlk/view?usp=sharing
Beastiary practice vegetable lamb:
https://drive.google.com/file/d/0B-cyYSx5Fj4mdFJzUGxMYXYydzg/view?usp=sharing
Veggie lamb pictures:
https://drive.google.com/file/d/0B-cyYSx5Fj4mcTVpNXZyMzFMb2M/view?usp=sharing
Enago website:
https://www.enago.com/academy/how-to-write-scientific-names-in-a-research-paper-animals-plants/#:~:text=The%20scientific%20names%20of%20species,Animalia)%20to%20specific%20(C.
Descriptions of beasts and pictures of vase depictions: https://www.theoi.com/

Unit 5: Roman Houses

Big Ideas: In this unit, students will learn about the rooms of a Roman house and how each functioned according to the needs of a Roman family. In addition, students will learn how to conjugate and translate the present tense of all four conjugations and learn the many uses of the ablative case.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How are the 4 conjugations of verbs distinguished from each other? Are they all conjugated the same way in the present tense indicative and imperative? 2. What is the ablative case and how is it used? 3. What are ablative constructions?	**Students will understand that:** 1. The conjugation of a Latin verb is determined by its infinitive. The 3rd, 3rd io, and 4th conjugation verbs are conjugated differently from 1st and 2nd conjugation verbs in the present tense indicative and imperative.

4. How does Latin indicate the ideas of "place where" and "place from which?" 5. What are the different forms of housing for the Romans? What are the rooms in a Roman house and what was the general floor plan for the houses of wealthy Romans? 6. What was the Roman holiday *Saturnalia* and how did the Romans participate?	2. The ablative case is used to modify the verb or act as the object of certain prepositions. 3. The ideas of "place where" and "place from which" are expressed by using particular prepositions with their nouns in the ablative case. 4. Most Romans who resided in the city lived in cramped apartments, many of which had only one or two rooms and no running water. Wealthier Romans lived in large houses with many rooms that served a particular function. 5. *Saturnalia* was a festival held in honor of Saturn in which many social norms were overturned. In addition to attending state events, Romans would exchange gifts, have parties, visit each other's houses, etc.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	**Instructional Focus:** ● Conjugating all 4 conjugations of verbs in the present indicative and imperative. ● The ablative case and ablative constructions, including abl. of accompaniment, means, place where, and place from which ● Residences of Roman families and the rooms of a house ● The festival of *Saturnalia* **Sample Assessments:** **Formative:** ● Students will complete a word search for Latin verb forms with the clues given in English. ● Students will practice distinguishing verbs by looking at their infinitives. ● Students will identify in Latin where pets are located in various pictures. **Summative:** ● Unit Test ● Midpoint Quizzes ● Vocabulary (In and out of context) **Projects/Post Assessment:** Students will create their own floor plan using the rooms

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

found in a Roman house and will label in Latin the rooms and objects found in those rooms.

Instructional Strategies:

***Interpretive*:**

- Students will read a passage about a family's participation in one night of *Saturnalia* and answer comprehension questions.
- Students will identify locations on a map based on descriptions in Latin.
- Students will translate sentences using pictures to help guide them.
- Students will take video tours of Roman villas and track their progress with floor plans.
- In pairs students will read descriptions of rooms and, based on the descriptions, label a floor plan.

***Interpersonal*:**

- Students will play sentence relays (sentences containing prepositions, various conjugations of verbs, and the abl. case).
- Students will re-enact some rituals from *Saturnalia* in class.

***Presentational*:**

- Students will present the floor plans of their ideal house.
- In groups students will sort nouns and verbs into the correct conjugations and declensions and present groupings to class.

Interdisciplinary Connections

Architecture: Students will examine floor plans and discuss the reasons for the placement of rooms in relation to each other.

Technology Integration

Students will present the floor plans of their ideal house, while incorporating the features of Roman house, using Homestyler.com.

Students will create a documentary on *Saturnalia* by filming a re-enactment of parts of the festival in class and then editing it and adding commentary on WeVideo.

