Summit Public Schools
Summit, New Jersey
Grade Level: Novice/ Content Area: Latin
Length of Course: Academic Year

Curriculum

Course Description:

This language course focuses on developing reading fluency in Latin, which will parallel the students' command of English grammar and vocabulary. Students will examine and broaden their awareness, acceptance, and understanding of cultural perspectives and practices of the people of the Roman Empire through archaeological and literary remains. The language objectives in the course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate personal information about themselves, while making connections with other people in their family, classroom, and the world.

Students will be engaged in meaningful, motivating, and cognitively challenging work. Through the introduction of problem-based learning, this course is designed to accommodate varying levels of language learners as they progress through stages of proficiency defined by the American Council of Teachers of Foreign Languages. Each problem-based unit includes an authentic (connected to the "real world" in a meaningful way) product for students to showcase their knowledge and interpretation of an open-ended task. The goal is to have students "grapple with" content and make higher order connections.

The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course. The units also address national standards for World Language, Social Studies, Integrated Skills, Science, and Technology. In World Language, the goals of the newly unified standard 7.1 appropriate to this proficiency level are met. The curriculum includes interpretive, interpersonal, and presentational tasks.

During the year, emphasis will be on developing language skills with interdisciplinary connections to social studies, and science topics (but are not limited to): geographical locations, traits of culture, mythology, physical characteristics, astronomy, and study skills. Media presentations, short-term group and individual projects, reading, writing, discussions, study skills and cooperative learning are all elements of the program.

Unit 1: Introduction

Standard 7.1 World languages

All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

Big Ideas: In this unit, students will take a crash course is Roman greetings in order to describe themselves as a *novus homo* in Rome. In the process of creating their description on a bulla they will encounter some of the basic differences between Latin and English (gender and word order) as well as the social differences seen in the structure of Roman names.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. What is Latin? 2. What is communication and why is it important? 3. Language is dynamic. What does this statement mean to you? 4. Where does Latin come from? What are the 5 Romance Languages? 5. How does the English language compare to Latin 6. How were Roman citizens named? 7. What is grammatical gender? 8. How would you introduce yourself in Rome?	● Successful communication only occurs when the receiver understands the message being sent. Communication is power. ● The more languages you know, the more people in the world with whom you will be able to communicate. ● Language is always building upon itself. The core vocabulary and grammar concepts from each thematic unit will continue to appear in later units. ● Spanish, Italian, French, Portuguese, and Romanian are the 5 Romance languages based on Latin. Learning these languages after having a foundation in Latin will create a strong knowledge base about how these languages are grammatically structured, and foster an appreciation for their

	respective cultures.
	● Roman names reflect a patriarchal society and a short life expectancy.
	● The alphabets of Latin/English come from earlier systems of writing and are pronounced differently.
	● Not all languages follow the SVO structure of English.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will: 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	**Instructional Focus:** • Romance languages and English • Latin's influence on English • Greetings and Salutations • Letters and pronunciation In the target language students will… **Interpretive mode:** ● Read dialogues and give specific information about the characters in the dialogue. ● Correctly pronounce basic Latin vocabulary **Presentational mode:** ● Use adjectives to describe themselves and simple images. ● Make a comic strip dialogue **Interpersonal mode:** ● Accurately respond to the greetings and salutations of their teacher and peers.

	● Interview their peers.
	
	<u>Sample Assessments:</u>
	Interpretive mode:
	    ● Assessment with picture. Students will fill in a cloze text that prompts for nouns in the correct nominative masculine or feminine form.
	
	    ● Students will read a dialogue between characters to gather information and answer questions about the characters.
	
	Presentational mode:
	    ● Recitation of pledge using Vocaroo to store for portfolio. Students will read the pledge of allegiance aloud with a prompt or without and be assessed on correctly pronouncing the phonemes above.
	
	    ● Bulla presentation. Students will be able to respond to questions about themselves using their bulla as an aid.
	
	    ● Students construct a dialogue based on a set of info about characters.
	
	Interpersonal mode:
	    ● Students respond to teacher prompts about their personal description in the bulla.
	
