

Hazlet Township Public Schools



COURSE OF STUDY FOR

Latin I

July, 2026

Written by: Melissa Trenton

Pacing Guide			
Week	Marking Period 1	Week	Marking Period 1
1	Introduction: origin of language, cognates, derivatives, mythology, greetings, dialogues, and classroom commands and requests in the target language	6	Stage 1: recognition of word order in paragraphs, Stage 1 vocabulary checklist and derivatives, geography of Pompeii, Italy, and the Roman Empire, household roles of men, women, children, and slaves, and houses
2	Introduction: origin of language, cognates, mythology, greetings, alphabet, dialogues, and classroom commands and requests in the target language	7	Stage 2: <i>in villā</i> , sentence patterns, Stage 2 vocabulary checklist and derivatives, inflection of nouns, 3rd person singular, accusative, nominative vs. accusative, purpose of case, clothing, food and the dining room, and daily life
3	Introduction: origin of language, cognates, mythology, greetings, dialogues, modern examples of Latin and mythological references and classroom commands and requests in the target language	8	Stage 2: <i>in villā</i> , sentence patterns, 3rd person singular, accusative, nominative vs. accusative, purpose of case, Stage 2 vocabulary checklist and derivatives, clothing, food and the dining room, and daily life
4	Stage 1: <i>Caecilius/familia</i> , introduction to the layout of the online textbook, cambridge.org.go , Stage 1 vocabulary checklist and derivatives, <i>familia</i> , characters in the text, and Caecilius	9	Stage 2: <i>in villā</i> , sentence patterns, 3rd person singular, accusative, nominative vs. accusative, purpose of case, Stage 2 vocabulary checklist and derivatives, clothing, food and the dining room, and daily life
5	Stage 1: word order, nominative, translations of sentences, Stage 1 vocabulary checklist and derivatives, Caecilius and the household	10	Stage 3: <i>negotium</i> , declensions (1st, 2nd, & 3rd), and distinguishing characteristics of declensions, Stage 3 vocabulary checklist and derivatives, trade and trade routes in Pompeii, geography review of the Mediterranean, job opportunities, businesses, and town life
Week	Marking Period 2	Week	Marking Period 2
11	Stage 3: <i>negotium</i> , declensions (1st, 2nd, & 3rd), and distinguishing characteristics of declensions, recognition of specific patterns of endings, Stage 3 vocabulary checklist	16	Stage 5: <i>in theatro</i> , nominative pl, 3rd person pl., present tense reference, subject/verb agreement, Stage 5 vocabulary checklist and derivatives, theater and entertainment

	and derivatives, job opportunities, businesses, and town life		
	Stage 3: <i>negotium</i> , declensions (1st, 2nd, & 3rd), and distinguishing characteristics of declensions, Stage 3 vocabulary checklist and derivatives, Stage 3: <i>negotium</i> , trade and trade routes in Pompeii, geography review of the Mediterranean, job opportunities, businesses, and town life	17	Stage 5: <i>in theatro</i> , nominative pl, 3rd person pl., present tense reference, subject/verb agreement, number, Stage 5 vocabulary checklist and derivatives, and stock themes and characters
13	Stage 4: <i>in foro</i> , 1st & 2nd person singular - including <i>sum, es</i> , (introduction of 1st & 2nd person pl. for conjugation chart), dialogues in the target language, Stage 4 vocabulary checklist and derivatives, purpose and buildings in the forum	18	Stage 5: <i>in theatro</i> , nominative pl, 3rd person pl., present tense reference, subject/verb agreement, Stage 5 vocabulary checklist and derivatives, and stock themes and characters
14	Stage 4: <i>in foro</i> , 1st & 2nd person singular - including <i>sum, es</i> (introduction of 1st & 2nd person pl. for conjugation chart), inflection of verbs, personal endings, word order, Stage 4 vocabulary checklist and derivatives, and map of the forum	19	Stage 5: <i>in theatro</i> , nominative pl, 3rd person pl., present tense reference, subject/verb agreement, Stage 5 vocabulary checklist and derivatives, and stock themes and characters
15	Stage 4: <i>in foro</i> , 1st & 2nd person singular - including <i>sum, es</i> (introduction of 1st & 2nd person pl. for conjugation chart), inflection of verbs, personal endings, word order, Stage 4 vocabulary checklist and derivatives, map of the forum		
Week	Marking Period 3	Week	Marking Period 3
20	Stage 6: <i>felix</i> , imperfect vs. perfect (v-stem) in 3rd person sing. & pl., <i>erat, erant</i> , Stage 6 vocabulary checklist and derivatives and slavery	25	Stage 7: <i>cena</i> , accusative + verb, perfect tense other than v-stem, Stage 7 vocabulary checklist and derivatives, and dining in Pompeii
21	Stage 6: <i>felix</i> , imperfect vs. perfect (v-stem), distinguishing the differences between the use and translations of imperfect and perfect tenses and forms, Stage 6 vocabulary checklist and	26	Stage 8: <i>gladiatores</i> , accusative pl, superlative adjectives, Stage 8 vocabulary checklist and derivatives, gladiators, and amphitheater

