

Strand	Communication Comparisons	
Big Idea	Students Understand and Interpret Written and Spoken Language on a Variety of Topics Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
Mode	Reading and Listening Language Comparisons	
<u>Standards</u>		<u>Learning Targets</u>
A. Grammar <ul style="list-style-type: none"> Read, understand and interpret Latin Use orally, listen to, and write Latin as part of the language learning process 		1. <ul style="list-style-type: none"> Read passages in Latin aloud for proper pronunciations Show mastery of cases and declension endings (1st and 2nd) through written translations
Alignments: CCSS: 1.RF.2a-d; 5.RF.3a; 5.RF.4a-c Performance: 1.5, 1.6, 1.8, 3.5 Knowledge: (CA) 1,7 WLCLE: WL.1.2c; WL.4.1c NETS: 2d; 6b DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Teacher models correct pronunciation of chart endings and class recites Textbook (practices in book as well as the charts themselves) Practice sheets: converting nouns into proper form (teacher created) and identifying different noun endings and their function Translating English into Latin and Latin into English Teacher questions students to identify specific endings and their functions 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Written assessment: teacher created Individual questions for student understanding 		

Sample Assessment Questions

- Define the following terms:
 - Nominative
 - Genitive
 - Dative
- Form the following nouns in Latin in the case and number given: girl (n/p) puellae

Instructional Resources/Tools

- SMART Board
- Drills

Literacy Connections

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - a. Distinguish long from short vowel sounds in spoken single-syllable words
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- Read with sufficient accuracy and fluency to support comprehension
 - a. Read on-level text with purpose and understanding
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Cross Curricular Connections

- ELA:
 - Grammar
 - Relationship between languages

Strand	Communication	
Big Idea	Students Engage in Conversations, Provide and Obtain Information, Express Feelings and Emotions, and Exchange Opinions Students Understand and Interpret Written and Spoken Language on a Variety of Topics	
Mode	Listening and Speaking Reading and Listening	
<u>Standards</u> B. Grammar <ul style="list-style-type: none"> • Read, understand, and interpret Latin • Use orally, listen to, and write Latin as part of the language learning process 		<u>Learning Targets</u> 2. <ul style="list-style-type: none"> • Demonstrate knowledge of proper personal pronouns through written and oral translations • Demonstrate recognition of different personal pronouns in both Latin and English through written translations
Alignments: CCSS: 9-10.L.4b Performance: 1.5, 1.6, 3.4, 3.5 Knowledge: (CA) 1 WLCLE: WL.1.1; WL.1.2 NETS: N/A DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher models correct pronunciation of 1st and 2nd person personal pronouns and students recite afterwards • Textbook (practices in book and chart for these pronouns) • Translating English into Latin and Latin into English • Teacher questions individual students for identification and proper translation of personal pronouns 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Written assessment: teacher created • Individual questions for student understanding • Individual student translations using the target grammar 		

Sample Assessment Questions

- In the following sentence, how would you translate the underlined pronoun? In my house, the work is done by them.
- In the following sentence, what case would the following underlined pronoun be? In mea casa labor a nobis est.

Instructional Resources/Tools

- SMART Board
- Drills

Literacy Connections

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech

Cross Curricular Connections

- ELA: Grammar

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Mode	Listening and Speaking Reading and Listening	
<u>Standards</u> C. Grammar <ul style="list-style-type: none"> Read, understand, and interpret Latin Orally, listen to, and write Latin as part of the language learning process 		<u>Learning Targets</u> 3. <ul style="list-style-type: none"> Demonstrate knowledge of noun/adjective agreement through written translations in both Latin and English
Alignments: CCSS: 4.L.1d Performance: 1.5, 1.6, 2.2, 3.5 Knowledge: (CA) 1,3,4 WLCLE: WL.1.1; WL.1.2 NETS: 2d; 6b DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Teacher models correct usage of noun/adjective agreement in Latin Textbook (practices in book) Translating English into Latin and Latin into English Teacher questions individual students to explain what ending to use and why 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written assessment: teacher created Individual questions for student understanding Practice drills 		
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> In the following sentence, which noun does the adjective modify? Puellae boni agricolae equos amant. 		