	<u>Instructional Strategies:</u>
	Interpretive:
	    ● Read dialogue between two characters and identify name, age, and adjectives to describe them.
	
	    ● Roman spelling bee
	
	Presentational:
	Recitation of pledge of Allegiance in Latin

	● Self description on a Bulla
	● Comic dialogue between two characters
	Interpersonal:
	● Role-play character activity: Students use the question words to gather information from one another. Each student receives one card with vital statistics of a Roman character.
	● Survey classmates' interests.
	Interdisciplinary Connections
	● Introduce yourself in Latin to a Spanish and French student. How are their greetings similar?
	● Find examples of English vocabulary words that have Latin roots.
	● Compare how our alphabet arises from the Roman alphabet and the improvements made in our writing system such as punctuation and case.
	Technology Integration
	● Chromebook recording of Pledge of Allegiance using Vocaroo.
	● Use Google Docs to make character cards.
	● Use Canva or other online tools to create comic strips.
	Culturally Responsive Teaching:
	● Which Romance language speaking countries have you been to?
	● What other languages do you speak fluently?
	Global Perspectives:

	● Identifying Latin inscriptions and Roman architectural influences in New York City buildings.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	**21ˢᵗ Century Skills:** Media Literacy Integration Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21ˢᵗ Century Themes:** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and resources:
Pledge of Allegiance in Latin
Short dialogues in the form of comic life documents
Introductory section of "Discovering Languages"

Unit 2: Imperium Romanum

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: In this unit, student will explore the magnitude of the Roman Empire, its archeological remains, and vestiges in the names of cities and towns, buy creating a detailed advertisement of a Roman province. The exploration will start with Italy and Rome and extend throughout Europe, Africa, and Asia.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. How big was the Roman empire? 2. How do we know? 3. Where do maps come from? 4. What is a declension? 5. What is a dictionary entry? 6. How do we describe the location of something in Latin? 7. How did the Romans express numbers?	• The Roman Empire was a massive multi-cultural political entity which left many vestiges across three continents. • Cartography is a continuous process • Latin nouns are divided up into "families" or declensions. • Prepositional phrases in Latin contain a preposition and a noun in the ablative case. • Roman numerals were the numeric system used by the Romans
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will: 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to	**Instructional Focus:** In the target language, students will explore the following themes: • The Roman Empire • Archeology • Cartography **Interpretive mode** • Recognize the question word *-ne* when being asked about a map.

be shared virtually with a target language audience. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	● Students can read a short text about the Roman Empire. **Presentational** ● Be able to describe the position of items on a map responding to the question ***Ubi est/sunt***? (Where is it/are they?) ● Use singular and plural sentences in describing people, places, and things in an image. ● Students write short sentences in Latin using correct word order **Interpersonal** ● Listen to a peer's description of a map and visually translate it. ● Respond to teacher's/peer's questions about a map. ● Students exchange and solve basic math problems. **<u>Sample Assessments:</u>** **Formative** ● Fill cloze reading about a map ● Identify the declension of nouns in a reading **Summative** ● Describe a map-in a drafted writing assignment. ● Create an advertisement about a Roman province. ● Unit Test ● Midpoint Quizzes ● Vocabulary quizzes **<u>Instructional Strategies:</u>** **Interpretive mode**

	● Circular reading of a Latin text about the Roman Empire.
	● Gap sentences in a map description.
	● Roman numeral Sudoku
	Presentational
	● Share description of image using geographical vocabulary
	● Students make basic math problems in numerals.
	Interpersonal
	● Students play Latin tic-tac-toe in pairs
	● Map class activity: Students will describe a fictional map and their classmates will visually translate their work
	● Roman numeral mathletic contest
	Interdisciplinary Connections
	● Hyugens and his invention of the pendulum clock
	● Abraham Ortelius and the *Theatrum Orbis Terrarum*
	● Early Ptolemaic geography
	Technology Integration
	● Database of world heritage sites
	● Students will use Canva, Google Docs, etc to create a brochure advertisement for a Roman province
	Culturally Responsive Teaching
	● Have students visited former Roman territories on vacation?