	Media Literacy Integration Students will explore, analyze and interpret information from various authentic resources to develop their communicative proficiency skills. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students will explore the living conditions of families around the world. Students will compare and contrast *Saturnalia* with the Christian holiday Christmas which derives many rituals from the Roman holiday.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence. **Supports for English Language Learners**	

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Where are the pets?:
https://drive.google.com/file/d/1jmAzxT3vQhsVrNRH1ZT2D0zewJ6SMoY0/view?usp=sharing

Map of Italy with Tiber and Mountains (identify locations from descriptions):
https://drive.google.com/file/d/1JX_u7hKvd9M-klMFW6Aggcx2XlYsgqM-/view?usp=sharing

Test: https://drive.google.com/file/d/18R0ARC35k1xANoc5FoJYpdEHpXBDGcWx/view?usp=sharing

Possum Handout and Practice Sentences:https://drive.google.com/file/d/1ySl0gfD_wf_49-K7sfgvwXCwEo0mEUjS/view?usp=sharing

Distinguishing Conjugations:
https://drive.google.com/file/d/19z2ByB3Ulnf1ah731sE4nxDsjprrWXt_/view?usp=sharing

3rd Conjugation Verb Practice:
https://drive.google.com/file/d/1jVSgb5d5ISpdqkKmNBVVkxD5Z1wbxKgT/view?usp=sharing

Declining Nouns in nom, gen, acc, abl and Translating:
https://drive.google.com/file/d/14ITlyofptubmbUFQMhH_NKJ5-ntz5GuA/view?usp=sharing

Roman Domus Floor Plan:
https://drive.google.com/file/d/1OHJIAXqDsCaLqeHMrcD2QFZnYH5seKdy/view?usp=sharing

Saturnalia Story:
https://drive.google.com/file/d/1GZfGFJAUGSexQNJ7bmwTFMSIlwILWxPZ/view?usp=sharing

Unit 6: Pompeii, Herculaneum, and Stabiae

Big Ideas: In this unit, students will look at the eruption of Mount Vesuvius that destroyed the town of Pompeii, as well as Herculaneum and Stabiae, and put themselves in the *soleae* of the inhabitants. Students will explore the ruins through Google Earth and discuss what archeologists have uncovered from the well preserved ruins of those towns. In addition, students will learn the genitive case which expresses possession and the imperative of all verbs.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does Latin express ownership and relations? 2. How does Latin express a positive and negative command? 3. What are the terms for body parts in Latin? 4. What happened to Pompeii, Herculaneum, and Stabiae?	**Students will understand that:** 1. Latin uses the genitive case for a variety of purposes, most of which correspond to "of" in English. 2. Negative commands are expressed in the same way for verbs of all conjugations, whereas positive commands vary slightly in form. 3. Many body parts in English derive their names from Latin terms. 4. Pompeii, Herculaneum, and Stabiae, which Mount Vesuvius destroyed, were preserved due to this natural disaster and have given us great insight into the lives of Romans during the first century CE.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including	**Instructional Focus:** ● The genitive case ● Positive and negative imperatives ● Names of Body Parts ● Pompeii, Herculaneum, and Stabiae and the volcanic eruption of Mt. Vesuvius **Sample Assessments:** **Formative:** ● Students will read a passage about the escape of a slave and will answer comprehension questions based on the passage. ● Students will compose sentences in Latin based on Latin cues. **Summative:** ● Unit Test

climate change.

• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

• 7.1.NM.PRSNT.6: Name and label tangible cultural

- Midpoint Quizzes
- Vocabulary (in and out of context)

Projects/Post Assessment:
After watching a reenactment of the events that occurred during the eruption of Mt. Vesuvius, students will research a Roman occupant of Pompeii and then write a fictional story that explains what that Roman was doing and thinking during the eruption.

Instructional Strategies:
Interpretive:
- Students will read a passage about the discovery of Pompeii and will parse various words.
- Students will play Simon Dicit, following commands and identifying various body parts.
- Students will complete a genitive and imperative crossword puzzle with clues given in English.