Instructional Resources/Tools

- SMART Board
- Drills

Literacy Connections

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - d. Order adjectives within sentences according to conventional patterns

Cross Curricular Connections

- ELA:
 - Proper English translation
 - Analyze the ending of nouns/adjectives and note the relationship between them

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<u>Standards</u> D. Grammar <ul style="list-style-type: none"> Read, understand, and interpret Latin Use orally, listen to, and write Latin as part of the language learning process 		<u>Learning Targets</u> 4. <ul style="list-style-type: none"> Demonstrate knowledge for formation of adverbs from adjectives in both Latin and English through written translations
Alignments: CCSS: 2.L.1e Performance: 1.5, 1.6, 2.2, 3.5 Knowledge: (CA) 1,3 WLCLE: WL.1.1; WL.1.2 NETS: N/A DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Teacher models correct conversion of adjectives to adverbs in both Latin and English Textbook (practices in book) Practices converting adjectives into adverbs (and vice versa) in BOTH Latin and English 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written assessment: teacher created Individual questions for student understanding Practice drills 		
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> Translate the following adjectives into adverbs in Latin 		

Instructional Resources/Tools

- SMART Board
- Drills

Literacy Connections

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified

Cross Curricular Connections

- ELA:
 - Writing Standard English
 - Analyze ending to determine if it is an adjective or adverb

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Mode	Listening and Speaking Reading and Listening	
<u>Standards</u> E. Grammar <ul style="list-style-type: none"> Read, understand, and interpret Latin Use orally, listen to, and write Latin as part of the language learning process 		<u>Learning Targets</u> 5. <ul style="list-style-type: none"> Demonstrate knowledge of: <ul style="list-style-type: none"> different conjugations of verbs and stem formations verb forms used in forming verbs in different tenses different verb endings according to tense and voice in both Latin and English
Alignments: CCSS: 3.L.1f; 8.L.1b-d; Performance: 1.5, 1.6, 2.2, 3.5 Knowledge: (CA) 1,3,4 WLCLE: WL.1.1; WL.1.2 NETS: N/A DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Translations Practices that focus on forming verbs based on the conjugation of the verb Teacher questioning, such as: <ul style="list-style-type: none"> teacher directing “verb races” for student competitions for practice teacher questioning individual students to explain process for forming specific verbs 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written assessment: teacher created Individual questions for student understanding Practice drills 		

<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • In paragraph 1, identify and translate a 3rd conjugation verb • In paragraph 3, identify and translate a passive verb
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • SMART Board • Drills
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> a. Ensure subject-verb and pronoun-antecedent agreement • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> b. Form and use verbs in the active and passive voice c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood d. Recognize and correct inappropriate shifts in verb voice and mood
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Writing Standard English • Analyze ending/stem of verb in conjunction with ending • Note the patterns of tenses between conjugations

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Mode	Listening and Speaking Reading and Listening	
<u>Standards</u> F. Grammar <ul style="list-style-type: none"> Read, understand, and interpret Latin Use orally, listen to, and write Latin as part of the language learning process 		<u>Learning Targets</u> 6. <ul style="list-style-type: none"> Demonstrate imperatives in Latin and English according to the conjugation of the verb through written translations
Alignments: CCSS: 8.L.1c Performance: 1.5, 1.6, 1.8, 2.2, 3.5 Knowledge: (CA) 1,3 WLCLE: WL.1.1; WL.1.2 NETS: N/A DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Teacher models how to form imperatives for the different verb conjugations Individual written practice by students 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written assessment: teacher created Individual questions for student understanding Practice drills 		
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> In paragraph 1, identify and translate an imperative Form the plural imperative in Latin for the following verb-----venio. 		

Instructional Resources/Tools

- SMART Board
- Drills

Literacy Connections

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood

Cross Curricular Connections

- ELA:
 - Writing Standard English
 - Analyze ending of identification

Strand	Communication Comparisons	
Big Idea	Students Engage in Conversations, Provide and Obtain Information, Express Feelings and Emotions, and Exchange Opinions Students Will Demonstrate Understanding of the Nature of Language through Comparisons of the Language Studied and Their Own	
Mode	Listening and Speaking Language Comparisons	
<u>Standards</u> G. Vocabulary <ul style="list-style-type: none"> • Read, understand, and interpret Latin • Students recognize and use elements of the Latin language to increase knowledge of their own language 		<u>Learning Targets</u> 1. <ul style="list-style-type: none"> • Demonstrate: <ul style="list-style-type: none"> • knowledge of noun forms • forming stems of nouns • verb forms in the correct order • forming the stem of verbs according to conjugation and tense • knowledge of adjective forms
Alignments: CCSS: 3.L.1a Performance: 1.5, 1.6, 2.2 Knowledge: (CA) 1 WLCLE: WL.1.1; WL.4.1 NETS: 2d; 6b DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher models correct pronunciation of vocabulary and students recite • Teacher directed, student involved game for vocabulary • Constant translating • 10 English derivatives using vocabulary from each week 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Written assessment: teacher created 		

Sample Assessment Questions

- Write out the genitive, declension, gender and meaning for the following nouns. Aqua_____
- Write out the remaining principle parts IN ORDER, give the conjugation and meaning for the following verbs. Amo_____
- Write out the neuter and feminine forms and give the English for the following adjectives. Bonus_____
- Give the English for the following. Non_____

Instructional Resources/Tools

- SMART Board
- Drills

Literacy Connections

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

Cross Curricular Connections

- ELA:
 - Writing Standard English
 - Functions of words in particular sentences

Strand	Comparisons	
Big Idea	Students Demonstrate an Understanding of the Concept of Culture through Comparisons of the Cultures Studied and Their Own	
Mode	Cultural Comparisons	
<p style="text-align: center;"><u>Standards</u></p> <p>H. Culture</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of Greeks and Romans • Expand their knowledge through the reading of Latin and Greek and the study of ancient culture 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of geography of the ancient world and key historical elements of the areas
<p>Alignments: CCSS: 6-8.RH.7 Performance: 1.2, 2.1 Knowledge: (CA) 1 WLCLE: WL.4.2c NETS: 2d DOK: 1</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher uses map to indicate geographic locations • Teacher tells students important historical information associated with a location if needed • Student copies information onto their own map • Teacher questions students individually about locations and information related to places on the map 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written assessment: teacher created 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Match the number on the map with the correct location • Which of the following was the 1st Roman seaport? A. Brundisium B. Ostia C. Rhegium D. Rubicon 		

Instructional Resources/Tools

- SMART Board
- Drills
- Individual student maps

Literacy Connections

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Cross Curricular Connections

- Social Studies:
 - History
 - Geography

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Mode	Cultural Comparisons	
<u>Standards</u>		<u>Learning Target</u>
I. Culture <ul style="list-style-type: none"> Demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the products of the Greeks and Romans Compare and contrast their own culture with that of the Greco-Roman world 		2. <ul style="list-style-type: none"> Demonstrate knowledge of Greek and Roman deities and heroes by name, deeds, and spheres of influence Compare the themes of heroes of classical mythology to the themes and heroes of their own culture
Alignments: CCSS: 8.RL.9; 6-8.RH.7 Performance: 1.5, 1.7 Knowledge: (CA) 7 (SS) 6 WLCLE: WL.4.2b NETS: 2d DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Review sheet before lesson starts which tells the student what will be required to know. Individual teacher questions Throughout lessons, teacher will ask students to compare the ancient story with a similar modern story 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Written assessment: teacher created 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Match the Greek god's name with the Roman version Which of the following was the god of hospitality? A. Hera B. Demeter C. Zeus D. Hades 		
<u>Instructional Resources/Tools</u>		
<ul style="list-style-type: none"> SMART Board PowerPoint 		

Literacy Connections

- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Cross Curricular Connections

- ELA: Identifying and evaluating relationships between language and culture
- Social Studies: Relationships of individuals and groups to institutions and cultural traditions

Strand	Comparisons	
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Mode	Cultural Comparisons	
<u>Standards</u>		<u>Learning Targets</u>
J. Culture <ul style="list-style-type: none"> Compare and contrast own culture with that of the Greco-Roman world 		3. <ul style="list-style-type: none"> Using pictures of various buildings, demonstrate knowledge of specified architectural features from the Greek and Roman world
Alignments: CCSS: 6-8.RH.7 Performance: 1.1, 1.2, 2.1 Knowledge: (SS) 5 WLCLE: WL.4.2b NETS: 2d DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> YouTube video for the Roman house PowerPoint presentation showing and explaining various architectural components Students will individually identify different architectural components 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Written assessment: teacher created 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Which of the following would you go to if you wanted to see horse races? A. aqueduct B. Circus Maximus C. Amphitheater D. Theater Which of the following is the bedroom? A. cubiculum B. triclinium C. peristylum D. taberna 		
<u>Instructional Resources/Tools</u>		
<ul style="list-style-type: none"> SMART Board PowerPoint 		

Literacy Connections

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Cross Curricular Connections

- Social Studies: Major elements of geographical study and analysis (such as location, place, environment, regions) and their relationships to changes in society and environment