	● Students connect Latin numbers to math terms. **Global Perspectives** ● What are the vestiges of colonial America and how are they preserved. How are pre-national remnants preserved in other countries?
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Texts and resources:
Imperium Romanum chapt from "*Lingua Latina per se illustrata*"
Maps of the Roman Empire:
Hernricus Martellus Map:
https://dabrownstein.files.wordpress.com/2013/09/waldseemuller_map_2.jpg
Ortelius Theatrum Terrarum:
https://upload.wikimedia.org/wikipedia/commons/e/e2/OrteliusWorldMap1570.jpg

Unit 3: Olympians

Standard 7.1 World languages

All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

Big Ideas: In this unit, students will learn about the principal deities of the Olympian family and their roles in Roman culture. Through reading about the Olympians the students will be able to describe their own families in the target language.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. What was family life like among the Romans? 2. What was the family structure of the Olympian Gods? 3. Did the Romans have slavery? 4. How does Latin express ownership and relationships?	● The Roman family structure centered around the *pater familias* ● The Roman belief structure centered around the 12 Olympians which were in part borrowed from other cultures. ● Slaves played a big role in domestic life among the Romans. ● In Latin the genitive case has many purposes, most corresponding to "of" in English
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.	**Instructional Focus:** In the target language, students will explore the following themes: • The 12 Olympians • Roman family structure

7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	• Slavery **Interpretive mode:** - Give information on the 12 Olympians from a Latin text. - Fill in a family tree based on a reading **Presentational mode:** - Describe themselves and their family - Use adjectives to describe the Olympian's powers **Interpersonal mode:** - Reconstruct a Roman family by interviewing their peers. - Respond to teacher's/peer's questions about an image. - Give a campaign speech in an Olympian election. **<u>Sample Assessments:</u>** **Formative:** - Get yourself in order game (TPRS Latin word order game) - Completing a gap activity based on reading. - Correcting/ restating a description of a family tree **Summative:** - PBL: Olympian Election - Unit Test - Midpoint Quizzes - Vocabulary quizzes **<u>Instructional Strategies:</u>** **Interpretive:** - Circular reading of Familia Simpsoniana - Reading a Latin text for information

	● Examine Augustan family tree
	
	● Reassemble a chart of Romance Language family terms
	
	Presentational:
	    ● Gallery family tree description of famous families
	
	    ● Describing the lost and found of the Olympians
	
	    ● Giving a persuasive speech about an Olympian
	
	Interpersonal:
	    ● Think Pair Share about 12 Olympian reading
	
	    ● Olympian Taboo
	
	    ● Returning lost Olympian luggage
	
	<u>Interdisciplinary Connections</u>
	    ● Explore early voting systems and ostracism.
	
	    ● Learn about the Olympians and early Astronomy.
	
	    ● Learn the differences between Roman and American slavery.
	
	<u>Technology Integration</u>
	    ● Students use site similar to Canva or Google Docs to create and share a campaign poster for the Olympian election.
	
	    ● Students use site similar to Canva or Google Drawings to create and share a family tree
	
	<u>Culturally Responsive Teaching</u>
	    ● Using *Arbor Familiae*, share family members' professions.

	Global Perspectives
	Global Perspectives ● Compare family vocabulary across Romance languages ● Compare the Romans polytheistic religion to polytheistic and monotheistic religions today.
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Texts and resources:
Familia chapter in LLPSI

Unit 4: Pompeii

Standard 7.1 World languages

All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with

other content areas, compare the language and culture studied with their own, and participate in home and global communities

Big Ideas: In this unit, students will learn about The layout and functions of a typical Roman household by examining the archaeological remains in the ancient city of Pompeii. To better understand their cultural differences with the Romans they will take on the role of a member of Roman society and describe their daily routine.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. What was a Roman house like? 2. What happened to Pompeii? 3. What were the rooms of a Roman house and what routines took place there? 4. How can we describe our daily routines? 5. What is a conjugation? 6. How can we tell who is doing an action in a sentence?	● Romans either lived in villas or *insulas* ● The destruction of Pompeii is a monumental event in Roman archeology. ● The Romans had spaces for entertaining, working, and slaves. The decor varied based on its use. ● Present tense is used to describe habitual actions, continual actions, and daily routines. ● Latin verbs are divided up into conjugations. ● Latin verbs change inflect to show person and number.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.	**Instructional Focus:** In the target language, students will explore the following themes: • Roman households • The destruction of Pompeii