	derivatives, and freemen/ <i>liberti</i>		
22	Stage 6: <i>felix</i> , imperfect vs. perfect (v-stem), distinguishing the differences between the use and translations of imperfect and perfect tenses and forms, Stage 6 vocabulary checklist and derivatives, and freemen/ <i>liberti</i> , hierarchy of Pompeian household	27	Stage 8: <i>gladiatores</i> , accusative pl, superlative adjectives, Stage 8 vocabulary checklist and derivatives, gladiators, and amphitheater
23	Stage 7: <i>cena</i> , accusative + verb, perfect tense other than v-stem, Stage 7 vocabulary checklist and derivatives, life after death and burial customs	28	Stage 8: <i>gladiatores</i> , accusative pl, superlative adjectives, Stage 8 vocabulary checklist and derivatives, gladiators, and connection to Aesop fables
24	Stage 7: <i>cena</i> , accusative + verb, perfect tense other than v-stem, Stage 7 vocabulary checklist and derivatives, and dining in Pompeii		
Week	Marking Period 4		Marking Period 4
29	Stage 9: <i>thermae</i> , dative sing. & pl., pronouns (<i>ego & tu</i>) nom., dat., acc., nom. + dat. + acc. + verb, Stage 9 vocabulary checklist and derivatives, and Roman baths	33	Stage 10: <i>rheto</i> r, 1st & 2nd person plural w/ <i>esse</i> , comparative adjectives, Stage 10 vocabulary checklist and derivatives, and education
30	Stage 9: <i>thermae</i> , dative sing. & pl., pronouns (<i>ego & tu</i>) nom., dat., acc., nom. + dat. + acc. + verb, Stage 9 vocabulary checklist and derivatives, Roman baths, and health and physical fitness (<i>mens sana in corpore sano</i>)	34	Stage 10: <i>rheto</i> r, 1st & 2nd person plural w/ <i>esse</i> , comparative adjectives, Stage 10 vocabulary checklist and derivatives, and education
31	Stage 9: <i>thermae</i> , dative sing. & pl., pronouns (<i>ego & tu</i>) nom., dat., acc., nom. + dat. + acc. + verb, Stage 9 vocabulary checklist and derivatives, Roman baths, and health and physical fitness (<i>mens sana in corpore sano</i>)	35	Stages 1-10 review: inflection, vocabulary, derivatives, conjugation of verbs, formation and translation of verb tenses, declension charts, use of the cases, review of the geography of Italy and Pompeii
32	Stage 10: <i>rheto</i> r, 1st & 2nd person plural w/ <i>esse</i> , comparative adjectives, Stage 10 vocabulary checklist and derivatives, and education	36	Stages 1-10 review: inflection, vocabulary, derivatives, conjugation of verbs, formation and translation of verb tenses, declension charts, use of the cases, review of the geography of Italy

New Jersey Administrative Code Summary and Statutes**Curriculum Development: Integration of 21st Century Themes and Skills and Interdisciplinary Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.35

<https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF>

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Core Instructional & Supplemental Materials including various levels of Texts

Supplemental: Everyday Words from Classical Origins, D'Aulaires' Book of Greek Myths, Learning About Languages, Elaine Davis Lubiner, & Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne

Time Frame

3 weeks

Topic

Introduction: origin of Language, cognates and derivatives, alphabet, greetings, classroom commands and requests, and purpose of mythology

Alignment to Standards

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions

of the target culture(s)/language during daily interactions.

- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are

spoken,
viewed and written

Learning Activities & Key Concepts and Skills

Essential Questions:

- How did language develop?
- What is Latin's influence on the English language?
- How can I request and converse in Latin?
- What is the purpose of mythology?

Guiding Questions:

- What are linguistic commonalities across languages?
- How did language travel and develop?
- What are the similarities visually and in meaning between English derivatives and cognates?
- What is the Latin alphabet? How is it reflected in the English alphabet?
- What is the necessary vocabulary to leave the Latin classroom?
- What is the necessary vocabulary to greet our classmates?
- What consonants and vowels make up the Latin alphabet?
- What is a polytheistic religion?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- Latin is an Indo-European language.
- Over 50% of English words are derived from Latin.
- Cognates are similar words in different languages, and derivatives are formed from a Latin base.
- The Latin vocabulary to leave the classroom to go to the bathroom and the water fountain, etc.
- The Latin vocabulary to greet their classmates and engage in basic conversations.
- The Pompeians believed in a multi-deity religion which they borrowed from the Greeks.

B: STUDENTS WILL UNDERSTAND THAT:

- There is a common link between Romance languages and Latin.
- Knowing the definition of Latin bases will enhance their understanding of English words.
- Individuals can converse in Latin although it is no longer spoken worldwide.
- Greek and Roman mythology told tales to make sense of the world and honor the gods.

C: STUDENTS WILL BE ABLE TO:

- Trace the lineage of Latin to its Indo-European roots.
- Determine the meaning of Latin words through their knowledge of English words.
- Request and follow commands in the target language.
- Converse with their classmates in the target language.
- Write the Latin alphabet.
- Interpret mythology to show the specific purpose of each myth.

Suggested Learning Activities:

- Blooket.com, Quizlet.com, Wayground.com, [Edpuzzles.com](https://www.edpuzzles.com) & other online interactive learning tools
- Oral repetition of consonant and vowel sounds and oral reading of Latin stories
- Use of the dollar bill, Starbucks, *semper fi*, and Ludo song to show the representation of Latin today. In addition, a presentation on famous individuals who studied Latin
- Brainstorm on large paper from prior knowledge of English words which are derived from Latin
- Translate from Latin to English
- Use actions to model verbs to import into memory
- Discussions of urban legends to highlight ancient reasoning + fabula hora
- Descriptive use of portraits to describe classmates
- Use authentic Roman wax tablets to impart the difficulty and simplicity of writing
- Dialog practice with salve et vale + *vicini*
- Various handouts etc., especially for derivatives
- Amistad: Use maps to highlight the development of language through all the continents, including Africa.
- Holocaust/Diversity and Inclusion: Show the representation of the different races and cultures in Pompeii and their migration from their locations of origin.
- Climate: Use make work to highlight why Pompeii's climate and location made it a successful city for the Roman world.

Assessments

Formative:

- Teacher observation
- Answer the essential questions.
- Complete derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Role-play scenarios
- Aurally understand conversations.
- Use oral Latin to ask permission and complete tasks
- Complete derivative assignments online and in the text
- Worksheet on deducing Latin base and attributing it to the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for greetings and classroom requests
- Dictation and spelling with rote study
- Completion of packet on origin of language
- Worksheet on connections between mythology and the modern world

Summative:

- Vocabulary quiz on Latin greetings and classroom instructions
- Correct production of the Latin alphabet
- Creation of a dialogue in the target language performed in front of the class

Benchmark:

- Assessment of the deduction of the meaning of Latin words through the understanding

of English derivatives and cognates

Alternative:

- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessment whichever best suits students' needs
- One-on-one performance of dialogue

Interdisciplinary Connections

The Indo-European origins of Latin and English evolved over thousands of years, and their development is seen throughout history.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Relate the name of products with Latin/Greek or mythological terms to the success of the product and its relation to the original meaning of its name.

Computer Science & Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. = Pixton.com

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Cambridge Latin - Unit I, [cambridge.org/go](https://www.cambridge.org/go)

Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths.