Interpersonal:
- Students will play sentence relays in teams (sentences will focus on genitive case and imperatives).
- Working in pairs students will complete a maze, using imperative clues to help guide them.
- Students will play paired flyswatter to practice distinguishing genitives and imperatives from other noun and verb forms.

Presentational:
- In groups students will translate sentences and then present the sentences to the class.
- Students will look at mosaics and frescoes from homes of Pompeii and create their own mosaics or "frescoes."

Interdisciplinary Connections
English: Students will discuss the English words that derive from Latin body part terms.

Technology Integration
Students will take a tour of Pompeii via Google Maps.

Media Literacy Integration

products associated with climate change in the target language regions of the world.

Students will analyze ancient Roman artifacts found in the ruins of Pompeii and explore those ruins using Google Earth. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided.

Global Perspectives

Students will look at natural disasters around the world and discuss the impact on the lives of the people who resided near those disasters.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic	In triands or small

	Organizers	groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:
Teacher Resources:
Body Parts for Simon Dicit:
https://drive.google.com/file/d/1ruw8_MbHp_wM5JwjvCmKYxf2EvF4O3pV/view?usp=sharing
Flyswatter Genitives and Imperatives:
https://drive.google.com/file/d/1TpN2g45vCc6aOcenUPePeDJQ-tXSaSAL/view?usp=sharing
Imperatives Review and Worksheet:
https://drive.google.com/file/d/1HPPFa8qBMC89pF8SeNw5gB2ysgm_rHHz/view?usp=sharing
Story "Getting Up Early" (8) includes genitives and imperatives:
https://drive.google.com/file/d/1vfM48tj2wMUJtOrPsvQZZxj7jxJyfleu/view?usp=sharing
Story "A Slave Runs Away"(11):
https://drive.google.com/file/d/1mNpwkOmNyoo8ZjAZc52ACUI2zNmRF6-2/view?usp=sharing
Pompeii reading in Latin - Archeology:
https://drive.google.com/file/d/1xg_z4H8YE4Vghgbuy1h0eKro4uOsf5_O/view?usp=sharing
Pompeii Reading with Genitives:
https://drive.google.com/file/d/1mk8XaCne4xLzkq7O9cWJytEyNTDNVm36/view?usp=sharing
Genitive and Imperative Vocab Crossword:
https://drive.google.com/file/d/18NM8uhk5m9c9MOgNSMxDh4oVoXamwAw3/view?usp=sharing
Relay sentences with genitives and imperatives:
https://drive.google.com/file/d/1ku638695q7dNwqonCVQd690oHi2RBZ15/view?usp=sharing

Unit 7: Aeneas

Big Ideas: In this unit, students will read a simplified version of the Roman foundation story in Latin and use new grammatical structures to guide the hero Aeneas through various mythological obstacles in his quest to found the Roman race. Along the way they will explore the Roman values of duty and piety as well the stoic philosophy. Students will also study the imperfect tense.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does Latin express an action in the past that emphasizes that is ongoing or habitual? 2. How do the imperfect forms of *sum* and *possum*	**Students will understand that:** 1. Latin uses the imperfect tense to indicate an action that is repeated, habitual, or ongoing in the past. The tense indicator -ba- plus a personal