7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	**Interpretive mode:** ● Read texts about a Roman house and compare it with a visual. ● Students take video and Google Street View tours of Pompeian villas and track with floor plans ● Read texts about the city of Pompeii, the eruption of Mt. Vesuvius, and the excavation of the city **Presentational mode:** ● Describe the quantity of items in a picture. ● Students can sort nouns and verbs into the correct conjugations and declensions. ● Students can label the rooms of a Roman villa on a floor plan. **Interpersonal mode:** ● Respond to questions about their daily routines with a partner. ● Pair-Share: Respond to the question **quid agit?** <u>Sample Assessments:</u> **Formative:** ● Reading assessment ● Fill in cloze description of a house **Summative:** ● PBL: Domus Tour ● Translation final draft ● Unit Test ● Midpoint Quizzes ● Vocabulary Quizzes <u>Instructional Strategies:</u> **Interpretive:**

	● Students reading bilingual journey in villa and map events on floor plan. ● Students use readings in groups to identify the rooms of a villa. ● Circular reading of Latin text **Presentational:** ● Students will create a model of a Roman villa using physical crafting materials or a digital building program. ● Students will describe the daily routine of a member of Roman society. ● Present your daily routine. **Interpersonal:** ● Villa hide and seek **Interdisciplinary Connections** ● Learn about volcanoes ● Learn about the layout of Roman cities relation to modern British cities. **Technology Integration** ● Videos of dramatic reenactments of the destruction of Pompeii. ● Google maps of Pompeii ● Google Cardboard glasses and Google Street View app to take tours of Roman villa ruins. **Culturally Responsive** ● Generate a model Roman *Domus* reflective of your own home. ● Find the Latin word for the types of

	pets you have in your house? Did the Romans have these pets? **Global Perspectives** ● Explore the living conditions of families around the world. ● What other regions of the world are subject to natural disasters?
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes:** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and resources:
Domus chapter in LLPSI
Teacher generated reading packet
Eruption of Mt. Vesuvius video

Unit 5: Bestiary

Standard 7.1 World languages
All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the

perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

Big Ideas: In this unit students will learn about the creatures of Greek and Roman mythology and the origins of zoology through bestiaries. After learning Latin terms for parts of the body and descriptive adjectives they will create a bestiary.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
1. What were the monsters of myth? 2. What is the source of scientific names? Why do we need them? 3. How is Latin used to study or identify the body? 4. What is the direct object? 5. How does Latin pair nouns and adjectives of the first and second declension together?	● Myths about monsters often explained environmental phenomena ● Carolus Linnaeus invented the binomial system so zoologists could have a common language ● Many technical and medical terms come from Latin terms for body parts ● Direct objects are identifiable by the ending M or S in Latin, not word order. ● Adjectives and nouns agree in gender, number, and case.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily	**Instructional Focus:** In the target language students will learn about: • Beasts of classical myth • Bestiaries and Zoology • The origins of medical language **Interpretive mode:**

interactions.

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

- Students can read texts that contain descriptions of mythological creatures

- Identify the direct object in a Latin sentence.

- Read a description of a creature and visually translate

- Match parts of bestiary entries to creatures.

Presentational mode:
- Describe a monster in Latin.

- Students can use the direct object in a sentence.

- Create a bestiary for a mythological creature.

Interpersonal mode:
- Can respond to questions about a creature's appearance.

- Give a facial description and identify the corresponding visual.