Special Education and ELL Supplemental: Explore the Story section of the online text & aural

presentation of Latin passage from online text or platforms

Time Frame	3 weeks
Topic	
Stage 1: Word order, the nominative case, the family structure in Pompeii, and houses in Pompeii	
Alignment to Standards	
• 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.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.	
Learning Activities & Key Concepts and Skills	
Essential Questions: • What is the syntax of Latin? • How does Latin compare to English linguistically? • What vocabulary is necessary to know to translate passages in Stage 1? • How do the Latin roots in the targeted vocabulary appear in English derivatives?	

- What is the hierarchy of a Pompeian family?
- How were Pompeian houses designed?
- What were the socio-economic differences in housing?

Guiding Questions:

- Does Latin have word order?
- For what is the nominative case used?
- How does understanding Latin vocabulary assist in deducing the translation of Latin sentences?
- What role do men and women play in a Pompeian household?
- What is *paterfamilias*?
- Who are the characters in the textbook?
- What were the functions of each room of a Pompeian house?
- What type of house was available for each socio-economic position?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- Latin has no specific word order.
- English has a word order.
- The spelling and definitions of Stage 1 vocabulary.
- The father is the head of the household.
- The mother of the household also had specific responsibilities.
- There was a specific design of a *domus*.
- *Insulae* were for the poor, *domus* were for the middle class, and *villae* were for the wealthy.

B: STUDENTS WILL UNDERSTAND THAT:

- The nominative is the subject of the sentences.
- Patterns can be found in Latin.
- There is a difference between action verbs and *est*.
- Latin bases are visible in English words.
- The patriarchy of the household did not exist without the contributions of women and slaves.
- Each room of a *domus* had a specific purpose.
- Social status determined where someone resided.

C: STUDENTS WILL BE ABLE TO:

- Identify the nominative and verbs in sentences.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 1 vocabulary.
- Determine the meaning of English words through Latin bases
- Identify the rooms of a *domus*.
- Distinguish the difference between the different types of housing.

Suggested Learning Activities:

- [Cambridge.org/go](https://www.cambridge.org/go) interactive activities
- Blooket.com, Quizlet.com, [Wayground.com](https://www.wayground.com), online interactives & other online interactive learning tools
- Edpuzzle.com
- Oral repetition of consonant and vowel sounds and oral reading of Latin stories
- Create a personal daily schedule and compare it to Caecilius'
- Search a modern dream home online and compare it to Pompeian ones

- Design a Pompeian home either digitally or on paper
- Amistad: Highlight by examining the construction of the buildings, the contributions of other nations.
- Holocaust/Diversity and Inclusion: Examine pictures of the variety of housing styles and show how unfair the opportunities were for the poor and the exclusivity of the hierarchy of housing.
- Climate: Explain how fire was a constant hazard in Pompeii and its effects on housing and air quality.

Assessments

Formative:

- Teacher observation
- Answer the essential questions.
- Complete derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Sides-of-the-room for houses and the family

Summative:

- Vocabulary quiz on Stage 1 vocabulary
- Recreation of a Pompeian house

Benchmark:

- Test on word order and knowledge of the nominative case with the Stage 1 targeted vocabulary

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessment whichever best suits students' needs

Interdisciplinary Connections

The plan of a house in Pompeii was reconstructed from archaeological evidence and ancient writings. The social system of a Pompeian family is discussed.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

How could the Pompeians have strategized for a more equitable society, and what innovative practices could have been beneficial?

Computer Science & Design Thinking

Technology Integration

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. = canva.com

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Cambridge Latin - Unit I, [cambridge.org/go](https://www.cambridge.org/go)

Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths.

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame

3 weeks

Topic

Stage 2: Inflection, sentence patterns, accusative case, daily life in Pompeii

Alignment to Standards

- 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.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.

Learning Activities & Key Concepts and Skills

Essential Questions:

- What is inflection?
- What is case?
- What is the standard formation of a Latin sentence?
- What vocabulary is necessary to know to translate sentences and passages in Stage 2?
- How did the Pompeians go about their daily lives?

Guiding Questions:

- What is the importance of ending changes in Latin specifically with nouns?
- How is the accusative case used in a sentence?
- Do I know the definitions of the target stage 2 vocabulary?
- What did the Pompeians wear?
- What did an average day of Caecilius from morning to night look like?
- How did the Romans dine?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- Inflections are ending changes.

- Case shows the use of a noun in a sentence.
- The accusative case's use is the direct object.
- The patterns of a Latin sentence.
- The spelling and definitions of the Stage 2 vocabulary.
- The difference in clothing between men, women, and slaves.
- The layout of a Pompeian dining room.
- The types of foods the Pompeians ate.

B: STUDENTS WILL UNDERSTAND THAT:

- The inflection of a noun determines its use, not its position in a sentence.
- There is a difference in use and appearance between the nominative and accusative cases.
- The location of an action verb and the linking verb is different.
- Latin bases are visible in English.
- There were differences in clothing depending on one's social-economic status.
- The dining room's arrangement was to facilitate reclining while eating.
- The dining styles of individuals depended on their socio-economic status.
- The food was not only local, but trade routes supplied a variety of items. The geographical location attributed to this, and Pompeii's ability to get fresh items from the sea.

C: STUDENTS WILL BE ABLE TO:

- Identify the accusative case and distinguish it from the nominative case in a sentence.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 2 vocabulary.
- Determine the meaning of English words through Latin bases.
- Create a toga.
- Identify the different articles of clothing.
- Eat like a Roman.
- Select which foods were available to the Pompeians.

Suggested Learning Activities:

- Use slide instruments to create a variety of Latin sentences
- Pronounce grammatical terms in an erudite style to highlight the importance of the terms and in turn show their simplicity
- Color-code words to enhance understanding in what declension they fall
- View demonstrations on creating Roman clothing
- Create a Roman toga
- Create a Google document or [Canva.com](https://www.canva.com) to explain the dialogue of a Roman banquet
- form a dinner invitation to the event
- Use [cambridge.org/go](https://www.cambridge.org/go) under Cultural Background for investigation of Pompeii and its archaeological evidence
- Use [cambridge.org/go](https://www.cambridge.org/go) for practice of translation, vocabulary and structure
- Use a variety of museum sites i.e. The Metropolitan Museum of Art and The British Museum to explore architectural details of homes
- Amistad: View images of neighboring areas including North Africa to show the development of clothing over time.