differ from the imperfect endings of regular verbs? 3. Where do the Romans come from? What does the Trojan war and Venus have to do with the Romans? 4. Why is it Aeneid so important? How was the *Aeneid* used after the fall of the Roman empire?	ending is added to the stem. 2. Instead of adding -ba- as the tense indicator for the imperfect tense, the forms of *sum* and *possum* are different words entirely, but have era-throughout. 3. The Romans used the Trojan War and the myths of the Greeks to explain their cultural identity. Since Venus is the mother of Aeneas, the progenitor of the Roman people, the *Aeneid* and the story of Aeneas provided the Romans with divine lineage and a means to show superiority to other peoples. 4. Vergil's work, the *Aeneid*, stands at the end of the oral tradition and so remains largely unchanged, unlike the *Iliad* and *Odyssey*, which had many variations until they were codified. The *Aeneid* celebrated Rome's accomplishments and future greatness and provided Rome with legitimacy both in terms of literature and in terms of its foundation. During the Roman empire and after its fall, it was and continues to be studied in schools as an exemplar of Latin literature.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	**Instructional Focus:** ● Imperfect tense for all conjugation verbs ● Imperfect for *sum* and *possum* ● Aeneas and the *Aeneid* ● Rome's lineage **Sample Assessments:** **Formative:** ● Students will complete sentence reassemblies. ● Students will identify key characters and themes from the *Aeneid*. **Summative:** ● Unit Test ● Midpoint Quizzes ● Vocabulary (In and out of context) **Projects/Post Assessment:** Students will create a vacation brochure advertising all of

• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

the places that were visited by Aeneas and his crew.

Instructional Strategies:

Interpretive:

- Students will read passages about Aeneas' journeys and answer comprehension questions.
- Students will place snippets of the Aeneid into a timeline.
- Students will translate sentences into Latin using both the present and imperfect tenses.

Interpersonal:

- Students will play flyswatter to practice verb forms in the present and imperfect tenses
- Students will play relays at the board to practice the imperfect tense.
- Students will work in groups to create posters that use both visuals and catchy phrases to make the forms and translations of the imperfect memorable.

Presentational:

- Students will take turns demonstrating on a map all the places that Aeneas visited on his travels and discuss what happened at each location.
- After choosing a passage about Aeneas, students (in groups) will compose in Latin a list of things that Aeneas and the Trojans were able to accomplish or not accomplish in the chosen passage and present to the class.

Interdisciplinary Connections

English: Students will discuss the differences between the past progressive and simple past in English and which one aligns with the Latin imperfect tense.

Technology Integration

Students will use Canva to create a vacation brochure.

Media Literacy Integration

Students will study and interpret information from passages based on the events in the *Aeneid* to develop their communicative proficiency skills. Students will also analyze maps to plot the journey of Aeneas. Based on the information and language exposure students will have the

<table>
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<td>opportunity to produce language reflective of the cultural content provided.

Global Perspectives
Students will compare the travelling hero myths of Greek and Roman mythology with old Irish tales of sea journeys to the “otherworld.”</td>
</tr>
<tr>
<td>Career Readiness, Life Literacies, and Key Skills Practices:
● Act as a responsible and contributing community member and employee.
● Attend to financial well-being.
● Consider the environmental, social, and economic impacts of decisions.
● Demonstrate creativity and innovation.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Model integrity, ethical leadership, and effective management.
● Plan education and career paths aligned to personal goals.
● Use technology to enhance productivity, increase collaboration, and communicate effectively.
● Work productively in teams while using cultural/ global competence.

<table>
<tr><th colspan="3">Supports for English Language Learners</th></tr>
<tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr>
<tr><td>Real life objects</td><td>Charts</td><td>In pairs or partners</td></tr>
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:
Teacher Resources:
Aeneas Readings 1, 2, 3 (power pt):
https://drive.google.com/file/d/1RCgAATjJ_dD7NenBV4c8OFf8wn22I0xu/view?usp=sharing
Sum and Possum Forms Practice:
https://drive.google.com/file/d/1vjNhFvhBmkE8bOvNm--Y_rOEatjuuvY_/view?usp=sharing
Imperfect Practice:
https://drive.google.com/file/d/1QP2FEcMN2NfVHhYAUgTYBNiaaMq75tTx/view?usp=sharing
Imperfect and Case Worksheet (12):
https://drive.google.com/file/d/1yYQXeIQh2coc-lb404y6oQ0Z6UDI8wOv/view?usp=sharing
Imperfect and Adverb Study Guide:
https://drive.google.com/file/d/1bABy6KpoA6n4lGG_DYT0X59Ag4QqyxlF/view?usp=sharing
Story "Aeneas Leaves Troy":
https://drive.google.com/file/d/1GbPhdGvnQ9FlMy04cI2ob-Ran3AIIcaZ/view?usp=sharing
Aeneas Readings:
https://drive.google.com/file/d/1I4AAI1F9VNtckP10Nb6Az6Dz4nAEKIFz/view?usp=sharing
Reading Passage "Disaster":
https://drive.google.com/file/d/1Fa297aQtiEUa1ZOcRRNWTg5eSWSyiXOd/view?usp=sharing