<u>Sample Assessments:</u>
Formative:
- Reading assessment
- Description of a monster's face
- Simon says in Latin
- Quis habet quem? writing activity

Summative:
- PBL: Bestiary Task
- Translation final draft
- Unit Test
- Midpoint Quizzes
- Vocabulary quizzes

<u>Instructional Strategies:</u>

	Interpretive: ● Students listen to a description of a creature and visually translate ● Simon says in Latin ● Circular reading of beast stories ● Read and visually translate adaptations from Gesner. **Presentational:** ● Participate in a round robin description of a monster ● Make a Bestiary **Interpersonal:** ● Participate in "Face Off" (Fugitive monster role-play game) ● "Guess Who" in Latin **Interdisciplinary Connections** ● Learn about the origins of Zoology ● Learn about the origins of binomial nomenclature ● Make connections with Latin and medical terminology **Technology Integration** ● Canva, Google Docs, etc. for creating bestiary pages ● Google Drawings for visual translation **Culturally Responsive** ● Survey students on different zoological experiences. **Global Perspectives**

	● Compare the diversity of animal names/onomatopoeia across languages
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	**21ˢᵗ Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21ˢᵗ Century Themes:** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and resources:
Corpus chapter in LLPSI
Teacher generated reading packet
Carolus Linnaeus systema naturae
        http://eltamiz.com/images/2010/March/Regnum_Animale.png
Conrad Genser Historia Animalium
        https://ceb.nlm.nih.gov/proj/ttp/flash/gesner/gesner.html

Unit 6: Hercules

Standard 7.1 World languages

All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with

other content areas, compare the language and culture studied with their own, and participate in home and global communities

Big Ideas: In this unit students will study the concept of the hero in classical mythology through the 12 labors of Hercules.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. Who was Hercules? 2. Why do societies make myths? 3. How can we write a dialogue? 4. What are the parts of speech? 5. How does Latin show the subject of a sentence without a pronoun?	● Hercules, like many classical heroes, does good and bad deeds ● Many myths seek to explain phenomena in nature ● Verb endings are used in place of pronouns to identify subject ● Scholars in antiquity examined the parts of speech
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.	**Instructional Focus:** In the target language, students will explore the following themes: • The ideal classical hero • Etiological myths • The legend of Hercules **Interpretive mode:** ● Read the labors of Hercules ● Sort vocabulary from context into the correct parts of speech. ● Match ancient works of art to the story of Hercules.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	● Compare and contrast the labors of Hercules in video representations. **Presentational mode:** ● Use the first, second, and third person in their writing to add dialogue. ● Retell a story. ● Reconstruct a story from an extensive word bank. **Interpersonal mode:** ● Perform a short dialogue. **<u>Sample Assessments:</u>** **Formative:** ● Reading assessment ● Reconstructed story ● Parts of speech gotcha **Summative:** ● PBL: Hercules Task ● Translation final draft ● Unit Test ● Midpoint Quizzes ● Vocabulary quizzes **<u>Instructional Strategies:</u>** **Interpretive:** ● Students match English pronouns and verbs endings in conjugation dominoes ● Students diagram sentences ● Circular reading of Latin Labors of Hercules ● Make a polished translation of 1 labor

| | ● Identify the labor of Hercules represented in ancient art

● Create a list of similarities and differences in video representations of labors

Presentational:
● Reconstruct a labor of Hercules from a word bank and a visual

● Change a narrative report to a dialogue

● Describe in Latin a labor of Hercules

● Conjugation Vinco

Interpersonal:
● Perform a skit in Latin

<u>Interdisciplinary Connections</u>
● Compare classical heroes to modern heroes

● Learn the meanings behind the names parts of speech

● Diagram an English sentence

<u>Technology Integration</u>
● Google docs for writing the narration of Hercules' labor

● WeVideo and Chromebooks to create a recording of a modern retelling of one of Hercules' labors

<u>Culturally Responsive Teaching</u>
● Why do stories about heroes and villains exist? |

	● What memorable heroes and villains have resonated with you in movies that you've seen? **Global Perspectives** ● What historical figures, whom you have learned about, have done both good and bad things?
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	**21ˢᵗ Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21ˢᵗ Century Themes:** Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and resources:
Hercules packet, Adaptations of Conrad Gesner