- Holocaust/Diversity and Inclusion: Highlight the discrepancies in the diet from the poor to the wealthy and what the government's solutions were.
- Climate: Discuss the food choices the Pompeians had and how the climate affected their crops and selection of foods.

Assessments

Formative:

- Teacher observation
- Answer the essential questions
- Complete derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Sides-of-the-room for comparison of foods
- Webquest on clothing

Summative:

- Vocabulary quiz on Stage 2 vocabulary
- Participate in a mock Pompeian dinner

Benchmark:

- Test on the nominative and accusative with the Stage 2 targeted vocabulary

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

The Indo-European origins of Latin and English evolved over thousands of years and their development is seen throughout history. The aspects of Pompeian life are found in ancient writings and archaeological discoveries. The comparison of ancient Roman/Pompeian foods to modern America. The influence farming and climate had on ancient Rome.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the

subsequent development of civilizations (e.g., the impact of food surplus from farming).

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

There are agencies, laws, and resources to protect you as a consumer.

Compare modern America's economy to that of ancient Pompeii and Caecilius' career as a banker. Examine what role the hierarchy of the class system in Rome/Pompeii played in their successes and failures and how the same is seen in today's world.

Computer Science & Design Thinking

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

The ancient Romans/Pompeians took security measures with their finances and traditional relationships with business partners and structures. The relationship with financial security online is comparable to measures adapted by ancient cultures.

8.1.12.CS.2: Model interactions between application software, system software, and hardware. [cambridge.org/go](https://www.cambridge.org/go), [blooket.com](https://www.blooket.com), [quizizz.com](https://www.quizizz.com), [quizlet.com](https://www.quizlet.com), [Pixton.com](https://www.pixton.com), [canva.com](https://www.canva.com), [kahoot.com](https://www.kahoot.com)

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Use of worldwide museum sites, [show.me.uk](https://www.show.me.uk)

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Cambridge Latin - Unit I, [cambridge.org/go](https://www.cambridge.org/go)

Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths.

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame

3 weeks

Topic

Stage 3: First, second, and third declensions, business and trade, and the geography of Italy

Alignment to Standards

- 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.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.

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are Latin nouns categorized?
- What is urban planning?
- What influence do good trading routes and ports have on a city?

Guiding Questions:

- What are declensions?
- What patterns are evident in each declension?
- How does the grid layout facilitate urban life for a city's residents and a successful economy?
- What types of activities occurred in Pompeii throughout the day?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- There are three declensions in Latin up to this point.
- Each declension has its own unique inflections and these show how the noun is used in a sentence.
- Pompeii was a well-organized city and had an urban plan.
- Pompeii was a city in which many nationalities lived.
- The spelling and definitions of Stage 3 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- Specific letters represent each case.
- A noun's ending states its use in a sentence.
- Pompeii was a thriving multinational city.
- Pompeii was strategically designed for trade and business.
- Economic, social, interpersonal, and religious activities were a part of Pompeii's fabric.

C: STUDENTS WILL BE ABLE TO:

- Deduce to which declension a noun belongs.
- Categorize nouns by declension and case.
- Read and interpret a map of Pompeii.
- Follow trade routes of items to and from Pompeii.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 3 vocabulary.
- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Use Post-its to manipulate the meaning of an English sentence in Latin
- Work in groups using Latin words to form Latin translations collaboratively
- Colorcode the endings of declensions
- Complete a map of Pompeii and highlight important sites & create a human layout of the city
- Compare modern cities and Hazlet to Pompeii's grid pattern
- Compare all locations in the ancient world to Pompeii
- Study Pompeian graffiti and apply it to modern interpretations
- Amistad: Show the contributions Africans made to Pompeii
- Holocaust/Diversity and Inclusion: View authentic wall paintings and read authentic texts which highlight progress other nationalities brought to Pompeii.
- Climate: Use maps to show the prosperity of Pompeii's location.

Formative:

- Teacher observation
- Answer the essential questions
- Complete derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Online interactive mapping activities

Summative:

- Vocabulary quiz on Stage 3 vocabulary
- Creation of a walking tour either digitally or on paper of Pompeii

Benchmark:

- Test on declensions with the Stage 3 targeted vocabulary

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

Pompeii's city planning of a grid system is evident in modern society today. In addition, the geographical location of Pompeii allowed for its success especially in commerce.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

9.1.12.EG.3: Explain how individuals and businesses influence government policies.
Comparison of ancient Pompeian city life, government, & business to modern society

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
cambridge.org/go, blookey.com, quizizz.com, quizlet.com, Pixton.com, canva.com, kahoot.com
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices
Use of worldwide museum sites, show.me.uk
8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Core Instructional & Supplemental Materials including various levels of Texts

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Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame	3 weeks
Topic	
Stage 4: person and number of verbs, the Pompeian forum, and Saturnalia	
Alignment to Standards	
• 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.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.

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are verbs inflected? What do the inflections indicate?
- What was the forum the heart of the commercial, administrative, and religious life of Pompeii?
- What modern holiday traditions are rooted in Saturnalia?

Guiding Questions:

- What is person? How is it used in questions and responses?
- What are the subjects that agree with the verbs' inflection?
- What is number?
- What activities occurred in the forum to make it the civic center of Pompeii?
- How does the layout of the forum reflect Pompeii as a whole?
- What did Saturnalia celebrate?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The person of verbs states who is doing the action.
- The number states how many people or things are doing the action.
- The subjects and verbs agree in number.
- The layout and building uses of the Pompeian forum.
- Saturnalia is a Roman holiday that celebrates the god Saturn and the winter solstice.
- The spelling and definitions of Stage 4 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- -o/m means I, -s means you and -t means he, she, or it
- The forum is the center of a city's life.
- Saturnalia celebrates agriculture, the solstice, and social equality.

C: STUDENTS WILL BE ABLE TO:

- Translate verbs from Latin to English.
- State the person and number of a verb and form and complete a conjugation chart.
- Agree subjects and verbs.
- Identify the buildings and activities of the forum.
- Compare Saturnalia's traditions with modern winter holidays of all religions.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 4 vocabulary.

- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Use Google drawing, iPads, whiteboards, and Post-its to manipulate the endings of verbs to achieve the correct translation
- Collaborate with a group in race to form the correct forms and participate in “flyswatter” verb recognition activities
- Meet and greet each other finding the appropriate quality of their parsed verb
- Craft a model of the Pompeii forum with a travel brochure
- Create a graphic organizer comparing modern laws to laws of ancient Pompeii
- Create budget for an ancient family
- Amistad: Review the trades in the forum and the foreigners who performed them. Also, highlight the practice of role reversal between slaves and owners for social equality.
- Diversity and Inclusion: Read authentic texts which show how roles were reversed for equal treatment of individuals.
- Climate: Understand the importance open-air spaces played in Pompeii and how Pompeii’s temperate climates benefitted this.

Assessments**Formative:**

- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Recreate the forum as a group and know your specific to explain to tourists
- Meet my verb: parse verbs and find like and dislike verbs of classmates
- Use Google drawing, iPads, whiteboards, and Post-its to manipulate the endings of verbs to achieve the correct translation
- Collaborate with a group in race to form the correct forms and participate in “flyswatter” verb recognition activities
- Craft a model of the Pompeii forum with a travel brochure
- Create a graphic organizer comparing modern laws to laws of ancient Pompeii
- Create budget for an ancient family

Summative:

- Vocabulary quiz on Stage 4 vocabulary
- Label the Pompeian forum

Benchmark:

- Test on personal endings of verbs and subject/verb agreement with the targeted Stage 4 vocabulary

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground’s support of numerous accommodations)

and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

The importance of holidays in ancient Rome/Pompeii and modern society

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

The forum was the business center of Pompeii.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

Apply modern budgeting skills to a Pompeian business and highlight the importance of saving

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

[cambridge.org/go](https://www.cambridge.org/go), [blooket.com](https://www.blooket.com), [quizizz.com](https://www.quizizz.com), [quizlet.com](https://www.quizlet.com), [Pixton.com](https://www.pixton.com), [canva.com](https://www.canva.com), [kahoot.com](https://www.kahoot.com)

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Use of worldwide museum sites, [show.me.uk](https://www.show.me.uk)

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

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Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths.

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame	4 weeks
Topic	
Stage 5: Nominative plural, third person plural, present tense, subject/verb agreement, the theater, and midterm exam review	
Alignment to Standards	
• 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.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.	
Learning Activities & Key Concepts and Skills	
Essential Questions: • What is number? • When do actions happen? • How do subjects and verbs agree? • What was the design of a Pompeian theater? • What are the stock themes and characters of Roman plays? Guiding Questions:	

- How many people are completing an action?
- How does tense show when an action occurs?
- Why do verbs and subjects need to be the same number?
- Why were Pompeian theaters designed after Greek ones?
- What are the archaeological elements of a theater?
- Why was it necessary to have stock themes and characters in plays?
- What types of costumes did they have?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- A singular number indicates a single individual completes a task while a plural number indicates multiple.
- Tense shows the time an action happens, like past, present, and future.
- Subjects and verbs must be the same number.
- The theater was one of the most popular forms of entertainment in Pompeii.
- Elements of Greek theaters were imitated to have the best acoustics and visibility.
- Stock themes and characters were used to facilitate the understanding of a plot in a large theater.
- Exaggerated masks were used to evoke the expressions of the characters and make them easily visible to the audience.
- The spelling and definitions of Stage 5 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- All verbs have a singular and plural.
- There is no tense sign for the present tense.
- Subject and verbs agree.
- Plays were performed several times a year and created excitement for the population.
- Consistent themes and visuals in plays aided in an audience's ability to follow along in a vast theater.

C: STUDENTS WILL BE ABLE TO:

- Correctly parse a verb.
- Choose the correct nominative plural ending to agree with a plural verb.
- Translate the present tense: *walks, is walking, does walk*.
- Identify the parts of a theater.
- Recognize the stock themes and characters in Roman plays.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 5 vocabulary.
- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Use highlighters to show the agreement of subjects and verbs in the introductory sentences
- Create personal endings with their bodies
- Use the cambridge.go/org sites to review person and number
- Translate Latin passages which show the enthusiasm the Pompeians had for the theater
- Watch *A Funny Thing Happened on the Way to the Forum* and point out the ancient aspects in the film.
- Create a graphic organizer to demonstrate modern characters and themes in modern TV shows, movies, and books which are based in ancient ones
- Read authentic passages translated into English of ancient Roman playwrights
- Amistad: Do a comparative analysis of stock themes and characters across cultures.

- Diversity and Inclusion: Discussion on the role women played in theater.
- Climate: Review the design and architectural elements of a theater for performances outside in all weather conditions.

Assessments

Formative:

- Teacher observation
- Answer the essential questions
- Complete the derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Sides-of-the-room for theater questions
- Flyswatter vocabulary review

Summative:

- Vocabulary quiz on Stage 5 vocabulary
- Completion of worksheet on finding stock themes and characters in modern entertainment.

Benchmark:

- Test on subject/verb agreement and nominative plural endings with the Stage 5 targeted vocabulary
- Midterm exam on Stages 1-5

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

The connection modern theater has to its ancient roots.

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to

enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

Compare the ancient funding for the arts to today's.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
cambridge.org/go, blookey.com, quizizz.com, quizlet.com, Pixton.com, canva.com, edpuzzle.com, kahoot.com

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Use of worldwide museum sites, show.me.uk

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Cambridge Latin - Unit I, [cambridge.org/go](https://www.cambridge.org/go)

Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths,

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame

3 weeks

Topic

Stage 6: Tense: present, imperfect, and perfect (v-stem) and slavery

Alignment to Standards

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

Learning Activities & Key Concepts and Skills

Essential Questions:

- How do actions show the time when they occur?
- What is the difference between a continuous and completed action in the past?
- What was the Pompeians' perception of slavery?

Guiding Questions:

- What are the differences between the imperfect and perfect tenses in the past tense?
- How are the imperfect and perfect tenses formed?
- What are the specific translations for the imperfect and perfect tenses?
- How did slavery evolve in Pompeii?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The imperfect tense is a continuous action in the past and the perfect tense is a completed action in the past.
- The specific tense signs plus the personal ending provide the correct meaning of a conjugated verb.
- Slavery was a non immutable status, but a part of the social and economic foundation of Pompeii.
- The spelling and definitions of Stage 6 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- The imperfect tense is denoted with *-ba* and translates as: *used to...*, *was/were...-ing*,

and kept on...-ing.