Unit 8: Kings of Rome

Big Ideas: In this unit, students will explore Rome's first form of government and the early contributions by the kings that provided the foundations for Rome's later greatness as a republic and empire. Students will also learn how to express adverbs and indirect objects in Latin.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are adverbs and how are adverbs that come from adjectives expressed in Latin?	**Students will understand that:** 1. Similar to English adjectives that generally add -ly to form an adverb, Latin adjectives also add a

2. How does Latin indicate an indirect object? 3. How did Rome arise generations after the Trojans arrived in Italy and assimilated themselves with the Latins? 4. What form of government did Rome first have and what contributions did the early leaders of Rome add to society? 5. Why did Rome's first form of government end and what replaced it?	suffix to form an adverb. 2. Unlike English which uses word order to express an indirect object, Latin uses a dative case ending to do so. 3. Rome started as a monarchy, whose mythical foundation story centers on Romulus and Remus, who were descendents of Ascanius, Aeneas' son, and the sons of Mars. After the two brothers set the boundaries of Rome, Romulus killed his brother and then crowned himself the first king of Rome. 4. The seven (actually eight) kings of Rome set up the foundations of Rome, such as its founding laws, the Senate, its sewer system, streets, etc., that would last for centuries. 5. Rome's final king ruled so violently and amorally that the people of Rome exiled him and his family and swore that Rome would never have a king again. Even when the republic, Rome's second form of government, ended, the emperors that followed refused the title of king because of the negative connotations that word still held.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including	**Instructional Focus:** ● The dative case ● Adverbs formed from 1st and 2nd declension adjectives ● Rome's foundation story ● Kings of Rome and their contributions ● The transition from Monarchy to Republic **Sample Assessments:** **Formative:** ● Students will read a passage about Faustulus finding and rescuing Romulus and Remus when they were infants being suckled by a she-wolf. ● Students will complete sentence reassemblies. **Summative:** ● Unit Test

climate change.

• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

• 7.1.NM.PRSNT.6: Name and label tangible cultural

- Midpoint Quizzes
- Vocabulary (In and out of context)

Projects/Post Assessment:
In groups students will be assigned a Roman king to research. Each group will compose and perform a skit or create a comic strip to illustrate the character of its assigned king and his greatest accomplishments.

Instructional Strategies:
***Interpretive*:**
- Students will read a passage about a captured runaway slave, identify adverbs in the passage, and answer comprehension questions.
- Students will identify indirect objects in both Latin and English sentences and differentiate them from direct objects.
- Using picture cues, students will explain in the target language how actions were performed by changing adjectives into adverbs.

***Interpersonal*:**
- Students will survey each other to determine what characteristics they think would make a good king and present their findings.
- Students will follow directions given to them in the target language to demonstrate indirect objects.

***Presentational*:**
- Students will illustrate their vocabulary words to make them more memorable and present them to the class via IPEVO.
- Students will play sentence charades and guess which sentences are being acted out.

Interdisciplinary Connections
Social Studies: Students will be discussing different types of government (particularly monarchies, republics, and empires) and how they compare.

Technology Integration

products associated with climate change in the target language regions of the world.

Students will use either WeVideo or Storyboard That to demonstrate the character and accomplishments of the kings of Rome.

Media Literacy Integration
Students will explore artistic depictions of Romulus and Remus as infants and at the founding of Rome. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided.

Global Perspectives
Students will compare different forms of government from around the world and point out the pros and cons of each.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews,	Modified assessment grading

	anticipatory guides, and semantic mapping		

Recommended Texts:

Teacher Resources:

Story “Faustulus Finds Romulus and Remus”:
https://drive.google.com/file/d/1Z5Aqrm_H2gRciWijueDqr6bPgfVNXgZL/view?usp=sharing

Story “Capture”:
https://drive.google.com/file/d/10FhlsM9qgO_VqSV7ITZLY3GfkWVgogCv/view?usp=sharing

Test: https://drive.google.com/file/d/1RrQG1FaGvsahoIYqNgoA2ksZBJur1hd_/view?usp=sharing

Story “How One Roman Won the War”:
https://drive.google.com/file/d/1G1Iz9D7QjEFQn1EOoCo_TPm7EkSlHujF/view?usp=sharing

Direct and Indirect Objects in English - worksheet:
https://drive.google.com/file/d/1G0LXoMurfmP98PuOkSyXMWdnwsTuGB2D/view?usp=sharing

English Sentences - identify cases:
https://drive.google.com/file/d/1THQ2hgFgysYCNAy5gig63oeGBw85OUCi/view?usp=sharing

Dative and Case practice (Latin):
https://drive.google.com/file/d/1t6WdWub-FtaaimWl2UfCJaqsX92L03EK/view?usp=sharing

Case Practice: https://drive.google.com/file/d/1dqrTh8dhPklc8LDYAtSd13og-Gpe85MX/view?usp=sharing

Indirect Object Practice:
https://drive.google.com/file/d/1D8efM2xr_Yw00P8m-yGFTAWjECE7T1GF/view?usp=sharing

Romulus Founds the City and Names it Rome, pl.9 from the series The Story of Romulus and Remus:
https://art.famsf.org/giambattista-fontana/romulus-founds-city-and-names-it-rome-pl9-series-story-romulus-and-remus

The Brothers, Disputing Over the Founding of Rome, Consult the Augurs, pl.7 from the series The Story of Romulus and Remus:
https://art.famsf.org/giambattista-fontana/brothers-disputing-over-founding-rome-consult-augurs-pl7-series-story-romulus

Romulus and Remus Exposed on the Tiber, pl.2 from the series The Story of Romulus and Remus:http://amica.davidrumsey.com/luna/servlet/detail/AMICO~1~1~57758~13854:Romulus-and-Remus-Exposed-on-the-Ti?sort=INITIALSORT_CRN%2COCS%2CAMICOID&qvq=q:AMICOID%3DFASF.59022%20;sort:INITIALSORT_CRN%2COCS%2CAMICOID;lc:AMICO~1~1&mi=0&trs=1

Unit 9: Hercules

Big Ideas: In this unit students will study the concept of hero in classical mythology through the study of the 12 labors of Hercules. Students will also learn the difference between the perfect and imperfect tenses.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is the perfect system? 2. What is the perfect tense and how does it differ from the present and imperfect tenses? 3. Who was Hercules? Was he real? 4. What is a hero? How are legends made?	**Students will understand that:** 1. The perfect system is a group of tenses that use the same 3rd principle part stem. 2. The perfect tense is a simple past tense or a tense whose action is completed. The perfect and imperfect tense differ in aspect. The imperfect stresses a continuous or repeated action in the past, whereas the perfect stresses that the action was completed. 3. Hercules was a demi-god who, after much suffering and heroics acts, was admitted to the pantheon of gods. Hercules, like many classical heroes, does good and bad deeds. 4. The idea of a hero in the ancient world was much different from our concept today of what makes a hero.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using	**Instructional Focus:** ● Perfect system ● Perfect tense ● Hercules and his 12 Labors ● The concept of hero **Sample Assessments:** **Formative:** ● Students will read a passage they have not seen before and draw what they understood from the text. ● Students will read a passage about a family who, while travelling, have "car" trouble and parse the words. ● Students will compose a 13th labor for Hercules in the target language. **Summative:** ● Unit Test ● Midpoint Quizzes ● Vocabulary (In and out of context)

memorized words and phrases.

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Projects/Post Assessment:
Students will depict a labor of Hercules in a medium of their choice pending approval (poem, painting, skit, rap, etc.).

Instructional Strategies:
Interpretive:

- Students will read the labors of Hercules and answer comprehension questions.
- Students will match elements of the story to ancient works of art, i.e. vase paintings of Hercules completing his labors.
- Students will complete sentence reassemblies that use the three tenses of verbs that they have learned.

Interpersonal:

- Students will play verb bingo in which they must distinguish between different tenses of verbs.
- Students will watch the movie *Hercules* and in groups will compare this story with the myths they have read.
- Students will discuss what makes a hero today and compare our concept with those of the Romans and Greeks.
- Students will play board relays in which they have to change the forms of verbs according to the clues that they are given.

Presentational:

- Students will demonstrate the difference between the imperfect and perfect tenses by recording actions in different ways depending on the aspect of the action (picture vs. video) and by creating captions for the actions. Students will then present them to the class.
- Students will record a brief lesson about forming the imperfect and perfect tenses and about their differences and translations.

Interdisciplinary Connections
Literature: Students will compare classical heroes to modern heroes.

	Technology Integration Students will use Google Slides or Sutori to share their demonstrations of tenses through actions caught on "film." Students will record themselves teaching a lesson using FlipGrid. **Media Literacy Integration** Students will explore, analyze and interpret information from various authentic resources to develop their communicative proficiency skills. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students will compare heroes from other cultures and discuss what makes a hero (cultural and mythical).
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Hercules' Primus Labor:
https://drive.google.com/file/d/19pS7Wcujdwr52qFoGw026K0GcQsFObpx/view?usp=sharing

Hercules' Secundus Labor:
https://drive.google.com/file/d/1-W2RfJtfDvW5zknd5GwgErm9CaiEcVsB/view?usp=sharing

Hercules' Tertius Labor:
https://drive.google.com/file/d/1OwGDnB7Wg1YZXJiVV5CMlQqTV_KtfWF5/view?usp=sharing

Hercules' Quartus Labor:
https://drive.google.com/file/d/1ZjK-HODztNYMnQBsiv8mOr0_CUvu6OmR/view?usp=sharing

Hercules' Quintus Labor:
https://drive.google.com/file/d/1lM3oJ4yBYHIVO8qrr9hSFI-MIa_bI_n7/view?usp=sharing

Hercules' Sextus Labor:
https://drive.google.com/file/d/1oPwRCDQP9zkYPzxWcOZgZUtkajytcrOO/view?usp=sharing

Hercules' Septimus Labor:
https://drive.google.com/file/d/1JNuathUNc1tz3F3RPLcbuX9FxzDN4EW1/view?usp=sharing

Hercules Comparison:
https://drive.google.com/file/d/1NV9H358ZJ0ZKkrGy3650B8QmAL9mzdo7/view?usp=sharing

Tense Practice (pres, imp, perf):
https://drive.google.com/file/d/1f1xzW386_oZAmb3QVpUZw6Lwsv3sEvqu/view?usp=sharing

Study Guide: Perfect System; Perfect of sum and possum:
https://drive.google.com/file/d/1XhSDUQRhVFi1M4_1lLjVYxWma6QLQL8E/view?usp=sharing

Translating English Sentences:
https://drive.google.com/file/d/1SsNFIFV6MbuD8F4da4SubndE6mlQjTQ9/view?usp=sharing
Perfect Tense Practice:
https://drive.google.com/file/d/1zNWfSCdjZWJQwIuMArwsjDOUoqr8U0OB/view?usp=sharing
Reading Passage “Who Is to Blame”:
https://drive.google.com/file/d/1Fa297aQtiEUa1ZOcRRNWTg5eSWSyiXOd/view?usp=sharing

(Revised July 2020)