

LATIN • 7<sup>TH</sup> GRADE

<u>CONTENT AREA/ UNITS OF STUDY</u>	<u>ESSENTIAL QUESTIONS</u>	<u>SKILLS EMPHASIZED</u> Introduced, Developed, Mastered	<u>MAJOR ASSIGNMENTS/ PROJECTS</u>	<u>RESOURCES MATERIALS TECHNOLOGY</u>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Roman rural domestic architecture</li> <li>• Extended family and slavery terms</li> <li>• Verbs for daily life</li> <li>• Roman vehicles and travel</li> <li>• Roman clothing</li> <li>• Food (esp. fruit)</li> <li>• Political Offices and Campaigning</li> <li>• English derivatives</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Possessive, Prepositional Phrase, Direct Address cases (Genitive, Ablative, Vocative)</li> <li>• Declensions 1-3</li> <li>• Grammatical Gender (Masc., Fem., Neut.)</li> <li>• Imperative, Infinitive Moods</li> <li>• Conjugations 1-4 (incl. 3rd-io)</li> <li>• Irregular verb <i>esse</i> (to be), <i>posse</i> (to be able), <i>ferre</i> (to carry)</li> <li>• Noun-Adjective Agreement</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Roman villa</li> <li>• Roman political offices and campaigning (i.e. graffiti)</li> <li>• Clothing</li> <li>• Classical art (guided by Getty’s collection)</li> <li>• Ancient Travel</li> <li>• Etruscan art, archaeology, history, cultural exchange</li> <li>• Regal Period</li> <li>• Republican government and its influences on the American Founding Fathers</li> <li>• Punic Wars</li> <li>• Cornelia Gracchi and her sons</li> </ul>	<ul style="list-style-type: none"> <li>• How can students use the target language effectively to communicate about themselves and others?</li> <li>• How can students’ understanding of the cultures of the target language help them better comprehend the world in which they live?</li> <li>• How can the interdisciplinary connections students draw from their study of language help broaden their understanding of the world?</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension of short sentences with supporting pictures (D)</li> <li>• Comprehension of multiparagraph prose stories (D)</li> <li>• Comprehension of dialogues (D)</li> <li>• Describing patterns (D)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Composition of basic sentences in response to questions and other prompts (D)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Comprehension of classroom instructions (D)</li> <li>• Comprehension of short questions (D)</li> <li>• Describing patterns (D)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Correct pronunciation (D)</li> <li>• Answering direct questions (D)</li> <li>• Creating simple questions (D)</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>• Understanding synchronic and diachronic cultural exchange (I)</li> <li>• Interpreting ancient, renaissance, and modern art (D)</li> <li>• Interpreting archaeological remains (D)</li> <li>• Reconciling historical questions using material and literary evidence (D)</li> <li>• Understanding dictionary entries (D)</li> <li>• Use of flash cards and audio study tools (D)</li> <li>• Effective note taking (D)</li> <li>• Read maps (D)</li> <li>• Identifying a topic; Brainstorming; Web Organizers; Providing details and evidence; Distillation and</li> </ul>	<ul style="list-style-type: none"> <li>• Roman elections + graffiti</li> <li>• Fashion show</li> <li>• Story scroll</li> <li>• Independent investigation project</li> <li>• Tests/quizzes as written and/or oral formal assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ecce Romani I</i> (Text and Workbook)</li> <li>• <i>Ancient Rome: An Introductory History</i> by Paul Zoch</li> <li>• Handouts and activities created by teacher</li> </ul>

	<ul style="list-style-type: none"><li>• Republican history from Marius through Augustus (incl. Marius' military reforms, Sulla, Cicero, Caesar)</li></ul>		<p>Synthesis of Information; Summarizing; Paraphrasing; Bibliography (I)</p> <ul style="list-style-type: none"><li>• Time management of research for completion of projects (I)</li><li>• Efficient search methods (D)</li><li>• Web search tools (D)</li><li>• Ethical internet use (D)</li></ul>		
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