- The perfect tense is formed with the perfect stem (v-stem) and translates as: *-ed, did, and has/have.*
- There are irregular forms of verbs: *sum, esse*
- Slavery in Pompeii was not race-based and did not follow modern-day concepts about slavery.

C: STUDENTS WILL BE ABLE TO:

- Differentiate between the present, imperfect, and perfect tenses.
- Translate verbs correctly.
- Form the Latin equivalent of an English verb.
- Describe the work and treatment of slaves and their manumission.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 6 vocabulary.
- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Use manipulatives to form the correct tense, person, and number as a group.
- Complete the Sorting Words activities on [cambridge.org/go](https://www.cambridge.org/go) to recognize the differences in tenses.
- Complete a stained glass window on color coding different verb tenses.
- Use [Blooket.com](https://www.blooket.com), [Wayground.com](https://www.wayground.com), and other digital interactive sites to strengthen verb translation.
- Use Edpuzzles to highlight the difference between the modern perception of slavery and the Pompeian's.
- Amistad: Retell Spartacus' story and examine why slavery was not racial construct.

Assessments

Formative:

- Teacher observation
- Answer the essential questions
- Complete derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- *Demonstrate mihi* with whiteboards
- Highlight the tense signs

Summative:

- Vocabulary quiz on Stage 6 vocabulary
- Quiz on tense signs

Benchmark:

- Test on the present, imperfect, and perfect tenses with the Stage 6 targeted vocabulary

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

Show the socio-economic impact of slavery in ancient Rome and the differences between modern and ancient views on slavery.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

Show the different types of slaves in ancient times and their role in society and their education, jobs, and family structures.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware. [cambridge.org/go](https://www.cambridge.org/go), [blooket.com](https://www.blooket.com), [quizizz.com](https://www.quizizz.com), [quizlet.com](https://www.quizlet.com), [Pixton.com](https://www.pixton.com), [canva.com](https://www.canva.com), [kahoot.com](https://www.kahoot.com)

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Use of worldwide museum sites, show.me.uk

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Core Instructional & Supplemental Materials including various levels of Texts

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Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths.

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame

3 weeks

Topic

Stage 7: accusative +verb, perfect tense other than v-stem, life after death, burial, and dining traditions

Alignment to Standards

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

Learning Activities & Key Concepts and Skills

Essential Questions:

- What are the principal parts of verbs?
- Why does a subject not need to be specified directly in Latin?
- What were the Pompeians' beliefs on life after death?
- How did the Pompeians show hospitality to their guests?

Guiding Questions:

- How many principal parts are there? What does each part indicate?
- How is the subject of a sentence expressed by the inflection of a verb's ending?
- What ceremonies did the Pompeians perform to honor the dead?
- What were their burial customs?
- What were the varying opinions on the afterlife?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- There are four principal parts to a verb.
- The second principal part forms the present stem, and the third principal part forms the perfect stem.
- A Latin sentence does not need a written subject.
- The Pompeians buried their dead outside of the city limits.
- Cremation was the most popular treatment of dead bodies.
- Respects and offerings were present to the dead.
- Hosting dinner parties was a part of a patricians' and *equites*' social order.
- The spelling and definitions of Stage 7 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- There is not a consistent pattern to the third principal.
- There are some patterns to the perfect stem: *v, u, x, s, double letter*, and *x*.
- The subject of a sentence can be found in the verb.
- The Pompeians honored the dead and had similar practices to modern times.
- There were many foods, customs, and entertainment at dinner parties.

C: STUDENTS WILL BE ABLE TO:

- Translate perfect tense verbs and identify their tense signs.
- Translate sentences containing only an accusative and a verb.
- Compare Pompeian burial practices to modern ones.
- Deduce the meanings of authentic artifacts relating to life after death.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 7 vocabulary.
- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Use a variety of online sources: cambridge.org/go, blookey.com, quizlet.com, quizizz.com, kahoot.it to practice the perfect and imperfect tenses
- Color code a picture with the difference in tenses
- Form the tense signs with their bodies
- Locate matches of verbs in a collaborative activity
- Have a Socratic dialogue about the Pompeians' views on life after death
- Compare life expectancies of Pompeians and modern times
- Depict Vergil's depiction of the underworld
- Research Roman superstition
- Climate: Discussion on the various treatments of dead bodies and how burial might not be the best type in certain geographical locations.

Assessments

Formative:

- Teacher observation
- Answer the essential questions
- Achieve month class participation grade
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blookey review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Translate the model sentences

Summative:

- Vocabulary quiz on Stage 7 vocabulary

Benchmark:

- Test on tense and principal parts with the Stage 7 targeted vocabulary.

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

Compare the life expectancy of the ancient Romans/Pompeians and their health care plans/systems to modern society.

2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

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2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

The Romans/Pompeians had financial impacts after the death of the head of the household and how inheritances were distributed and the legal ramifications.

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware. [cambridge.org/go](https://www.cambridge.org/go), [blooket.com](https://www.blooket.com), [quizizz.com](https://www.quizizz.com), [quizlet.com](https://www.quizlet.com), [Pixton.com](https://www.pixton.com), [canva.com](https://www.canva.com), [kahoot.com](https://www.kahoot.com)

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Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame	3 weeks
Topic	
Stage 8: accusative plural, superlatives, gladiators, and amphitheaters	
Alignment to Standards	

- 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.
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Learning Activities & Key Concepts and Skills

Essential Questions:

- How does number relate to nouns?
- What is the comparison of adjectives?
- Why were gladiatorial shows one of Pompeii's most popular events?
- What importance did amphitheaters play in Pompeii?

Guiding Questions:

- What are the accusative plural endings?
- What are the three degrees of adjectives?
- What was the order of events of the gladiatorial shows?
- What were the unique architectural elements of the amphitheater?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The first, second, and third declension have plural accusative endings.
- The difference between the accusative plural forms across the declensions.
- The positive forms of adjectives.
- The types of gladiators and their armour.
- The different types of gladiatorial events.

- Spectacles were open to all segments of Pompeian society.
- An amphitheater is a structure unique to the Romans.
- The spelling and definitions of Stage 8 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- All declensions have accusative plurals.
- A superlative adjective is formed from a positive adjective by embedding a *-issimus* or *-rimus*.
- A superlative adjective translates with *very*.

