

LATIN • 7TH 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>Vocabulary</p> <ul style="list-style-type: none"> • Roman rural domestic architecture • Extended family and slavery terms • Verbs for daily life • Roman vehicles and travel • Roman clothing • Food (esp. fruit) • Political Offices and Campaigning • English derivatives <p>Grammar</p> <ul style="list-style-type: none"> • Possessive, Prepositional Phrase, Direct Address cases (Genitive, Ablative, Vocative) • Declensions 1-3 • Grammatical Gender (Masc., Fem., Neut.) • Imperative, Infinitive Moods • Conjugations 1-4 (incl. 3rd-io) • Irregular verb <i>esse</i> (to be), <i>posse</i> (to be able), <i>ferre</i> (to carry) • Noun-Adjective Agreement <p>Culture</p> <ul style="list-style-type: none"> • Roman villa • Roman political offices and campaigning (i.e. graffiti) • Clothing • Classical art (guided by Getty’s collection) • Ancient Travel • Etruscan art, archaeology, history, cultural exchange • Regal Period • Republican government and its influences on the American Founding Fathers • Punic Wars • Cornelia Gracchi and her sons 	<ul style="list-style-type: none"> • How can students use the target language effectively to communicate about themselves and others? • How can students’ understanding of the cultures of the target language help them better comprehend the world in which they live? • How can the interdisciplinary connections students draw from their study of language help broaden their understanding of the world? 	<p>Reading</p> <ul style="list-style-type: none"> • Comprehension of short sentences with supporting pictures (D) • Comprehension of multiparagraph prose stories (D) • Comprehension of dialogues (D) • Describing patterns (D) <p>Writing</p> <ul style="list-style-type: none"> • Composition of basic sentences in response to questions and other prompts (D) <p>Listening</p> <ul style="list-style-type: none"> • Comprehension of classroom instructions (D) • Comprehension of short questions (D) • Describing patterns (D) <p>Speaking</p> <ul style="list-style-type: none"> • Correct pronunciation (D) • Answering direct questions (D) • Creating simple questions (D) <p>Reasoning</p> <ul style="list-style-type: none"> • Understanding synchronic and diachronic cultural exchange (I) • Interpreting ancient, renaissance, and modern art (D) • Interpreting archaeological remains (D) • Reconciling historical questions using material and literary evidence (D) • Understanding dictionary entries (D) • Use of flash cards and audio study tools (D) • Effective note taking (D) • Read maps (D) • Identifying a topic; Brainstorming; Web Organizers; Providing details and evidence; Distillation and 	<ul style="list-style-type: none"> • Roman elections + graffiti • Fashion show • Story scroll • Independent investigation project • Tests/quizzes as written and/or oral formal assessments 	<ul style="list-style-type: none"> • <i>Ecce Romani I</i> (Text and Workbook) • <i>Ancient Rome: An Introductory History</i> by Paul Zoch • Handouts and activities created by teacher

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