C: STUDENTS WILL BE ABLE TO:

- Identify an accusative plural and denote its declension.
- Recognize the difference between a positive and superlative adjective.
- Translate superlative adjectives.
- List the types of gladiators and determine which armour applies to them.
- Understand the cultural, political, societal, and psychological effects the gladiatorial games had on Pompeians.
- Retell a day at the games from the viewpoint of a Pompeian spectator.
- Translate Latin sentences and passages to answer questions.
- Define the Stage 8 vocabulary.
- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Play games e.g. spoons, flyswatter, gauntlet to promote recognition of the difference between the singular & plural of the accusative case across declensions
- Demonstrate *mihi* to show knowledge of agreement of adjectives and declension endings
- Use TPR to show the difference in the comparison of adjectives
- Watch the movie, *Warrior Challenge - Gladiator*
- Complete a webquest on gladiators
- Create a poster describing promoting your day at the races
- Amistad: Through videos and authentic texts show the role all races played as participants, organizers, and spectators of the gladiatorial games. Show the relationship between slave dealers and gladiators and the lack of race.
- Diversity/Inclusion: Highlight the inclusivity of the gladiatorial games.
- Climate: Focusing on the animal hunts, what the environment and importing animals from different regions did to their health and wellbeing. From a model of the amphitheater discuss what solutions the Pompeians had for the heat and inclement weather.

Assessments**Formative:**

- Teacher observation
- Answer the essential questions
- Complete the derivative assignments
- Achieve a monthly class participation grade
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the

English derivative

- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Creation of depictions comparing the positive and superlative adjectives

Summative:

- Vocabulary quiz on Stage 8 vocabulary

Benchmark:

- Test on the accusative plural and declension identification with Stage 8 targeted vocabulary and superlative adjective
- Webquest on Roman gladiators which incorporates a vast perspective of daily life

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

The gladiatorial shows were organized events that required training, logistics, and business. There were rules to the gladiatorial events and the participants used specific strategies for success.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

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2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

The gladiatorial shows were free and had a political, social, and financial component to the societies of Pompeii & Rome. This had effects on the consumer. The shows were also marked well for political gain.

9.1.8.CP.1: Compare prices for the same goods or services.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
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Time Frame

3 weeks

Topic

Stage 9: Dative case, pronouns (*ego et tu*), nom.+dat.+acc.+verb, and the baths

Alignment to Standards

- 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.
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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.

Learning Activities & Key Concepts and Skills

Essential Questions:

- What is an indirect object?
- What pattern does a Latin sentence have with verbs of giving, showing, and telling?
- What are pronouns?
- Why were hygiene, health and physical fitness important to a Pompeian?

Guiding Questions:

- What is the use of the dative case?
- Where does the dative case fall in relation to other words in a sentence?
- How do pronouns take the place of nouns?
- Why were the baths a popular social gathering spot?
- Other than bathing, what happened at the baths?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The dative case is used as the indirect object in a sentence.
- The dative case has declension specific endings.
- The pattern of a sentence containing a dative case is: nom.+dat.+acc.+verb.
- A Latin sentence can use a pronoun for emphasis, but it is not necessary due to the inflection of the verb.
- The multitude of exercises, bathing practice, food, and hygiene routines that took place at the baths.
- The spelling and definitions of Stage 9 vocabulary.

B: STUDENTS WILL UNDERSTAND THAT:

- The dative case translates with *to* or *for*.
- Although there can be a specific pattern to a Latin sentence, the inflection of a noun is the most important determiner of use.
- The inflection of the verb denotes the subject of a sentence can be enhanced with a pronoun.
- Both men and women used the baths as part of their daily health and hygiene routines and was a social meeting place.
- Each room of the baths had a specific purpose.

C: STUDENTS WILL BE ABLE TO:

- Translate a Latin sentence containing a dative case.
- Determine the dative case with or without the appearance of the specific pattern.
- Translate verbs with or without pronouns.
- Label the baths and state what purpose each location served.
- Compare Pompeians' health and hygiene to modern society's.
- Translate Latin sentences and passages to answer questions.

- Define the Stage 9 vocabulary.
- Determine the meaning of English words through Latin bases.

Suggested Learning Activities:

- Play silent ball to understand the concept of receiver
- Use Latin words on Post-its and/or online Post-its to move Latin words in the correct position to form sentences
- Create an online layout of the Roman baths
- Create an actual model of the Roman baths and make a video about a patron's day there
- Compare modern version of community centers to a Roman bath
- Climate: Discussion of the hypocaust in the baths relates to heating and cooling systems in modern times and how these systems affect the climate.

Assessments

Formative:

- Teacher observation
- Answer the essential questions
- Complete derivative activities
- Complete biweekly homework assignments
- Use TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin
- Complete <https://www.pbs.org/wgbh/nova/lostempire/roman/>

Summative:

- Vocabulary quiz on Stage 9 vocabulary

Benchmark:

- Test on dative case and pronouns with the targeted Stage 9 vocabulary

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments
- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

The evidence of Latin roots in English vocabulary.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention. In addition, the Romans/Pompeians took part in bathing and exercising

rituals to promote a healthy lifestyle.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

In the baths there were numerous businesses and workers supplying different services. The class will engage in discussion on how to best market their skills.

9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.

Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

Computer Science & Design Thinking

The engineering marvel of Roman baths and its heating system is evident in today's society.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.1.12.CS.2: Model interactions between application software, system software, and hardware. elevate.cambridge.org, blooket.com, quizizz.com, quizlet.com, Pixton.com, canva.com, kahoot.com

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: [Cambridge Latin - Unit I](https://www.cambridge.org/go), [cambridge.org/go](https://www.cambridge.org/go)

Supplemental: [Everyday Words from Classical Origins](#), [Vocabulary from Greek and Latin Roots VIII](#), Elizabeth Osbourne, & [D'Aulaires' Book of Greek Myths](#).

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame	3 weeks
Topic	
Stage 10: first and second person plural with <i>esse</i> , comparative adjectives, and education	
Alignment to Standards	
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.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.

Learning Activities & Key Concepts and Skills

Essential Questions:

- How do verbs show more than one person completing an action?
- What is number?
- What is the comparison of adjectives?
- Why does the verb, esse, form differently than regular verbs?
- What are the stages of the Pompeian education system socio-economically and gender specific?

Guiding Questions

- How do subjects and verbs agree in the first and second person plural?
- How is a comparative adjective formed from a positive adjective?
- How does a comparative adjective translate?
- What topics were covered in a Pompeian's education?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The first and second person plural endings for verbs and their respective pronouns.
- Number indicates singular or plural.
- -ior is added to a positive adjective to form a comparative adjective.
- The stages of the education system and topics covered and the science and technical

subjects.

B: STUDENTS WILL UNDERSTAND THAT:

- Subjects and verbs agree.
- A comparative adjective translates with *-er or more*
- There were different educations for boys and girls and children were not obliged to attend school.
- The education followed a progressive tract that began with basic reading and writing and culminating with oratory.

C: STUDENTS WILL BE ABLE TO:

- Translate first and second person plural verbs.
- Distinguish between a positive and comparative verb.
- Spell and define the Stage 10 vocabulary.
- Explain the different stages of education and make comparisons with their own.

Suggested Learning Activities:

- Create an advertisement to promote your school based in ancient Roman practices
- Write like a Pompeian and use a wax tablet
- Use online resources cambridgescp.com, quia.com, studystack.com, & cram.com to review personal endings of verbs
- Make the personal endings of verbs with their bodies
- Create a product and use the different degree of adjectives in Latin to promote it

Diversity and Inclusion: After reading the text's description of a Pompeian education, have a discussion on the inequities of women and slaves opportunities.

Assessments

Formative:

- teacher observation
- answer the essential questions.
- complete derivative assignments
- achieve a weekly class participation grade
- achieve mastery on unit tests, vocabulary quizzes and grammatical quizzes
- complete biweekly homework assignments
- use TPR activities to enhance vocabulary retention
- role-play scenarios
- aurally understand conversations.
- use oral Latin to ask permission and complete tasks
- complete derivative assignments online and in the text

Summative:

- Vocabulary quiz on Stage 10 vocabulary
- Create a brochure advertising a school based in ancient educational systems

Benchmark:

- Test on first person and second person verbs with Stage 10 targeted vocabulary and comparative adjectives

Alternative:

- Use of index cards and word banks
- Oral and aural versions of assessments

- Digital assessments (especially with Wayground's support of numerous accommodations) and/or paper assessments whichever best suits the students' needs

Interdisciplinary Connections

Total physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies, and Key Skills

The social hierarchy and the roles of men and women determined the opportunities for an education.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

Computer Science & Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware. elevate.cambridge.org, blookey.com, quizizz.com, quizlet.com, Pixton.com, canva.com, kahoot.com

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Use of worldwide museum sites, show.me.uk

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Cambridge Latin - Unit I, [cambridge.org/go](https://www.cambridge.org/go)

Supplemental: Everyday Words from Classical Origins, Vocabulary from Greek and Latin Roots VIII, Elizabeth Osbourne, & D'Aulaires' Book of Greek Myths.

Special Education and ELL Supplemental: Explore the Story section of the online text & aural presentation of Latin passage from online text or platforms

Time Frame

2 weeks

Topic

Final Exam Review and Culminating Activities

Alignment to Standards

Learning Activities & Key Concepts and Skills

Essential Questions:

- What is inflection?
- What is case?
- What is number relating to nouns?
- What is the structure of a Latin sentence?
- What is number relating to verbs?
- What is person?
- How does Latin influence English?
- What comparisons can I make to the modern world both linguistically and culturally?

Guiding Questions

- What are ending changes?
- How are nouns used in a sentence?
- What do declensions show?
- Does Latin have a pattern?
- How do you form verbs?
- What percentage of English vocabulary comes from Latin?
- How is the Pompeians way of life reflected in modern society?

Essential Knowledge, Skills & Enduring Understandings:
A: STUDENTS WILL KNOW:

- Inflections are ending changes.
- Case shows the use of a noun in a sentence: nominative = subject, accusative = direct object, and dative = indirect object.
- Subjects and verbs agree in number.
- The businesses, housing, urban planning, entertainment, dining habits, hygiene, education and attitude toward slavery of the Pompeians.
- The spelling and definitions of the targeted vocabulary from Stages 1-10.

B: STUDENTS WILL UNDERSTAND THAT:

- There is no set pattern to a Latin sentence.
- Case determines how to translate a sentence.
- Tense signs change the time when an action occurs.
- Many aspects of Pompeii live on in modern society.

C: STUDENTS WILL BE ABLE TO:

- State the uses of the cases.
- Translate verbs in the correct person, number, and tense.
- Parse both nouns and verbs.
- Translate Latin passages for understanding.
- Spell, define, and pronounce Latin vocabulary.
- Explain how the Pompeians lived and draw comparisons to modern times.

Suggested Learning Activities:

- [cambridge.org/go](https://www.cambridge.org/go) review interactive activities
- Depictions and actions to strengthen vocabulary

- VINCO review
- Oral repetition of vocabulary
- Group races creating sentences
- *Demonstrate mihi*
- Sides-of-the-room
- Digital games for review

Amistad, Holocaust, Diversity and Inclusion, and Climate: Reflections on how the topics were evident in Pompeii

Assessments

Formative:

- Teacher observation
- Answer the essential questions
- Complete the derivative assignments
- TPR activities to enhance vocabulary retention
- Word Study derivative activities in textbook
- Derivative worksheet deducing Latin base and making the connection to the definition of the English derivative
- Completion of the Quizlet: flash, match, and learn
- Blooket review activities for vocabulary checklist
- Dictation and spelling with rote study
- Completing the Sorting Words activities in the online textbook
- Answering questions about the Latin passages in English or Latin

Summative:

- n/a

Benchmark:

- Final exam on Stages 1-10

Alternative:

- Provide digital and paper versions of the final exam. Allow charts and notes to complete the assessment. Use of Explore the Story versions. Change the font, spacing, and format. Give word banks and focused questions.

Interdisciplinary Connections

The Indo-European origins of Latin and English evolved over thousands of years, and their development is seen throughout history.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

The evidence of Latin roots in English vocabulary.

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including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Total Physical Response is a main component of the course. Engaging the mind for muscle memory to enhance vocabulary retention.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Career Readiness, Life Literacies, and Key Skills

Discuss and relate how Pompeii has influence in modern society.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

Computer Science & Design Thinking

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

elevate.cambridge.org, bloomkit.com, quizizz.com, quizlet.com, Pixton.com, canva.com, kahoot.com

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments

- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns