

**Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on November 21, 2023 at 7:00 p.m. in the Council Chamber, Municipal Office Building, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	9 Staff
A. Plante	5 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian (absent)	
G. Peteronjes (absent)	

Ms. Zukowski called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Mr. Melillo introduced Chris Moretti who was here to speak about our Paraprofessional of the Year, Amy Santoro, whose dedication and compassion have enriched the educational experience of our students.

Mr. Moretti was honored to speak about Amy and all she does for Hawley and the Newtown district. She encompasses the true meaning of this award. As a special education para her responsibility is to work with students who require assistance due to disabilities. Amy works with the most challenging students and makes the difference between success or setbacks.

With this being their last meeting, Mr. Melillo spoke about Ms. Zukowski and Mr. Cruson. He thanked Ms. Zukowski for her exceptional service and dedication as the Chair of the Newtown Board of Education. Her remarkable organizational skills have aided him in adjusting to his new role and, in assisting others, she has fostered a collaborative atmosphere. Her commitment to a data-focused approach reflects a keen understanding of our educational system's complexities ensuring decisions are grounded in evidence. He appreciated her selfless contributions to our community and he wished her all the best.

Mr. Melillo extended heartfelt thanks to Mr. Cruson for his outstanding service as a Board of Education member in Newtown. His role as a deep thinker and consensus builder has significantly enriched Board discussions and decision-making processes. His commitment to the best interests of our students along with his technical expertise and institutional knowledge has left an indelible mark on our educational system. We will miss his presence but he feels confident that Mr. Cruson's new role as Selectman will continue to benefit the Newtown community. He thanked him for his dedicated services and wished him the best for continued success in his endeavors.

Item 3 – Consent Agenda

MOTION Mr. Vouros moved that the Board of Education approve the consent agenda which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously. Ms. Zukowski reported that technical difficulties would not allow those viewing the meeting to be able to call in.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Ms. Zukowski reported that it was a quiet time for the Board and had nothing to report.

Superintendent's Report: Mr. Melillo reported that he attended the high school play "12 Angry Men" and the students did a wonderful job. Last night he attended the National Honor Society Induction Ceremony. The highly anticipated football rivalry between Masuk and Newtown will be at the Blue and Gold Stadium Wednesday evening. He wished all Board members and the Newtown community a warm and joyful Thanksgiving.

Committee reports:

Mr. Cruson reported that the Policy Committee met last Wednesday for their last meeting with this Board. Policy 1700 was discussed and the new policy would allow a memorandum of understanding so off-duty police could come onto school grounds with a weapon. They were also joined by Chief Kullgren. They would become on-duty officers when at a school. This would cover off duty police from other towns also. It is at the Board attorney for feedback now. We looked at the fund raising and advertising policies also but found issues so it will be discussed at the next policy committee meeting.

Mrs. Plante reported that the CIP committee met November 16 and discussed the financial report. Regarding transportation, as of last week all routes have been filled and we have six spare drivers. The facility study funds have been appropriated. Middle Gate has the last part of their playground equipment and we have the new truck.

Mr. Vouros said Curriculum and Instruction met and tonight we will hear the report on kindergarten age requirements. There were no student reports.

Financial Report and Transfers Month Ending October 31, 2023:

MOTION: Mr. Vouros moved that the Board of Education approve the financial report and transfers for the month ending October 31, 2023. Mr. Ramsey seconded.

Mrs. Vadas presented her report including transfers.

Motion passes unanimously.

Item 6 – Presentation

Kindergarten Readiness/Kindergarten Age Requirements:

Mrs. Uberti and Mrs. Petersen presented an overview of changes to the State law regarding kindergarten start age and provided a recommendation for the district. Effective July 1, 2024, children five years of age and over who reach the age of five on or before September 1 can attend kindergarten. For students who are not five by September 1, parents may submit a written request to the school principal seeking early admittance to the district. The school staff will be required to ensure that admitting such student is developmentally appropriate. Kindergarten registration will open earlier than before on January 28 with online registration. Parents can request a waiver and students will have an assessment to see if they are ready for kindergarten. Looking at the numbers we feel some students will be developmentally appropriate to start kindergarten but we don't know the percentage. The location would be adjacent to the preschool at Sandy Hook School with one or two classrooms and would not require an additional teacher. Transportation could come in at no cost as they would ride with the preschool students. We are also exploring the curriculum.

Mrs. Tomai asked if we charge parents for the pre-school if the children are not there for special education or have IEP's.

Mrs. Petersen said those that sign up as typical role models have to pay for the preschool. We have not discussed charging for the readiness preschool.

Mr. Melillo said when looking at students entering kindergarten, he worries about parents not paying for preschool and the children having no learning that year. If we can early intervene with these students now we may be able to offset students being referred to special education. The plan is to create a program for students to be ready for kindergarten.

Mr. Vouros asked what would happen in January if a student is gifted who is not age appropriate.

Mrs. Uberti said children cannot enter kindergarten if they are not five years of age. Parents can go to a private school and have their child assessed. By law, they cannot enter kindergarten if they are not five. Even if not developmentally ready, we cannot restrict a student coming to kindergarten if they are five.

Mr. Higgins asked how you develop a pilot that captures as much of the data and learning we would want to do. It is who we will let into the pilot the first year and what we want them to learn. He encouraged her to consider the nature of this pilot and broadening the eligibility whatever the ramifications can be if parents don't have the means for other programs for their children.

Mrs. Plante agreed with Mr. Higgins and Mr. Cruson in looking at year two and forward. She is worried about taking too big a step for the first year and to take time to look at it and make changes. We will have enough sense of the number of students who apply so we can adjust our budget.

Mrs. Uberti feels we can do it in what we currently have with staffing.

Mrs. Plante asked if there was a different certification for preschool.

Mrs. Uberti stated we may have to use teachers certified in PreK-8. We may request waivers.

Mr. Vouros commented on the work Mrs. Uberti and Mrs. Petersen have done. A lot of thought has gone into this and the trust is there. We are going to have gifted students so there needs to be a way to get them in.

Ms. Zukowski asked the Board to reach out to Mrs. Uberti with other ideas. The decision may be made at the next meeting.

Mrs. Uberti said we can't share information with families until approved by the Board.

Item 7 – Old Business

Action on Latin I, II and III Curriculum:

MOTION: Mr. Vouros moved that the Board of Education approve the Latin I, II and III curriculum. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the Head O'Meadow School replacement of condensing units and coils/HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the ventilation systems and HVAC Renovations at Newtown High School/A-Wing HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the HVAC system replacements at Newtown High School/ B-Wing HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

Strategic Plan Update:

Mr. Melillo gave an update on the Strategic Plan.

Item 8 – New Business

MOTION: Mr. Vouros moved that the Board of Education approve the 2024 Schedule of Board of Education meetings. Mrs. Plante seconded.

Mr. Cruson feels the new Board should vote on their schedule for next year.

Ms. Zukowski said we have the option of postponing it. The standing committees need to know the Board's schedule so their meetings don't coincide.

MOTION: Mrs. Tomai moved to postpone the discussion to the next meeting. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the minutes of November 8, 2023. Mr. Ramsey seconded. Motion passes unanimously.

Item 9 – Public Participation

Dr. Anthony Salvatore, 25 Winthrop Street, Bristol, Connecticut, former Newtown administrator for 15 years and currently Co-President of the Connecticut Federation of School Administrators. He thanked the members for their service on the Board of Education. He spoke about the National Teachers Hall of Fame in Emporia, Kansas. They dedicated a memorial on June 12, 2014 to fallen educators, which includes those from Sandy Hook School. It has now received federal designation and is the only national memorial to fallen educators. Dr. Salvatore presented a picture to the Board with photographs of this memorial along with the Sandy Hook Memorial. Newtown will always be remembered by the citizens of Emporia.

Mr. Ramsey thanked him for his service to Newtown and helping us to never forget and offering hope for the future.

Mr. Cruson said it was bittersweet moving on from the Board of Education. A lot of good work has been accomplished during his time on the Board. He was looking forward to hearing what the Board accomplishes and wishes the new members good luck.

Mr. Ramsey thanked the Board for allowing him to be a spokesperson for them to let Ms. Zukowski and Mr. Cruson know how much they appreciated their service. Mr. Cruson helped the new Board members understand how the Board works. He also became their go-to person with matters with the State Department of Education and is a very active, engaged and reliable person. He is a gifted public servant and we wish him the best as a selectman.

Mr. Ramsey showed appreciation for Ms. Zukowski's tireless effort and helping to create a non-partisan Board by allowing us to serve on committees with both parties that enhanced the quality of our Board. She has a warm-hearted approach in dealing with people. She is a full value public servant and wished her the best.

Ms. Zukowski addressed Mrs. Uberti, Mrs. Vadas, Ms. June and members of the central office staff. It has been her honor to work on your behalf. Newtown Public Schools has remarkable

administrators, administrative assistants, teachers, paras, nurses, custodians, school resource officers, cafeteria workers, bus drivers, and others who make our schools welcoming, engaging, and safe. She thanked everyone for all they have done. She addressed Mr. Melillo and thanked him for working together with the Board as one team to best serve our students, staff, and community. She thanked him for his efforts and dedication.

To her fellow board members, Ms. Zukowski hopes they can focus on the work of improving our students' learning and engagement in our classrooms and schools. She thanked the Newtown community for having confidence in her to represent them on the Board of Education which has been an honor.

MOTION: Mr. Vouros moved to adjourn. Mr. Higgins seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 8:47 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

Correspondence Report
11/08/2023 – 11/20/2023

Date	Name	Subject
11/08/2023	Donald Ramsey	Correspondence Report for the BOE Meeting 10/08/2023
11/08/2023	Melillo, Chris	Election Update
11/08/2023	Hiscavich, Michelle	Invitation – NHS Fall Drama
11/09/2023	Zukowski, Deborra	Discussion on Para Contract
11/09/2023	Kiley Gottschalk	BOF 11-13-2023 Agenda
11/09/2023	Kiley Gottschalk	BOF Amended Agenda
11/09/2023	June, Kathy	BOE 2024 – 2025 Budget Assumptions and Priorities
11/09/2023	Zukowski, Deborra	New Board Members Orientation
11/10/2023	June, Kathy	Document Revision
11/12/2023	Melillo, Chris	11/12 Superintendent's Sunday Update
11/12/2023	Zukowski, Deborra	November 12, 2023 Week in Preview
11/13/2023	June, Kathy	Email from World Language Department
11/16/2023	Wolfgang Halbig	Fwd: Filing a criminal complaint with the FBI and the US Department of Justice
11/17/2023	Hiscavich, Michelle	Invitation – Winter Events
11/17/2023	June, Kathy	BOE Mailing – November 21, 2023
11/17/2023	June, Kathy	Budget Summary

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
OCTOBER 31, 2023**

SUMMARY

The fourth financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. However, it is still early in the year and we have not yet completed our account-by-account analysis; therefore, the projected year-end balance is anticipated to fluctuate. This report also includes a “full-spend” in a majority of our major objects in order to provide a more realistic view of our anticipated year-end balance. The amounts are found in our anticipated obligations column.

This report also includes the anticipation of additional special education out-of-district tuition costs as we are beginning to experience an increase in both tuition and mediated agreements. We are also continuing to adjust encumbrances as some students have shifted to different locations. Another factor that will affect this account is the excess cost grant reimbursement. This grant is currently being reviewed and will be submitted to the state by December 1st. After the state has reviewed our submission, they we provide us with their reconciliation sometime in December or January. By then, we will have a better idea of how the special education costs will affect our bottom line.

The current year-end projected balance now shows \$531,913 with the majority of this balance coming from the non-certified salary line. Our district is still experiencing a shortage in the paraprofessional union, having (on average) 20 positions unfilled at any given time. We have had internal discussions on how to retain our current paras and attract new employees and this information will be shared with the Board when the time is appropriate.

During the month of October, the district spent approximately \$8.0M for operations. About \$4.3M was spent on salaries with the remaining balance of \$3.7M spent on all other objects (\$2.3M was expensed on the 2nd installment of employee medical costs to the Town). All expenditures appear to be within normal limits at this time.

This report also includes transfer requests totaling \$1,307,330

This transfer request is typical for this time of year as many certified positions have been reclassified.

- \$1,144,557 for the realignment and reclassification of administrative and teacher positions,
- \$162,773 to cover costs for our behavioral therapists. The funding for this transfer is coming from the non-certified salary adjustment line which is budgeted each year for salary adjustments (this report reflects the change).

SALARY ACCOUNTS

The overall salary object currently displays a positive position; however, despite the transfer request for our behavior therapists, we are still experiencing a shortfall of \$77,694. All other sub-accounts are currently showing a positive position.

- **Teacher salary accounts** – This year we experienced an unusual amount of turnover having both retirees and resignations. All of these positions have been filled and our budgeted turnover number of \$450,000 has been exceeded by approximately \$189,000. However, due to additional costs in certified staffing, the net saving is just over \$80,000 and this amount is now displayed on the financial statement. It is still early in the year but this is a good start as all of our positions are currently filled.
- **Non-certified accounts** – Once again, we are currently experiencing a large surplus in our para professional account. Over the past few years, it has been extremely challenging to fill these open positions and we are currently having internal discussions regarding these openings. Once a decision has been made, we will inform the Board.

We are also still experiencing a deficit in our behavior therapists line item; however, the good news is that most of the open positions are now filled and the need for our contracted service has been greatly reduced.

OTHER PURCHASED SERVICES

The overall position of this object now displays a negative balance of -\$100,000. This amount is anticipated to fluctuate; however, this account is somewhat volatile and at times, it can be difficult to predict a projected year-end balance. However, this negative number does provide more of a realistic view of our anticipated year-end projection. We will continue to closely monitor this account.

- **Out-of-District Tuition**
As you are aware, this area of the budget can be highly volatile as students are unexpectedly outplaced into high cost educational facilities. As of now, we have fully encumbered or captured the anticipated costs for this line item; however, we anticipate more changes to come.

On December 1st we will be submitting our first estimate to the state for the excess cost grant. Once submitted, we will have a better idea of what to expect in this account. Also keep in mind that this grant is now expected to be reimbursed at 70%, which was the budgeted percentage.

SUPPLIES

Most of these accounts have been accounted for as “fully expended” as we typically make adjustments later in the year. However, we are beginning to see a surplus emerge from our electricity accounts due to our virtual net metering program. If you recall, last year this program produced a large surplus and reduced our energy costs by two-thirds! This year, we have adjusted our budget to be in more in alignment with the actual virtual net metering credits; therefore, we do not anticipate as large of a surplus this year. Because this program operates on a calendar year and also incorporates some rather complex calculations (such as depreciation on transmission/delivery

and credit caps), it can be somewhat difficult to predict. We will keep a close eye on this account and report any changes to the board as they become available.

ALL OTHER OBJECTS

Our account-by-account analysis will continue in the upcoming months and will provide more of an in-depth look at each account as more data becomes available. We will keep the board apprised of any issues or concerns as they arise.

Revenue Received

For the month of October, the Board received \$3,144.50 in regular tuition.

Emergency Repairs

There were no emergency repairs over \$5,000 for the month of October

Tanja Vadas
Director of Business
November 16, 2023

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING OCTOBER 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023-2024 APPROVED BUDGET	YTD TRANSFERS 2023-2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
GENERAL FUND BUDGET											
100	SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 170,000	\$ 55,364,736	\$ 11,623,657	\$ 41,678,621	\$ 2,060,458	\$ 1,618,949	\$ 441,509	99.20%
200	EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 6,178,941	\$ 4,908,515	\$ 1,709,722	\$ 1,699,722	\$ 10,000	99.92%
300	PROFESSIONAL SERVICES	\$ 606,860	\$ 597,698	\$ -	\$ 597,698	\$ 180,478	\$ 32,288	\$ 384,933	\$ 384,933	\$ -	100.00%
400	PURCHASED PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ -	\$ 1,807,982	\$ 587,846	\$ 488,267	\$ 731,869	\$ 731,869	\$ -	100.00%
500	OTHER PURCHASED SERVICES	\$ 10,671,028	\$ 10,779,567	\$ (10,000)	\$ 10,769,567	\$ 3,217,828	\$ 7,106,134	\$ 445,606	\$ 545,605	\$ (100,000)	100.93%
600	SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ -	\$ 3,177,330	\$ 924,968	\$ 166,644	\$ 2,085,718	\$ 1,983,314	\$ 102,404	96.78%
700	PROPERTY	\$ 540,847	\$ 560,749	\$ (181,500)	\$ 379,249	\$ 101,296	\$ 29,400	\$ 248,553	\$ 248,553	\$ -	100.00%
800	MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 61,126	\$ 6,484	\$ 8,302	\$ 8,302	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 22,878,139	\$ 54,416,352	\$ 7,775,159	\$ 7,221,246	\$ 553,913	99.35%

900 TRANSFER NON-LAPSING (unaudited) \$ 182,082
this amount has been recommended for transfer into the BoE's Non-Lapsing Fund

GRAND TOTAL	\$ 82,134,639	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 22,878,139	\$ 54,416,352	\$ 7,775,159	\$ 7,221,246	\$ 553,913	\$ 553,913	99.35%
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**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING OCTOBER 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2022 - 2023	APPROVED BUDGET	TRANSFERS 2023- 2024	YTD						
100	SALARIES										
	Administrative Salaries	\$ 4,208,912	\$ 4,253,224	\$ 20,970	\$ 4,274,194	\$ 4,274,194	\$ 1,230,974	\$ 3,103,195	\$ (59,975)	\$ 0	100.00%
	Teachers & Specialists Salaries	\$ 33,987,089	\$ 35,332,530	\$ (16,025)	\$ 35,316,505	\$ 28,291,084	\$ 6,876,040	\$ 28,291,084	\$ 47,000	\$ 102,381	99.71%
	Early Retirement	\$ 89,000	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ -	\$ -	100.00%
	Continuing Ed /Summer School	\$ 100,943	\$ 112,606	\$ 1,583	\$ 114,189	\$ 74,695	\$ 74,695	\$ 37,626	\$ 1,868	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 184,211	\$ 198,460	\$ -	\$ 198,460	\$ 24,540	\$ 24,540	\$ 80,086	\$ 93,834	\$ 2,920	98.53%
	Certified Substitutes	\$ 787,241	\$ 760,023	\$ -	\$ 760,023	\$ 165,894	\$ 165,894	\$ 304,008	\$ 290,121	\$ -	100.00%
	Coaching/Activities	\$ 719,019	\$ 688,567	\$ -	\$ 688,567	\$ 4,000	\$ 1,120	\$ 4,000	\$ 683,448	\$ -	100.00%
	Staff & Program Development	\$ 128,011	\$ 130,250	\$ -	\$ 130,250	\$ 28,984	\$ 20,188	\$ 28,984	\$ 81,079	\$ -	100.00%
	CERTIFIED SALARIES	\$ 40,204,427	\$ 41,488,660	\$ 6,528	\$ 41,495,188	\$ 31,848,983	\$ 8,406,450	\$ 31,848,983	\$ 1,239,756	\$ 105,302	99.75%
	Supervisors & Technology Salaries	\$ 1,000,730	\$ 1,020,284	\$ 27,057	\$ 1,047,341	\$ 681,627	\$ 285,295	\$ 681,627	\$ 78,441	\$ 1,978	99.81%
	Clerical & Secretarial Salaries	\$ 2,326,236	\$ 2,420,059	\$ 53,116	\$ 2,473,175	\$ 1,776,422	\$ 642,850	\$ 1,776,422	\$ 18,655	\$ 35,247	98.57%
	Educational Assistants	\$ 2,885,257	\$ 3,023,349	\$ -	\$ 3,023,349	\$ 487,472	\$ 487,472	\$ 2,130,915	\$ 404,962	\$ 351,962	88.36%
	Nurses & Medical Advisors	\$ 892,743	\$ 957,221	\$ -	\$ 957,221	\$ 742,055	\$ 181,530	\$ 742,055	\$ 33,637	\$ 6,560	99.31%
	Custodial & Maint. Salaries	\$ 3,249,642	\$ 3,391,717	\$ 72,039	\$ 3,463,756	\$ 2,459,168	\$ 999,376	\$ 2,459,168	\$ 5,212	\$ 3,470	99.90%
	Non-Certified Adj & Bus Drivers Salaries	\$ -	\$ 191,783	\$ (29,010)	\$ 162,773	\$ -	\$ -	\$ -	\$ 162,773	\$ -	100.00%
	Career/Job Salaries	\$ 158,051	\$ 180,335	\$ 1,714	\$ 182,049	\$ 136,499	\$ 39,181	\$ 136,499	\$ 6,370	\$ 5,989	99.79%
	Special Education Svcs Salaries	\$ 1,378,049	\$ 1,437,033	\$ 28,556	\$ 1,465,589	\$ 1,333,316	\$ 359,298	\$ 1,333,316	\$ (227,026)	\$ (77,694)	105.30%
	Security Salaries & Attendance	\$ 652,247	\$ 700,574	\$ -	\$ 700,574	\$ 569,636	\$ 135,111	\$ 569,636	\$ (4,173)	\$ 14,304	97.96%
	Extra Work - Non-Cert.	\$ 123,294	\$ 115,721	\$ 10,000	\$ 125,721	\$ 44,504	\$ 44,504	\$ -	\$ 81,217	\$ -	100.00%
	Custodial & Maint. Overtime	\$ 290,185	\$ 236,000	\$ -	\$ 236,000	\$ 41,380	\$ 41,380	\$ -	\$ 194,620	\$ -	100.00%
	Civic Activities/Park & Rec	\$ 35,166	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ 3,212	\$ -	\$ 28,788	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 12,991,598	\$ 13,706,076	\$ 163,472	\$ 13,869,548	\$ 9,829,638	\$ 3,219,207	\$ 9,829,638	\$ 820,702	\$ 336,207	97.58%
	SUBTOTAL SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 170,000	\$ 55,364,736	\$ 41,678,621	\$ 11,625,657	\$ 41,678,621	\$ 2,060,458	\$ 441,509	99.20%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,772,698	\$ 9,556,747	\$ -	\$ 9,556,747	\$ 4,711,089	\$ 4,820,877	\$ 4,711,089	\$ 24,781	\$ -	100.00%
	Life Insurance	\$ 89,281	\$ 88,000	\$ -	\$ 88,000	\$ -	\$ 28,941	\$ -	\$ 59,059	\$ -	100.00%
	FICA & Medicare	\$ 1,651,662	\$ 1,702,277	\$ -	\$ 1,702,277	\$ 396,326	\$ 396,326	\$ -	\$ 1,305,951	\$ -	100.00%
	Pensions	\$ 905,790	\$ 931,687	\$ 21,500	\$ 953,187	\$ 714,122	\$ 714,122	\$ 750	\$ 238,315	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 52,413	\$ 81,600	\$ -	\$ 81,600	\$ -	\$ -	\$ -	\$ 81,600	\$ 10,000	87.75%
	Workers Compensation	\$ 423,781	\$ 415,367	\$ -	\$ 415,367	\$ 196,676	\$ 218,675	\$ 196,676	\$ 16	\$ -	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 4,908,515	\$ 6,178,941	\$ 4,908,515	\$ 1,709,722	\$ 10,000	99.92%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING OCTOBER 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023-2024 APPROVED BUDGET	YTD TRANSFERS 2023-2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 497,713	\$ 436,643	\$ -	\$ 436,643	\$ 131,666	\$ 18,002	\$ 286,975	\$ 286,975	\$ -	100.00%
	Professional Educational Serv.	\$ 109,147	\$ 161,055	\$ -	\$ 161,055	\$ 48,811	\$ 14,286	\$ 97,958	\$ 97,958	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 606,860	\$ 597,698	\$ -	\$ 597,698	\$ 180,478	\$ 32,288	\$ 384,933	\$ 384,933	\$ -	100.00%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 691,835	\$ 691,550	\$ -	\$ 691,550	\$ 347,633	\$ 245,087	\$ 98,830	\$ 98,830	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 122,590	\$ 135,620	\$ -	\$ 135,620	\$ 16,082	\$ -	\$ 119,538	\$ 119,538	\$ -	100.00%
	Building, Site & Emergency Repairs	\$ 507,151	\$ 475,000	\$ -	\$ 475,000	\$ 107,680	\$ 57,390	\$ 309,930	\$ 309,930	\$ -	100.00%
	Equipment Repairs	\$ 218,088	\$ 249,170	\$ -	\$ 249,170	\$ 54,311	\$ 47,823	\$ 147,036	\$ 147,036	\$ -	100.00%
	Rentals - Building & Equipment	\$ 231,687	\$ 256,642	\$ -	\$ 256,642	\$ 62,140	\$ 137,966	\$ 56,536	\$ 56,536	\$ -	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ -	\$ 1,807,982	\$ 587,846	\$ 488,267	\$ 731,869	\$ 731,869	\$ -	100.00%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,299,344	\$ 904,744	\$ (10,000)	\$ 894,744	\$ 564,373	\$ 185,199	\$ 145,172	\$ 145,172	\$ -	100.00%
	Transportation Services	\$ 4,596,980	\$ 4,907,573	\$ -	\$ 4,907,573	\$ 1,047,372	\$ 2,868,902	\$ 991,298	\$ 991,298	\$ -	100.00%
	Insurance - Property & Liability	\$ 443,316	\$ 446,219	\$ -	\$ 446,219	\$ 234,819	\$ 174,569	\$ 36,831	\$ 36,831	\$ -	100.00%
	Communications	\$ 179,879	\$ 174,170	\$ -	\$ 174,170	\$ 76,207	\$ 97,635	\$ 328	\$ 328	\$ -	100.00%
	Printing Services	\$ 25,262	\$ 22,966	\$ -	\$ 22,966	\$ 5,338	\$ 1,260	\$ 16,368	\$ 16,368	\$ -	100.00%
	Tuition - Out of District	\$ 3,885,847	\$ 4,072,363	\$ -	\$ 4,072,363	\$ 1,249,829	\$ 3,719,948	\$ (897,415)	\$ (797,415)	\$ (100,000)	102.46%
	Student Travel & Staff Mileage	\$ 242,400	\$ 251,532	\$ -	\$ 251,532	\$ 39,889	\$ 58,620	\$ 153,023	\$ 153,023	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 10,671,028	\$ 10,779,567	\$ (10,000)	\$ 10,769,567	\$ 3,217,828	\$ 7,106,134	\$ 445,606	\$ 545,605	\$ (100,000)	100.93%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 944,749	\$ 792,074	\$ -	\$ 792,074	\$ 355,742	\$ 104,608	\$ 331,724	\$ 331,724	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 221,527	\$ 198,452	\$ -	\$ 198,452	\$ 84,350	\$ 15,637	\$ 98,464	\$ 98,464	\$ -	100.00%
	Plant Supplies	\$ 398,008	\$ 365,600	\$ -	\$ 365,600	\$ 119,009	\$ 42,701	\$ 203,890	\$ 203,890	\$ -	100.00%
	Electric	\$ 303,101	\$ 950,982	\$ -	\$ 950,982	\$ 235,814	\$ -	\$ 715,168	\$ 612,764	\$ 102,404	89.23%
	Propane & Natural Gas	\$ 472,827	\$ 469,981	\$ -	\$ 469,981	\$ 48,393	\$ -	\$ 421,588	\$ 421,588	\$ -	100.00%
	Fuel Oil	\$ 93,031	\$ 94,098	\$ -	\$ 94,098	\$ 3,427	\$ -	\$ 90,671	\$ 90,671	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 130,729	\$ 238,356	\$ -	\$ 238,356	\$ 45,491	\$ -	\$ 192,865	\$ 192,865	\$ -	100.00%
	Textbooks	\$ 631,365	\$ 67,787	\$ -	\$ 67,787	\$ 32,741	\$ 3,699	\$ 31,348	\$ 31,348	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ -	\$ 3,177,330	\$ 924,968	\$ 166,644	\$ 2,085,718	\$ 1,983,314	\$ 102,404	96.78%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING OCTOBER 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD TRANSFERS 2023-2024		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		APPROVED BUDGET	EXPENDED 2022-2023	2023-2024	2023-2024							
700	PROPERTY											
	Technology Equipment	\$ 422,996	\$ 355,440	\$ (181,500)	\$ 19,328	\$ 241,496	\$ 95,701	\$ 19,328	\$ 126,467	\$ 126,467	\$ -	100.00%
	Other Equipment	\$ 137,753	\$ 185,407	\$ -	\$ 10,072	\$ 137,753	\$ 5,595	\$ 10,072	\$ 122,086	\$ 122,086	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 560,749	\$ 540,847	\$ (181,500)	\$ 29,400	\$ 379,249	\$ 101,296	\$ 29,400	\$ 248,553	\$ 248,553	\$ -	100.00%
800	MISCELLANEOUS											
	Memberships	\$ 75,911	\$ 75,483	\$ -	\$ 6,484	\$ 75,911	\$ 61,126	\$ 6,484	\$ 8,302	\$ 8,302	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 75,911	\$ 75,483	\$ -	\$ 6,484	\$ 75,911	\$ 61,126	\$ 6,484	\$ 8,302	\$ 8,302	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	TOTAL LOCAL BUDGET	\$ 85,069,651	\$ 81,952,557	\$ -	\$ 22,878,139	\$ 85,069,651	\$ 54,416,352	\$ 54,416,352	\$ 7,775,159	\$ 7,221,246	\$ 553,913	99.35%
900	Transfer to Non-Lapsing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	GRAND TOTAL	\$ 85,069,651	\$ 81,952,557	\$ -	\$ 22,878,139	\$ 85,069,651	\$ 54,416,352	\$ 54,416,352	\$ 7,775,159	\$ 7,221,246	\$ 553,913	99.35%

EXCESS COST GRANT REVENUE	EXPENDED 2022-2023	APPROVED STATE PROJECT		ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
		BUDGET 1-Jan	1-Mar					
51266	\$ (7,750)	\$ -	\$ -	\$ -	\$ -			#DIV/0!
54116	\$ (489,642)	\$ (408,408)	\$ -	\$ (408,408)	\$ -			100.00%
54160	\$ (1,373,396)	\$ (1,423,941)	\$ -	\$ (1,423,941)	\$ -			100.00%
	\$ (1,870,788)	\$ (1,832,349)	\$ -	\$ (1,832,349)	\$ -			100.00%
						Total*	\$ -	
								*75% of Jan Proj
SIDE MAGNET TRANSPORTATION GRANT	\$ (13,000)	\$ (15,600)	\$ -	\$ (15,600)	\$ -			100.00%
OTHER REVENUES								
BOARD OF EDUCATION FEES & CHARGES - SERVICES								
LOCAL TUITION		APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	RECEIVED	%	
HIGH SCHOOL FEES FOR PARKING PERMITS		\$37,620	\$37,620	\$11,664	\$25,956	\$11,664	31.00%	
MISCELLANEOUS FEES		\$30,000	\$30,000	\$1,899	\$30,000	\$1,899	0.00%	
TOTAL SCHOOL GENERATED FEES		\$6,000	\$6,000	\$13,563	\$60,057	\$13,563	18.42%	
OTHER GRANTS								
ESSER II - 9/30/2023	\$625,532	\$573,735	\$48,297	\$3,500	\$0	\$48,297	100.00%	
ESSER III (estimated \$809k for 21-22 use) 9/30/2024	\$1,253,726	\$709,840	\$522,882	\$21,004	\$21,004	\$21,004	98.32%	

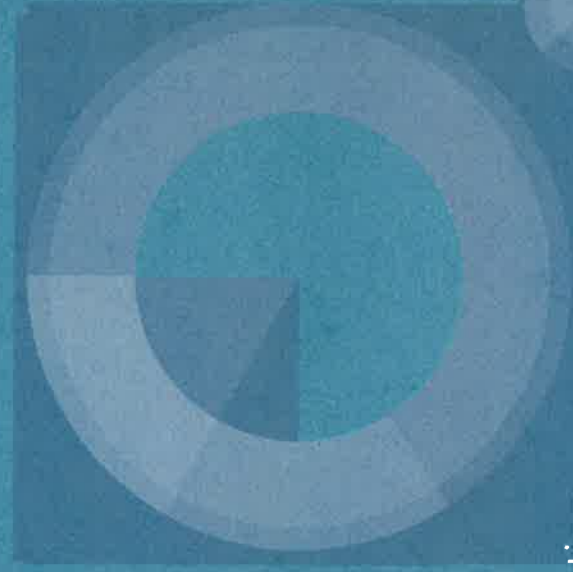
2023 - 2024
NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
OCTOBER 31, 2023

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$63,685	100	TEACHERS & SPECIALISTS SALARIES	100	ADMINISTRATIVE SALARIES	TO ADJUST CERTIFIED SALARY BUDGETS FOR STAFF TURNOVER, LEAVES AND DEGREE CHANGES TO PROVIDE FUNDS FOR BEHAVIORAL THERAPIST
\$1,080,872			100	TEACHERS & SPECIALISTS SALARIES	
\$162,773	100	NON-CERTIFIED ADJ	100	SPECIAL EDUCATION SVCS SALARIES	
\$1,307,330	TOTAL TRANSFER REQUEST				

Responding to New Kindergarten Start Age

Newtown Board of Education
November 21, 2023

Anne Uberti, Assistant Superintendent
Deb Mailloux-Petersen, Director of Pupil Services



New Legislation: Section 1 of PA 23-208, which amends Section 10-15c of the Connecticut General Statute

Effective July 1, 2024, Newtown Public Schools (the "District") will be open to resident children five years of age and over who reach the age five on or before the first day of September of any school year. For children who will not reach the age of five on or before the first day of September of the school year, the child's parent or guardian may submit a written request to the principal of the school seeking early admittance to the District. Upon receipt of such written request, the principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

Impact on Students Entering NPS Kindergarten

Newtown Public Schools will adhere to recent changes in Connecticut law (PA 23-208, Sec.1a) which raised the age children can start public school kindergarten from age 5 on or before January 1 of the school year to age five on or before September of the school year (effective July 1, 2024).



Registration and Waiver Requests

Online Kindergarten registration will open for all incoming Kinders on January 8, 2024.

Parents and guardians will be prompted to check a box that states they are registering a child who will be under 5 on September 1, 2024, and are requesting a waiver in order for their child to attend Kindergarten in the 24-25 school year.

Students must be registered by February 1, 2024, in order to make an appointment for assessment.

Assessment will take place February 5th - 15th (tentative) at the home elementary school. Specific dates and times will be communicated by the individual elementary schools.

Parents/guardians who register children with a waiver request after the February Assessment Window will be assigned a future assessment date.



Communication to Community

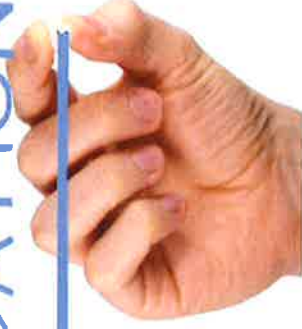
Email to all families in the District

Information will be disseminated to Newtown PreSchool & Daycare Collaborative

Press Release

Information Posted On Website

COMMUNICATION



Assessment Process

Districts have discretion in determining the tool(s) it will use to measure a child's developmental level.

A consistent assessment process will be utilized universally across all NPS schools for all potential incoming Kindergartners, regardless of age.

However, a child under 5 can only be granted admission if the assessment determines such admission to be developmentally appropriate.

In the process of identifying an appropriate measure.



Students Receiving Special Education Services

Parents and guardians of children with disabilities may request early entry into Kindergarten.

For students with Individualized Education Programs (IEPs), assessment process must be in alignment with IEP accommodations/modifications.

If a child receives special education services and is not admitted through the waiver process, the planning and placement team (PPT) will review/revise the child's individualized education program (IEP) to meet the child's needs during the additional year of school prior to entering Kindergarten.



Determination of Eligibility for Early Entrance

The results of the assessment process will determine whether starting Kindergarten before the age required by law is developmentally appropriate.

If it is determined that starting early is not developmentally appropriate, then Kindergarten entry will be deferred until the child reaches the age of 5 by January 1, 2025.

This decision will be final.

YES
 NO

Potential Impact to Children and Families

Families with children who do not meet the new age requirement and who are not developmentally ready for Kindergarten, will need to provide an additional year of private childcare.

Our area preschools and daycares are concerned about the financial hardship this will put on many families whose children are currently in their programs.

Preschools and daycares are concerned about the ability to provide services for this unexpected "bubble" and still have the capacity to serve the remaining population of students.

Students who might most benefit from the Kindergarten setting may be denied the opportunities that would be provided in that setting.



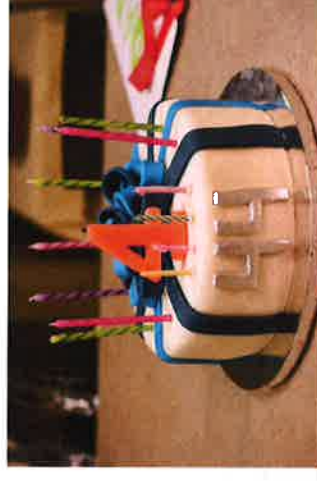


Proposal: NPS Kindergarten Readiness Program

Pilot a full-day Kindergarten readiness program to serve students whose parents/guardians request a waiver to start early but for whom Kindergarten is not developmentally appropriate.

Program will be play-based and focus on developing skills necessary for success in school such as:

- managing actions, words and behaviors,
- following rules and routines,
- engaging in positive and cooperative interactions with adults and peers,
- using language to effectively communicate,
- understanding the relationship between numbers and quantities,
- development of fine and gross motor skills;
- among others.



Potential Benefits

Honors the unique early childhood development of young children by providing additional time.

Provides a more gradual ramp from the preK/daycare experience to the expectations and demands of Kindergarten.

Could potentially result in a decrease in referrals to special education due to behavioral concerns.

Assists families who were expecting to send their children and are now faced with a potential additional year of childcare costs.

If successful, could be expanded in future years to include children who are chronologically of age but would benefit from an additional year in a program designed to work on developmental readiness.





Potential Costs

Expected associated costs would be minimal:

District program located adjacent to existing PreSchool at Sandy Hook School

Potential shifting of an existing Kindergarten teacher due to possible decrease in projected enrollment

Potential shifting of existing NPS PreSchool teacher in order to provide a co-taught Kindergarten Readiness Program

Utilization of the same transportation as the current PreSchool





Unknowns

Biggest Question: Exactly how many students will be referred to the program?

The larger the number of students, the more staffing and space will be required.





**Thank you for your consideration. Discussion
and questions...**



Head O'Meadow

Head O'Meadow School Replacement of Condensing Units and Coils / HVAC project
Educational Specifications

RATIONALE FOR THE PROJECT

Head O' Meadow Elementary School is part of the Newtown, Connecticut public school district. Originally constructed in 1977, the school is 65,000 square feet. The building provides elementary education for grades Kindergarten through 4. There are 319 students (2023-23) and 75 staff members. Presently, the building does not have adequate ventilation and air conditioning (HVAC).

LONG RANGE EDUCATIONAL PLAN

The long-range plan for the school facilities in Newtown calls for provision of a safe and appropriate learning environment. In order to comply with this aspect of the plan, it is necessary for Newtown to install an updated HVAC system at Head O'Meadow. We have a comprehensive maintenance plan with regularly scheduled inspections for all facilities.

Please see attached: HVAC_EdSpecs_Strategic Plan

LEARNING/EDUCATIONAL ACTIVITIES

Head O' Meadow Elementary School is one of four K-4 schools in the district.

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to inspire each student to excel in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by: Continuous Improvement, Quality Instruction, High Expectation, and Civic Responsibility.

To meet this end, learning and educational activities at Head O'Meadow Elementary School are informed by the curriculum standards set forward by the CT State Department of Education.

The project does not involve programmatic changes to the facility. All existing spaces will maintain the same usage following completion of the project.

ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY

Enrollment in Head O'Meadow as of October, 2023 is 319.

New England School Development Council (NESDEC) supplies a report inclusive of past, present, and projected enrollments for the district. The below tables present enrollment

projections through 2028 for the Newtown Public Schools. The projections include K-12 students who are predicted to attend Newtown Public Schools as of October 1 st for each school year.

As one of four elementary schools serving the district, Head O'Meadow elementary school is sufficient to meet all projected long-term needs. Undertaking this HVAC project ensures the building will be suitable for use for the foreseeable future.



School District: Newtown, CT

10/12/2023

Enrollment Projections by Grade*																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	217	2023-24	57	272	240	301	282	280	288	293	289	320	297	300	344	335	33	3874	3931
2019	204	2024-25	57	265	283	248	314	285	291	295	298	292	320	298	300	349	33	3871	3928
2020	206	2025-26	57	268	276	293	258	318	296	298	300	301	292	298	304	33	3856	3913	
2021	262	(prov.) 2026-27	57	341	279	285	305	261	331	303	303	303	301	293	320	302	33	3960	4017
2022	239	(prov.) 2027-28	58	311	355	288	297	309	271	339	308	306	303	302	293	325	33	4040	4098
2023	226	(est.) 2028-29	58	293	324	367	300	301	321	277	345	311	306	304	302	297	33	4081	4139
2024	227	(est.) 2029-30	58	296	305	335	383	304	313	328	282	348	311	307	304	306	33	4155	4213
2025	232	(est.) 2030-31	59	302	308	315	349	388	316	320	334	285	349	312	307	308	33	4226	4285
2026	237	(est.) 2031-32	59	308	314	318	338	351	403	323	326	337	285	350	312	311	33	4301	4360
2027	232	(est.) 2032-33	60	302	320	325	331	332	367	412	329	329	339	286	349	316	33	4369	4429
2028	231	(est.) 2033-34	60	300	314	331	339	335	345	375	419	332	329	339	286	354	33	4431	4491

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.
 * Birth data provided by Public Health Vital Records Departments in each state.
 ** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment In Grade Combinations*									
School Year	PK-4	K-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2023-24	1432	1375	581	609	2565	2622	1190	2466	1276
2024-25	1452	1395	586	590	2571	2628	1176	2443	1267
2025-26	1470	1413	594	601	2608	2665	1195	2410	1215
2026-27	1526	1471	634	606	2711	2768	1240	2456	1216
2027-28	1618	1560	610	614	2784	2842	1224	2447	1223
2028-29	1643	1555	595	656	2859	2897	1254	2463	1209
2029-30	1681	1623	641	630	2894	2952	1271	2499	1228
2030-31	1721	1662	636	619	2917	2976	1255	2531	1276
2031-32	1680	1621	728	663	3010	3069	1389	2647	1258
2032-33	1670	1610	779	658	3047	3107	1437	2726	1289
2033-34	1679	1619	720	751	3090	3150	1471	2779	1308

Projected Percentage Changes			
School Year	K-12	Diff.	%
2023-24	3874	0	0.0%
2024-25	3871	-3	-0.1%
2025-26	3856	-15	-0.4%
2026-27	3960	104	2.7%
2027-28	4040	80	2.0%
2028-29	4081	41	1.0%
2029-30	4155	74	1.8%
2030-31	4226	71	1.7%
2031-32	4301	75	1.8%
2032-33	4369	68	1.6%
2033-34	4431	62	1.4%
Change	557	14.4%	

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

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DESCRIPTION

The installation of new HVAC equipment will have a direct impact on the entire school. The condensers and building management controls of the existing systems will be affected by this work. The 30+ years old condensers housed on the roof will be replaced. The building management system that operates this equipment will be updated in order to integrate the new A/C condensers to the building's HVAC system.

BUILDING SYSTEMS

The school building systems components consist of air handlers, condensers, building management system/temperature controls, and oil fired boilers.

Only the condensers and building management controls of the existing systems will be affected by this work. The 30+ years old condensers housed on the roof will be replaced. The building management system that operates this equipment will be updated in order to integrate the new AC condensers to the buildings HVAC system.

The existing boiler plant or air handlers will not be modified or impacted by this installation.

The new condensers installations will not have any additional impact on existing systems, other than outlined herein above.

INTERIOR BUILDING ENVIRONMENT

The scope of this project involves the installation of HVAC equipment and related components on the roof. There will be no changes to windows or doors. All designed HVAC and control systems will meet current building and energy codes.

SITE DEVELOPMENT

The scope of this project involves the installation of HVAC equipment and related components on the roof. There are no changes to the site or its usage.

CONSTRUCTION BONUS REQUESTS

Head O'Meadow Elementary School does not house any of the special programs eligible for a school construction bonus.

COMMUNITY USES

During normal school hours, the school is dedicated to educational needs for students.

Outside of normal school hours, there is community use of the facility. These areas include the gymnasium and cafeteria. Groups that use these areas include after-school programs (EdAdvance), boy scouts, girl scouts, PTA, and recreation department.

Newtown High School
Ventilation Systems and HVAC Renovations at Newtown High School / A Wing HVAC project
Educational Specifications

RATIONALE FOR THE PROJECT

Newtown High School School is part of the Newtown, Connecticut public school district. Originally constructed in 1970, with additions in 1997 and 2011, the school is an aggregate 362,131 square feet. The building provides secondary education for grades 9-12. There are 1,276 students (2023-23) and 211 staff members. Presently, the building has aged out ventilation, air conditioning, and building automation equipment (HVAC).

LONG RANGE EDUCATIONAL PLAN

The long-range plan for the school facilities in Newtown calls for provision of a safe and appropriate learning environment. In order to comply with this aspect of the plan, it is necessary for Newtown to install an updated HVAC system at Newtown High School. We have a comprehensive maintenance plan with regularly scheduled inspections for all facilities.

Please see attached: HVAC_EdSpecs_Strategic Plan

LEARNING/EDUCATIONAL ACTIVITIES

Newtown high School is the sole secondary school for the district.

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to inspire each student to excel in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by: Continuous Improvement, Quality Instruction, High Expectation, and Civic Responsibility.

To meet this end, learning and educational activities at Newtown High School are informed by the curriculum standards set forward by the CT State Department of Education.

The project does not involve programmatic changes to the facility. All existing spaces will maintain the same usage following completion of the project.

ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY

Enrollment in Newtown High School as of October, 2023 is 1,276.

New England School Development Council (NESDEC) supplies a report inclusive of past, present, and projected enrollments for the district. The below tables present enrollment

projections through 2028 for the Newtown Public Schools. The projections include K-12 students who are predicted to attend Newtown Public Schools as of October 1 st for each school year.

The capacity of Newtown High School is sufficient to meet all projected long term needs. Undertaking this HVAC project ensures the building will be suitable for use for the foreseeable future.



School District: Newtown, CT

10/12/2023

Enrollment Projections By Grade*																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	217	2023-24	57	272	240	301	282	280	288	293	289	320	297	300	344	335	33	3874	3931
2019	204	2024-25	57	265	283	248	314	285	291	295	298	292	320	298	300	349	33	3871	3928
2020	206	2025-26	57	268	276	293	258	318	296	298	300	301	292	321	298	304	33	3856	3913
2021	262	(prov) 2026-27	57	341	279	285	305	261	331	303	303	301	293	320	302	33	3960	4017	
2022	239	(prov) 2027-28	58	311	355	288	297	309	271	339	308	306	303	302	293	325	33	4040	4098
2023	226	(est.) 2028-29	58	293	324	367	300	301	321	277	345	311	306	304	302	297	33	4081	4139
2024	227	(est.) 2029-30	58	296	305	335	383	304	313	328	282	348	311	307	304	306	33	4155	4213
2025	232	(est.) 2030-31	59	302	308	315	349	388	316	320	334	285	349	312	307	308	33	4226	4285
2026	237	(est.) 2031-32	59	308	314	318	328	353	403	323	326	337	285	350	312	311	33	4301	4360
2027	232	(est.) 2032-33	60	302	320	325	331	332	367	412	329	329	338	286	349	316	33	4369	4429
2028	231	(est.) 2033-34	60	300	314	331	339	335	345	375	419	332	329	339	286	354	33	4431	4491

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*									
School Year	PK-4	K-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2023-24	1432	1375	581	609	2565	2622	1190	2466	1276
2024-25	1452	1395	586	590	2571	2628	1176	2443	1267
2025-26	1470	1413	594	601	2608	2665	1195	2410	1215
2026-27	1528	1471	634	606	2711	2768	1240	2456	1216
2027-28	1618	1560	610	614	2784	2842	1224	2447	1223
2028-29	1643	1585	598	656	2839	2897	1254	2463	1209
2029-30	1681	1623	641	650	2894	2952	1271	2499	1228
2030-31	1721	1662	636	619	2917	2976	1255	2531	1276
2031-32	1680	1621	726	663	3010	3069	1389	2647	1258
2032-33	1670	1610	779	658	3047	3107	1437	2726	1289
2033-34	1679	1619	720	751	3090	3150	1471	2779	1308

Projected Percentage Changes			
School Year	K-12	Diff.	%
2023-24	3874	0	0.0%
2024-25	3871	-3	-0.1%
2025-26	3856	-15	-0.4%
2026-27	3960	104	2.7%
2027-28	4040	80	2.0%
2028-29	4081	41	1.0%
2029-30	4155	74	1.8%
2030-31	4226	71	1.7%
2031-32	4301	75	1.8%
2032-33	4369	68	1.6%
2033-34	4431	62	1.4%
Change	557	14.4%	

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

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DETAILED DESCRIPTION

The installation of new HVAC equipment will have a direct impact on the A-wing of the school. The condensers and building management controls of the existing systems will be affected by this work.

BUILDING SYSTEMS

The school building systems components consist of rooftop units (RTU) that are 26 years old and are beyond their usable life span. Additionally, the building automation system (BMS) is of the same age and has become obsolete. With the current age of these systems, maintaining proper ventilation of the spaces has become troublesome.

Only the RTUs and building management controls of the existing systems will be affected by this work. The 26 year old RTUs housed on the roof will be replaced. The building management system that operates this equipment will be updated in order to integrate the new RTUs to the building's HVAC system.

The existing boiler plant will not be modified and has sufficient capacity to support these new RTU loads.

The new HVAC installations will not have any additional impact on existing systems, other than outlined herein.

INTERIOR BUILDING ENVIRONMENT

The scope of this project involves the installation of HVAC equipment and related components. There will be no changes to windows or doors. All designed HVAC and BMS systems will meet current building and energy codes.

SITE DEVELOPMENT

The scope of this project involves the installation of HVAC equipment and related components. There are no changes to the site or its usage.

CONSTRUCTION BONUS REQUESTS

Newtown High School does not house any of the special programs eligible for a school construction bonus.

COMMUNITY USES

During normal school hours, the school is dedicated to educational needs for students.

Outside of normal school hours, there is community use of the facility. These areas include the gymnasium, auxiliary gym, dance studio, pool, cafeteria, cafetorium, culinary classroom, art classrooms, lecture hall, auditorium, library media center, conference room, and multiple classrooms. Groups that use these areas include after-school programs, clubs and activities, continuing education, Driver's Education, Newtown recreation department sports and student

enrichment programs, PTA, and independent groups that rent the auditorium. Additionally, on the property there are multiple athletic fields, Project Adventure ropes courses, and the Blue and Gold Stadium and tennis courts used by youth sports groups for baseball, softball, and football.

Newtown High School
HVAC System Replacements at Newtown High School / B Wing HVAC project
Educational Specifications

RATIONALE FOR THE PROJECT

Newtown High School School is part of the Newtown, Connecticut public school district. Originally constructed in 1970, with additions in 1997 and 2011, the school is an aggregate 362,131 square feet. The building provides secondary education for grades 9-12. There are 1,276 students (2023-23) and 211 staff members. Presently, the building has aged out ventilation, air conditioning, and building automation equipment (HVAC).

LONG RANGE EDUCATIONAL PLAN

The long-range plan for the school facilities in Newtown calls for provision of a safe and appropriate learning environment. In order to comply with this aspect of the plan, it is necessary for Newtown to install an updated HVAC system at Newtown High School. We have a comprehensive maintenance plan with regularly scheduled inspections for all facilities.

Please see attached: HVAC_EdSpecs_Strategic Plan

LEARNING/EDUCATIONAL ACTIVITIES

Newtown high School is the sole secondary school for the district.

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to inspire each student to excel in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by: Continuous Improvement, Quality Instruction, High Expectation, and Civic Responsibility.

To meet this end, learning and educational activities at Newtown High School are informed by the curriculum standards set forward by the CT State Department of Education.

The project does not involve programmatic changes to the facility. All existing spaces will maintain the same usage following completion of the project.

ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY

Enrollment in Newtown High School as of October, 2023 is 1,276.

New England School Development Council (NESDEC) supplies a report inclusive of past, present, and projected enrollments for the district. The below tables present enrollment

projections through 2028 for the Newtown Public Schools. The projections include K-12 students who are predicted to attend Newtown Public Schools as of October 1 st for each school year.

The capacity of Newtown High School is sufficient to meet all projected long term needs. Undertaking this HVAC project ensures the building will be suitable for use for the foreseeable future.

NESDEC Projected Enrollment

School District: **Newtown, CT**

10/12/2023

Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	217	2023-24	57	272	240	301	282	280	288	293	289	320	297	300	344	335	33	3874	3931
2019	204	2024-25	57	265	283	248	314	285	291	295	298	292	320	298	300	349	33	3871	3928
2020	206	2025-26	57	268	276	293	258	318	296	298	300	301	292	321	298	304	33	3856	3913
2021	262 (prov.)	2026-27	57	341	279	285	305	261	331	303	303	303	301	293	320	302	33	3960	4017
2022	239 (prov.)	2027-28	58	311	355	288	297	309	271	339	308	306	303	302	293	325	33	4040	4098
2023	226 (est.)	2028-29	58	293	324	367	300	301	321	277	345	311	306	304	302	297	33	4081	4139
2024	227 (est.)	2029-30	58	296	305	335	383	304	313	328	282	348	311	307	304	306	33	4155	4213
2025	232 (est.)	2030-31	59	302	308	315	349	388	316	320	334	285	349	312	307	308	33	4226	4285
2026	237 (est.)	2031-32	59	308	314	318	328	353	403	323	326	337	285	350	312	311	33	4301	4360
2027	232 (est.)	2032-33	60	302	320	325	331	332	367	412	329	329	338	286	349	316	33	4369	4429
2028	231 (est.)	2033-34	60	300	314	331	339	335	345	375	419	332	329	339	286	354	33	4431	4491

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

*Birth data provided by Public Health Vital Records Departments in each state.
Based on an estimate of births
Based on children already born
Based on students already enrolled
 ** < 10 Not reported, to protect subgroups with fewer than 10 students.

School Year	PK-4	K-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2023-24	1432	1375	581	609	2565	2622	1190	2466	1276
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DETAILED DESCRIPTION

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BUILDING SYSTEMS

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The new HVAC installations will not have any additional impact on existing systems, other than outlined herein.

INTERIOR BUILDING ENVIRONMENT

The scope of this project involves the installation of HVAC equipment and related components. There will be no changes to windows or doors. All designed HVAC and BMS systems will meet current building and energy codes.

SITE DEVELOPMENT

The scope of this project involves the installation of HVAC equipment and related components. There are no changes to the site or its usage.

CONSTRUCTION BONUS REQUESTS

Newtown High School does not house any of the special programs eligible for a school construction bonus.

COMMUNITY USES

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Outside of normal school hours, there is community use of the facility. These areas include the gymnasium, auxiliary gym, dance studio, pool, cafeteria, cafetorium, culinary classroom, art classrooms, lecture hall, auditorium, library media center, conference room, and multiple classrooms. Groups that use these areas include after-school programs, clubs and activities, continuing education, Driver's Education, Newtown recreation department sports and student

enrichment programs, PTA, and independent groups that rent the auditorium. Additionally, on the property there are multiple athletic fields, Project Adventure ropes courses, and the Blue and Gold Stadium and tennis courts used by youth sports groups for baseball, softball, and football.

**NEWTOWN BOARD OF EDUCATION
2024 SCHEDULE OF MEETINGS**

Meetings are held in the Newtown Municipal Center Council Chamber,
3 Primrose Street, at 7:00 p.m. with the exception of those held in the Reed
Intermediate School library as indicated below.

January 2 – *Reed Library*
January 16 (budget overview) – *Reed Library*
January 18 (budget) – *Reed Library*
January 23 (budget)
January 25 (budget)
January 30 (public hearing and budget adoption)
February 6
February 21 (Wednesday) – *Reed Library*
March 5
March 19
April 2
April 23
May 7
May 21
June 4
June 18
July 9
August 20
September 3 – *Reed Library*
September 17
October 1
October 15
November 6 (Wednesday) – *Reed Library*
November 19
December 3
December 17

January 7, 2025 – *Reed Library*
January 21, 2025 – *Reed Library*

Approved



Unit Planner: I - Romana Familia Latin I

Unit Planner by Mrs. I. Swift 11/1/2022

Newtown High School / 2022-2023 / High School / World Languages / Latin I / Week 1 - Week 4

Last Updated: Tuesday, April 25, 2023 by Catherine Kimberly

I - Romana Familia

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts

- Language System
 - Clarity
 - Audience
- Linguistic Comparisons
 - Parts of Speech
 - Grammatical Function
- Elements of Language
 - Tense
 - Verb complement
 - Case
- Language Learning
 - Repetition
 - Storytelling
 - Cultural Awareness
- Clothing
 - Social Class

Conceptual Lens

Language Systems

G

Generalizations / Enduring Understandings

- 1. *Language systems provide clarity to a target audience.*
- 2. *People use the categorizations of parts of speech and grammatical functions to classify and make linguistic comparisons.*
- 3. *Elements of language convey meaning through tense, verb complement and case.*
- 4. *Repetition through storytelling promotes language learning and cultural awareness.*
- 5. *Social class governs and informs clothing throughout historical periods.*

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What is a language system? (F)

1b. What is the objective of language? (C)

1c. Why do cultures have language systems? (P)

2a. What parts of speech and grammatical functions are common to Latin and English? (F)

- 2b. What are nouns and verbs? (F)
- 2c. How do people identify parts of speech? (C)
- 3a. What is a subject? (F)
- 3b. What is the present tense? (F)
- 3c. What is a verb complement? (F)
- 3d. How do tense and case, work together to clarify meaning? (C)
- 3e. How do people identify the subject of a sentence? (C)
- 4a. What is the difference between the acquisition of a native language and second/additional language learning? (F)
- 4b. How does repetition through storytelling promote language learning? (C)
- 4c. How does storytelling promote cultural awareness? (C)
- 5a. What conventions governed ancient Roman dress? (F)
- 5b. Does the discovery of similarities between cultures create/foster cultural sensitivity? (P)
- 5c. Why has social class governed and informed clothing throughout history in different cultures? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.

Sample Indicators: Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

INTERPRETIVE LISTENING

Global Statement:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

INTERPERSONAL MODE

INTERPERSONAL MODE

Global Statement:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Sample Indicators: Novice Low Learners can

greet peers

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Sample Indicators: Novice Low Learners can:

write letters, words, and phrases that they've learned

PRESENTATIONAL SPEAKING

Global Statement:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases

Sample Indicators: Novice Low Learners can:

state the names of familiar people, places, and objects depicted visually using words or memorized phrases.

CULTURES GOAL

Novice Learners in Middle School and High School

Learners use appropriate gestures in classroom interactions (e.g., greeting teacher at the start of class, using fingers to count)

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Novice Learners

Learners identify and observe tangible products of Roman or ancient Greek culture (e.g., toys, dress, homes, monuments, currency, and images of famous people).

COMPARISONS GOAL

Novice Learners in Middle School and High School

Learners compare tangible products (e.g. clothing, food, household items, toys, portraiture, architecture) of cultures studied and their own.

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Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to

- comprehend words, phrases, and simple sentences describing a Roman family.
- answer simple questions in Latin or English about a short Latin passage describing an aspect of Roman life to show reading comprehension.

- demonstrate knowledge of vocabulary used to describe a Roman family and activities.
- identify basic elements in an English and Latin sentence: subject, verb, noun, and adjective.
- pronounce words and sentences in Latin as found in the readings on the family.
- respond appropriately to simple questions on readings in Latin and/or English.
- recognize and apply (in Latin)
 - 3rd person singular and plural present tense verb endings.
 - singular and plural subjects of the first declension.
 - verb complements.
- compare and contrast the manner in which socioeconomic status influenced clothing choice in Ancient Rome and today.

Core Learning Activities

- Listening to and reading aloud Latin stories describing ancient Roman families and their clothing.
- Drill and practice using vocabulary pertaining to the family and family activities
- Games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards)
 - unit vocabulary
 - 1st and 2nd declensions in the nominative case
 - 3rd person singular and plural verbs in the present tense
 - parts of speech, including nouns, verbs, complements, and adjectives
- Identification of English derivatives from the Latin vocabulary presented on the family and family life.
- Discussion of similarities and differences between ancient Roman family dress and that of the modern family.

Assessments

Roman Clothing Project

Summative: Personal Project

Vocabulary Quiz Chapters 2 & 3

Summative: Other written assessments

Technology Based Vocabulary Practice

Formative: Other Visual Assessments

[Roman Clothing Project \(1\).pdf](#)

[\[Template\] Latin I Chapters 2-3 Vocabulary Quiz Version 1.pdf](#)

[quizlet.com](#)

[Roman Clothing](#)

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book (Fourth)*.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide (Fourth)*. Pearson.

Hands Up Education Community Interest Company.
(2020). *Suburani. a Latin reading course.*

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

[Quizlet](#)

[Gimkit](#)

[Peardeck](#)

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Student Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program.* Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book (Fourth).*

	<p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 1</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Conjuguemos</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Information Literacy • Spoken Communication 	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English: Vocabulary, Grammar, Roots, Derivatives, Cognates 2. History: Ancient Roman Republic



Unit Planner: II - Puellae et Pueri Latin I

Thursday, May 4, 2023 11:01 AM

Newtown High School / 2022-2023 / High School / World Languages / Latin I / Week 5 - Week 8

Last Updated: Tuesday, April 25, 2023 by Catherine Kimberly

II - Puellae et Pueri

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Verb forms
 - Transitive Verbs
 - Direct object
 - Intransitive Verbs
 - Infinitives
 - Complementary Infinitive
 - Impersonal Expressions

- Origin of Words
 - Cognates
 - Derivatives

- Gender
 - Masculine
 - Feminine
 - Neuter

- Myths
 - Origin Story
 - Value Systems

- Slave cultures
 - Rationalizations
 - Historical Perspectives

Conceptual Lens:

Grammar Comparison

Values

G

Generalizations / Enduring Understandings

1. Verb forms and choices impact the clarity of the message.

2. *Cognates* and *derivatives* demonstrate the correspondence between languages and illuminate the

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What is a direct object? (F)

origins of words.

3. Romance Languages subdivide nouns into the gender categories of masculine, feminine, and sometimes neuter.

4. *Origin stories* and *myths* illustrate the *value systems* of cultures.

5. *Historical perspectives* contextualize the *rationalizations* of *slave cultures* throughout the world.

1b. What is a transitive verb? (F)

1c. What is an intransitive verb? (F)

1d. What is an infinitive? (F)

1e. How do people distinguish between transitive and intransitive verbs? (C)

1f. How do people use infinitives to complete impersonal expressions? (C)

1g. How do people use infinitives to complete the meaning of verbs? (C)

1h. How does word order impact how the reader constructs meaning? (C)

2a. What is a cognate? (F)

2b. What is a derivative? (F)

2c. How do languages evolve? (C)

2d. How do people identify cognates and derivatives? (C)

3a. How can the gender of Latin nouns be identified by word endings? (F)

3b. How does the noun gender system in Latin compare to other Romance Languages and English? (C)

3c. How does a gender-based language impact society? (P)

4a. How do myths and origin stories illustrate the value systems of cultures? (C)

4b. How do myths relate to cultural truth values? (P)

5a. What cultures throughout history were slave-owning societies? (F)

5b. What were the rationalizations for American and Roman slavery? (F)

5c. Why did cultures rationalize slavery? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

INTERPERSONAL MODE

INTERPERSONAL MODE

Global Statement:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Sample Indicators: Novice Low Learners can

greet peers

answer simple questions about a familiar topic in single words or short phrases

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Sample Indicators: Novice Low Learners can:

copy some letters and words that they see in various media.

write letters, words, and phrases that they've learned

label familiar people, places, and objects in visual media.

PRESENTATIONAL SPEAKING

Global Statement:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases

Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

CULTURES GOAL

Novice Learners in Middle School and High School

Learners identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture.

Learners listen to and/or read short poems, stories, and plays from the Roman or ancient Greek culture, identifying the author and place of origin.

CONNECTIONS GOAL

Novice Learners in Middle and High School

Learners identify different text types and genres which they encounter in their Latin or Greek class.

Novice Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots.

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence

Novice Learners

Learners cite and use examples of words in Latin or Greek that are similar to their native languages.

Learners identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them.

Novice Learners in Middle School and High School

Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.

Learners compare word order in simple sentences of Latin or Greek to their native languages.

Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

Novice Learners in Middle School and High School

Learners compare stories from their own culture to those in the cultures studied (e.g. Olympics, myths and stories)

COMMUNITIES GOAL

SCHOOL AND GLOBAL COMMUNITIES: To communicate and interact with cultural competence in order to participate in communities of Latin or

Greek learners at home and around the world

Novice Learners

Learners explore English and Romance Language words that developed from Greek and Latin words.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- recognize words ending in -m as direct objects.
- understand the function of a direct object in a sentence.
- distinguish between transitive and intransitive verbs.
- identify cognates and derivatives connected to current vocabulary.
- differentiate an infinitive from a conjugated verb.
- identify infinitives in impersonal expressions and complementary infinitives.
- decipher Latin word order and translate into English.
- determine the gender of current vocabulary words based on the system of
 - word meaning.
 - word ending.
 - adjective agreement.
- appreciate the importance of the story of Aeneas/Aeneid to the study of Latin and Ancient Roman history.
- understand that mythology is a blend of history and fiction that was used to explain a culture's values.
- discuss slavery and slave owning societies.
- compare and contrast characteristics of slavery in the Americas and Rome.

Core Learning Activities

- Listen to and read aloud Latin passages describing ancient Roman children and daily life
- Drill and practice using vocabulary pertaining to children and daily life

- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards)
 - unit vocabulary
 - direct objects
 - complementary infinitive
 - impersonal verbal phrases
 - core elements of Latin sentences
 - transitive verbs
 - intransitive verbs
 - gender of nouns
 - masculine
 - feminine
- Identify English derivatives from the Latin vocabulary presented on ancient Roman children and daily life
- Discuss
 - similarities and differences between ancient Roman slavery other slave cultures
 - Myths, origin stories, Aeneas and their relations to values and culture
- Complete test on vocabulary, grammar, culture topics

Assessments

Discussion of Slavery

Formative: Other oral assessments

Discuss the treatment of slaves as perceived by various Roman leaders/authors and compare and contrast the Roman concept of slavery with the concept of slavery around the world and in the Americas.

Review of Vocabulary (Gimkit)

Formative: Other Visual Assessments

Gimkit is a game-based learning tool. This is used for the review of multiple sections and units of vocabulary. Students will be practicing vocabulary from Chapters 1 - 6.

Written Assessment

Summative: Written Test

This assessment focuses on 5 main components of learning and understanding: reading comprehension/translation, grammar, vocabulary, prose composition, and culture.

Vocabulary Quiz

Summative: Other written assessments

Assess student knowledge of vocabulary pertaining to Ancient Roman children and family life.

Introduction to Derivative and Cognates

Formative: Group Project

Students explore Latin and English words that have commonalities.

[Gimkit.com](https://www.gimkit.com)

[Quizlet.com](https://www.quizlet.com)

[Peardeck.com](https://www.peardeck.com)

[CP Latin I Exam V2.pdf](#)

[Chapter 4 Vocabulary Quiz.pdf](#)

[Derivatives Video](#)

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company,

1989

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book (Fourth)*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited

Technology resources:

	<p>Quizlet</p> <p>Conjuguemos</p> <p>Ecce Romani I online access</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy</p> <p>Critical Thinking</p> <p>Spoken Communication</p> <p>Written Performance</p>	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English: Vocabulary, Grammar, Roots, Derivatives, Cognates, literary forms 2. History: Ancient Roman Republic 3. Sociology: slavery, socioeconomic structure



Unit Planner: III - Vale, Villa! Latin I

Thursday, May 4, 2023, 11:07AM

Newtown High School / 2022-2023 / High School / World Languages / Latin I / Week 9 - Week 13

Last Updated: Tuesday, April 25, 2023 by Catherine Kimberly

III - Vale, Villa!

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language
 - Grammar
 - Labels
- Verb Conjugations
 - Person
 - Number
 - Gender
 - Tense
- Prepositions
 - Prepositional Phrases
- Housing
 - Family
 - Culture
 - Values
 - Socioeconomic Status
- Societal Structure
 - Patriarchy
 - Dominance
- Mythology
 - Deities
 - Natural Phenomena

Conceptual lens:

Belief systems

G Generalizations / Enduring Understandings

1. *Languages* utilize a unique *grammar* vocabulary that assists in *labeling* the structure of the language.
2. *Verb conjugations* communicate a clear message by specifying *person, number, gender, and tense*.
3. *Prepositions* and *prepositional phrases* expand the idea conveyed in a sentence.
4. *Housing* reveals information about *culture, family,*

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Essential Question(s)

- 1a. What is a declension? (F)
- 1b. What grammatical label corresponds to the nominative case? (F)
- 1c. What grammatical label correlates to the accusative

values, and socioeconomic status.

5. *Patriarchy* as a societal structure places men in a dominant position.

6. *Mythological deities* personify forces of nature as a means to interpret *natural phenomena*.

case? (F)

1d. When would people use the vocative case? (F)

1e. What are the general characteristics of declensions 1 - 3? (F)

1f. How do people express the ablative case in English? (C)

1g. How does the Latin language group nouns into categories? (C)

2a. What is a verb conjugation? (F)

2b. How do people conjugate 1st conjugation verbs in the present tense? (F)

2c. What does the term irregular mean when referring to verb conjugations? (F)

2d. How do people conjugate *esse* in the present tense? (F)

2e. How does a conjugated verb add clarity to a message? (C)

3a. What is a preposition? (F)

3b. What is the purpose of a prepositional phrase in a sentence? (C)

3c. How does one decide what Latin case follows a preposition? (C)

4a. What does housing reveal about a person's culture, family, values, and socioeconomic status? (C)

4b. Why are culture, family, values, and socioeconomic status reflected in housing? (P)

5a. What is the definition of patriarchy? (F)

5b. How do the manifestations of a patriarchy impact the men and women of a society? (C)

5c. Why is it important to consider the pervasive

implications of a patriarchy across time and space? (P)

6a. What are some of the principal Ancient Roman deities? (F)

6b. Which deities are personifications of nature? (F)

6c. How did Ancient Romans perceive the gods? (C)

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

What students must **KNOW and be able to DO**

Students will be able to

- use the following terms correctly
 - case
 - nominative
 - accusative
 - ablative
 - vocative
 - declension
 - conjugation
- identify to which declension nouns belong.
 - declensions 1 - 3
- conjugate whole verbs in the present tense.
 - 1st conjugation
 - esse
 - irregular verb
- recognize, produce, and be able to translate
 - vocative case.
 - ablative case.
- distinguish which prepositions are followed by the ablative and/or accusative.
- describe the characteristics of Roman housing.
- recognize Rome as a patriarchal society.
 - explain the concept of the *Patria Potestas*.
- research and present a project on a specific god or goddess.
 - identify the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence.
- understand the relationship between Romans and their gods.
- know the principal gods and goddesses.
- understand the role of mythology in Roman culture.

Core Learning Activities

- Listen to and read aloud Latin passages describing ancient Roman relationships and preparations for a journey
- Drill and practice using vocabulary pertaining to ancient Roman relationships and preparations for a journey
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards)
 - unit vocabulary
 - declensions 1 - 3
 - accusative
 - nominative

- ablative
- vocative
- present tense verb conjugations
 - 1st conjugation
 - irregular verb esse
- prepositions
 - prepositional phrases
- Identify English derivatives from the Latin vocabulary presented on ancient Roman relationships and preparations for a journey
- Research a god or goddess
- Discuss
 - Ancient Roman housing
 - Myths and gods and goddesses
 - Patria Potestas

Assessments

Roman Gods and Goddesses Project

Summative: Group Project

Students will research a God or Goddess of their choosing, complete an organizer of their notes, create a presentation, and present it to the class.

[Gods Project Rubric.docx.pdf](#)

[Roman Gods and Goddesses Project Overview.pdf](#)

Chapter 8 & 9 Vocabulary Quiz

Summative: Other written assessments

[\[Template\] Chapter 8 & 9 Vocabulary Quiz \(Online\).pdf](#)

Vocabulary Review Quizlet

Formative: Other Visual Assessments

Students will practice the new vocabulary they learned through Quizlet live and Quizlet flashcards.

Translation of Getting Up Early

Formative: Other written assessments

Students will work in groups to read and translate the story Getting Up Early.

Prepositional Phrase Practice

Formative: Other written assessments

Students will read sentences in Latin, identify prepositional phrases, and translate them into English.

Latin Declension Endings

Formative: Visual Arts Project

Students will listen to Latin Declension Songs and record the endings in a packet. Then we will recite them in a class using choral repetition to help remember them.

[Latin Declension Song 1-3](#)

[We Will Rock You Declension Song](#)

[Latin Declension Song with Visuals](#)

[A is for the Nominative Song](#)

[Declension Worksheet with Videos.pdf](#)

[Quizlet.com](#)

[Peardeck.com](#)

[Gimkit.com](#)

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book (Fourth)*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited

Technology resources:

Quizlet

	Conjuguemos Ecce Romani I online access
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections <ol style="list-style-type: none">1. English - vocabulary, cognates, derivatives, parts of speech2. History - patriarchal societies3. Philosophy - religion, mythology



Unit Planner: IV - In Itinere Latin I

Newtown High School / 2022-2023 / High School / World Languages /
Latin I / Week 14 - Week 18

Last Updated: Tuesday, April 25, 2023 by
Catherine Kimberly

IV - In Itinere

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

- Verb Conjugations
 - Person
 - Number
 - Gender
 - Tense
- Possession
 - Language
 - Grammatical Convention
- Questions
 - Formation
 - Time
 - Means
 - Manner
- Slave owning cultures
 - Treatment of Slaves
 - Attitudes Toward Slavery
- Naming Systems
 - Family Members
 - Patriarchy
 - Values
- Myths
 - Origin Story
 - Value Systems

Conceptual Lens:

Social Equality

G

Generalizations / Enduring Understandings

Guiding Questions

Please identify the type of question: (F) Factual, (C)

1. *Verb conjugations* communicate a clear message by specifying *person, number, gender, and tense*.

2. *Languages* express *possession* through specific *grammatical conventions*.

3. *Languages form* and respond to informational *questions* by means of specific rules.

4. *Attitudes toward slavery and treatment of slaves* differed in various *slave owning cultures*.

5. The *naming systems of family members* in cultures reflect *societal values*.

6. *Origin stories and myths* illustrate the *value systems* of cultures.

Conceptual, (P) Provocative [Debatable]

Essential Question(s)

1a. How do people conjugate 1st, 2nd, 3rd, 3rd -io, and 4th conjugation verbs in the present tense? (F)

1b. How are Latin verbs organized? (C)

2a. What is the genitive case? (F)

2b. How do people form the genitive case? (F)

2c. How do people express ownership? (C)

2d. How does the expression of ownership differ in Latin and English? (C)

3a. What is ablative of time? (F)

3b. What is ablative of means? (F)

3c. What is ablative of manner? (F)

3d. How do people form questions to learn information? (C)

4a. How did the treatment of slaves and attitudes toward slavery differ in slave-owning cultures? (C)

4b. What are the implications of the treatment of slaves and attitudes toward slavery on the slavery systems? (P)

5a. How are people named in Ancient Rome? (F)

5b. What values does the Ancient Roman naming system reflect? (C)

6a. How do myths and origin stories illustrate the value systems of cultures? (C)

6b. Why do myths relate to cultural truth-values within different cultures? (P)

Standard(s)

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.

Sample Indicators: Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

INTERPRETIVE LISTENING

Global Statement:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

Global Statement:

Novice Mid Learners can recognize some familiar Latin or Greek words and phrases when they hear them spoken.

Sample Indicators: Novice Mid Learners can

understand simple greetings

recognize and sometimes understand basic information phrases that they have memorized

recognize and sometimes understand words and phrases that they have learned for specific purposes

INTERPERSONAL MODE

INTERPERSONAL MODE

Global Statement:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Sample Indicators: Novice Low Learners can

greet peers

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Sample Indicators: Novice Low Learners can:

copy some letters and words that they see in various media.

write letters, words, and phrases that they've learned

label familiar people, places, and objects in visual media.

Global Statement:

Novice Mid Learners can write lists and memorized phrases in Latin or Greek on familiar topics.

PRESENTATIONAL SPEAKING

Global Statement:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using

single words or memorized phrases

Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

state the names of familiar people, places, and objects depicted visually using words or memorized phrases.

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Novice Learners

Learners create or propose simple cultural triangles connecting practices to associated products and perspectives (e.g., connecting dining rituals, foods, and social stratification).

Novice Learners in Middle School and High School

Learners use appropriate gestures in classroom interactions (e.g., greeting teacher at the start of class, using fingers to count).

Novice Learners at the Postsecondary Level

Learners observe, identify, and/or imitate simple patterns of behavior or interactions in various settings in the ancient world including public or private life.

Learners list and identify practices observed in visual representation or a text that are outcomes of perspectives of Roman or ancient Greek culture.

CONNECTIONS GOAL

Novice Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots.

Learners examine a family tree and specific family related vocabulary that may not have equivalents in their L1. Novice Learners in the College Level 2

COMPARISONS GOAL

Novice Learners in Middle School and High School

Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.

Learners compare word order in simple sentences of Latin or Greek to their native languages.

Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

COMMUNITIES GOAL

SCHOOL AND GLOBAL COMMUNITIES: To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world

Novice Learners

Learners explore English and Romance Language words that developed from Greek and Latin words.

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Critical Content & Skills

What students must KNOW and be able to DO

Students will:

- Understand Latin verb conjugations (1-4)
 - Identify which conjugation a verb belongs to

- Assimilate the patterns of stems and endings associated with verb conjugations (1-4).
- Conjugate regular Latin verbs in all persons in the present tense.
- Recognize the manner in which the English language expresses possession.
- Form the genitive case in Latin.
- Understand the implications of word order and word ending when expressing possession in Latin.
- Know the principal question words in Latin.
- Answer questions expressing time, means, and manner employing the ablative case.
- Build on previous content pertaining to slavery in the Ancient Roman world.
- Extract information from authentic sources regarding the treatment of slaves in Ancient Rome.
- Evaluate information from authentic sources to draw conclusions about Ancient Roman attitudes toward slavery.
- Compare and contrast attitudes toward slavery in slave cultures.
- Understand how people were named in Ancient Rome.
- Make a connection between the naming system of Ancient Romans and the patriarchal structure.
- Know and retell the origin story of Rome, Romulus, and Remus.
- Analyze the story of Romulus and Remus in order to deduce the qualities that were valued in Ancient Roman culture.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman treatment of slaves and traveling. Drill and practice using vocabulary pertaining to ancient Roman treatment of slaves and traveling. Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - genitive
 - question words
 - ablative
 - time
 - means
 - manner
 - present tense
 - verb conjugations
 - 1st, 2nd, 3rd, 3rd -io, 4th
- Identify English derivatives from the Latin vocabulary presented on ancient Roman treatment of slaves and traveling.
- Discuss
 - treatment of slaves
 - attitudes toward slavery
 - mythology
 - Romulus and Remus
 - naming system
- Research an Ancient Roman myth

Assessments

Verb Endings Practice

Formative: Other Visual Assessments

Students will recite and practice Latin verb endings through song. Students will also fill in verb conjugation charts.

Assessment on Chapters 8 - 12

Summative: Written Test

[CP Latin I Test 8-12.pdf](#)

Roman Family Tree

Formative: Visual Arts Project

Create a family tree using the Roman naming system.

Chapter 11 and 12 Vocabulary Quiz

Summative: Written Test

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J.

Chapter 11 & 12 Vocabulary Quiz.pdf

Mythology Project

Summative: Group Project

Students will work in groups to research a Roman myth and teach the class.

Quizlet.com

Peardeck.com

Gimkit.com

<https://www.youtube.com/watch?v=ILGAtx1pd0>

(2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

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The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

	<p>Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). <i>Ecce Romani: a Latin reading program</i>. Pearson.</p> <p>Pearson Prentice Hall. (n.d.). <i>Ecce Romani I: Language Activity Book</i> (Fourth).</p> <p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 1</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Conjuguemos</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, parts of speech 2. History - patriarchal societies, slave cultures 3. Philosophy - mythology 4. Sociology - values



Unit Planner: V - Raeda in Fossa

Latin I

Newtown High School / 2022-2023 / High School / World Languages / Latin I / Week 20 - Week 24

Last Updated: Tuesday, April 25, 2023 by Catherine Kimberly

V - Raeda in Fossa

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language

- Verb Tense
 - Present vs. Past

- Gender of Nouns

- Adjective Agreement

- Number Systems

- Numerals
- Numbers

- Transportation Systems

- Roads
- Vehicles

- Civic Values

- Historical Influence
- Educational Influence

Conceptual Lens

Historical Connections

G

Generalizations / Enduring Understandings

1. *Past* and *present verb tenses* convey time frames to clarify meaning.
2. *Gender* and *agreement* classify *nouns* and *adjectives* to establish meaning.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How does language convey action in the context of time? (F)
- 1b. What are the different ways languages convey past

3. *Numerals* and *numbers* provide the framework for *number systems*.

4. *Transportation systems* and their components (*roads* and *vehicles*) contribute crucial aspects to societal advancement.

5. The synthesis of *historical* events informs the evolution of societies' *civic* and *educational values*.

tense? (F)

1c. How does language convey repeated or continuous action? (C)

2a. How do languages utilize gender to classify parts of speech? (F)

2b. How do adjective agreement and noun gender lend structure to language? (C)

2c. What do we know about language and noun classification? (C)

3a. Where are Roman numerals used in contemporary life? (F)

3b. How do people count in Latin (F)

3c. How do Roman and Arabic numerals coexist in a modern context? (C)

3d. Why has the Roman numeral system endured? (P)

4a. What vehicles did the Romans use? (F)

4b. What were the functions of various Roman vehicles? (F)

4c. What does the ancient road system tell us about the Roman perspective? (C)

4d. How does transportation contribute to societal advancement? (C)

4e. What are the implications of Roman vestiges throughout the world with regard to cultural impact? (P)

5a. Who were the seven kings of Rome? (F)

5b. What modern organizations use Latin mottos? (F)

5c. What are Latin prefixes and suffixes used in English? (F)

5d. Why are Latin mottos prevalent? (C)

5e. What is the significance of the monarchy in Rome? (C)

5f. How can the parts of words be analyzed to construct

meaning? (C)

5g. What are the implications of the continued use of Latin mottos? (P)

5h. Why are classical studies important? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.

Sample Indicators: Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

Sample Indicators: Novice Mid Learners can

recognize words and phrases with the help of visuals

recognize Latin or Greek words and phrases when they associate them with things they already know

INTERPRETIVE LISTENING

Global Statement:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

INTERPERSONAL MODE

Sample Indicators: Novice Mid Learners can

list, name, and identify objects or actions in a reading or cultural lesson

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Sample Indicators: Novice Low Learners can:

copy some letters and words that they see in various media.

write letters, words, and phrases that they've learned

Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Novice Learners

Learners create or propose simple cultural triangles connecting practices to associated products and perspectives (e.g.,

connecting dining rituals, foods, and social stratification).

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Novice Learners

Learners identify and observe tangible products of Roman or ancient Greek culture (e.g., toys, dress, homes, monuments, currency, and images of famous people).

Novice Learners in Middle School and High School

Learners identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture.

Learners make simple cultural triangles connecting products to associated practices and possible perspectives.

CONNECTIONS GOAL

Novice Learners in Middle and High School

Learners identify and label cities, topographical features, and historical events on maps.

Novice Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots.

Learners access an ancient or pre-modern map labeled in Greek or Latin and discuss different attitudes toward geography and the organization of space.

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence

Novice Learners

Learners cite and use examples of words in Latin or Greek that are similar to their native languages.

Learners identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them.

Novice Learners in Middle School and High School

Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.

Learners compare word order in simple sentences of Latin or Greek to their native languages.

Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

Novice Learners in Middle School and High School

Learners compare tangible products (e.g. clothing, food, household items, toys, portraiture, architecture) of cultures studied and their own.

Learners compare stories from their own culture to those in the cultures studied (e.g. Olympics, myths and stories)

COMMUNITIES GOAL

SCHOOL AND GLOBAL COMMUNITIES: To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world

Novice Learners

Learners explore English and Romance Language words that developed from Greek and Latin words.

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Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Students will:

- Identify present and imperfect tenses in reading.
- Conjugate regular Latin verbs in all persons in the imperfect tense.
- Conjugate irregular verbs (esse and posse) in the imperfect tense.
- Form the 1st and 2nd Declension of neuter nouns.
- Identify gender of nouns and adjectives.
- Recognize adjective agreement in reading.
- Understand how adverbs work in Latin.
- Count to ten in Latin.
- Associate Roman numerals with Arabic numerals.
- Know types of Roman vehicles and their uses.
- Explain the purpose and result of the road system throughout the Ancient Roman Empire.
- Name the seven kings of Rome.
- Synthesize the contributions of the kings of Rome to Roman societal values and beyond.
- Make a connection between the prevalence of Latin mottos visible today and the value placed on classical knowledge throughout history.
- Break words apart into their roots, prefixes, and suffixes to put them together to discover meaning.

Core Learning Activities

- Listen to and read aloud Latin passages describing Ancient Roman transportation .
- Drill and practice using vocabulary pertaining to Ancient Roman transportation.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards):
 - unit vocabulary
 - neuter nouns
 - adjective agreement
 - adverbs
 - imperfect tense
 - Imperfect tense (esse and posse)
- Identify English derivatives from the Latin vocabulary presented on ancient Roman transportation.
- Identify prefixes, suffixes, and roots of Latin and English words
- Discuss
 - the seven Kings of Rome
 - the types of Roman vehicles
 - the ancient Roman road network
 - the Roman number system
 - the contemporary use of Latin mottos
- Research Latin mottos

Assessments

Motto Project

Summative: Group Project

After learning about Latin mottos and their modern prevalence/relevance, students will create their own Latin motto and explain what group it represents and why. Students will create a visual representation and a written representation.

Vocabulary Quiz

Summative: Written Test



[Chapter 14 Vocabulary Quiz](#)

Vocabulary Practice

Formative: Other Visual Assessments

Practice topical vocabulary pertaining to this unit.

https://quizlet.com/_9szyz7?x=1jqt&i=35h0x2

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Vocabulary Review

Formative: Other Visual Assessments

Blooket review of vocabulary.

<https://www.blooket.com/set/62432cb7b06c08109ee4f7ec>

[Chapter 16: Why is Sextus a Pest?](#)

[Gimkit](#)

[Blooket](#)

[Quizlet](#)

[PearDeck](#)

[Latin phrases commonly used in English](#)

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

[Quizlet](#)

[Gimkit](#)

[Peardeck](#)

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

	<p>Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). <i>Ecce Romani: a Latin reading program</i>. Pearson.</p> <p>Pearson Prentice Hall. (n.d.). <i>Ecce Romani I: Language Activity Book</i> (Fourth).</p> <p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 1</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Conjuguemos</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, parts of speech prefixes, suffixes, verb tenses, adverbs, outlines 2. History - ancient roads, ancient vehicles, transportation, kings of Rome, cultural cross-pollination 3. Philosophy - mottos 4. Sociology - values, political systems 5. Math - Number systems



Unit Planner: VI - Ad Cauponam Latin I

Monday, May 4, 2022 11:18 AM

Newtown High School / 2022-2023 / High School / World Languages /
Latin I / Week 25 - Week 29

Last Updated: Tuesday, June 21, 2022 by
Catherine Kimberly

VI - Ad Cauponam

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

-Irregular verbs

- present tense
- imperfect tense
- Patterns

-Perfect Tense

- - Meaning
 - Perfect vs. Imperfect

-Adjective Agreement

- - Number
 - Gender
 - Case

-Derivatives

- Suffixes

-Mythology

- Heroes
- Conflict-resolution
- Morals

-Travel Accommodations

- Conditions
- Hazards
- Sources

Conceptual Lens

Authentic Sources (of historical knowledge)

G

Generalizations / Enduring Understandings

1. Focusing on *patterns* helps the brain process and retrieve *irregular verb* forms.
2. *Perfect* and *imperfect verb tenses* convey various actions in the past to clarify *meaning*.
3. *Number, gender, and case agreement* connects nouns and adjectives to establish *meaning*.
4. *Derivatives* and *suffixes* exemplify connections across languages.
5. *Mythology* illustrates a culture's *moral* code with respect to *conflict-resolution* through the depiction of *heroes*.
6. *Authentic sources* reveal the *conditions* and *hazards* of *travel accommodations* of a culture and time period.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What patterns exist in irregular verb formation? (F)
- 1b. How does recognizing patterns assist the cognitive process of learning and retrieving verb forms? (C)
- 2a. What are the differences in meaning and formation between the imperfect and perfect tenses in Latin? (F)
- 2b. What are the different ways to convey continuous action in the past vs. completed action in the past? (C)
- 3a. What does adjective agreement mean in Latin? (F)
- 3b. How does Latin adjective agreement clarify the meaning within 3c. a sentence? (F)
- 3d. Why is word order important in English? (C)
- 3e. How is Latin word order different from English word order? (C)
- 4a. Where are Latin derivatives and suffixes commonly seen? (F)
- 4b. How can derivatives and suffixes be helpful outside of Latin study? (C)
- 5a. What are some present day and historical heroes? (F)
- 5b. What are the traits of a hero? (C)
- 5c. How does mythology create an enduring representation of a culture's values? (C)
- 5d. How do the traits of heroes reflect the morals and values of their society at that time? (P)
- 6a. Where does information about Ancient Rome come from? (F)

6b. What is the process of arriving at information based on 6c. inferences of incomplete authentic sources? (C)

6c. How does potential bias affect understanding of sources? (C)

6d. How does one's socioeconomic status impact their judgement of travel accommodations? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.

Sample Indicators: Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

Global Statement:

Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.

Sample Indicators: Novice Mid Learners can

recognize words and phrases with the help of visuals

recognize Latin or Greek words and phrases when they associate them with things they already know

INTERPRETIVE LISTENING

Global Statement:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

INTERPERSONAL MODE

INTERPERSONAL MODE

Global Statement:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Sample Indicators: Novice Low Learners can

greet peers

introduce self to someone

answer simple questions about a familiar topic in single words or short phrases

PRESENTATIONAL MODE

Sample Indicators: Novice Low Learners can:

copy some letters and words that they see in various media

write letters, words, and phrases that they've learned

PRESENTATIONAL SPEAKING

Global Statement:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases

Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

state the names of familiar people, places, and objects depicted visually using words or memorized phrases.

introduce self to group using words or memorized phrases.

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Novice Learners

Learners use appropriate gestures and oral expressions for greeting, leave takings, and common classroom or social interactions (e.g., please, thank you, may I,...).

Novice Learners in Middle School and High School

Learners identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture.

Learners listen to and/or read short poems, stories, and plays from the Roman or ancient Greek culture, identifying the author and place of origin.

CONNECTIONS GOAL**Novice Learners in Middle and High School**

Learners identify different text types and genres which they encounter in their Latin or Greek class.

Learners identify and explain mythology, historical, and cultural images on pottery, temples, and tombs

Novice Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots.

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence

Novice Learners

Learners cite and use examples of words in Latin or Greek that are similar to their native languages.

Learners identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them.

Novice Learners in Middle School and High School

Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.

Learners compare word order in simple sentences of Latin or Greek to their native languages.

Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

COMMUNITIES GOAL

SCHOOL AND GLOBAL COMMUNITIES: To communicate and interact with cultural competence in order to participate in communities of Latin or Greek learners at home and around the world

Novice Learners

Learners explore English and Romance Language words that developed from Greek and Latin words.

Critical Content & Skills

What students must **KNOW and be able to DO**

Students will:

- Identify present and imperfect tenses of irregular verbs in reading.
- Conjugate irregular Latin verbs in all persons in the present and imperfect tense.
 - velle, nolle, ferre, ire
- Recognize adjective agreement of 3rd declension adjectives with nouns of other declensions in reading.
- Use and form 3rd declension adjectives.
- Identify imperfect and perfect tenses of regular verbs in reading.
- Form perfect tense of regular verbs.
- Understand the importance of the following stories and what they convey about Roman culture and values
 - Horatii and Curiatii
 - Horatius
 - Mucius Scaevola
 - Cloelia
 - Cincinnatus
- Understand what travel accommodations were like for the Ancient Romans.
- Understand authentic sources of information on Roman Life
 - Graffiti of Pompeii
 - Horace
 - Seneca
- Break words apart into their roots, prefixes, and suffixes to put them together to discover meaning.

Core Learning Activities

- Listen to and read aloud Latin passages describing ancient Roman travel accommodations.
- Drill and practice using vocabulary pertaining to ancient Roman travel accommodations.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards):
 - unit vocabulary
 - 3rd declension adjectives
 - adjective agreement
 - perfect tense
 - Present and Imperfect tense (velle, nolle, ferre, ire)
- Identify English derivatives from the Latin vocabulary presented on ancient Roman travel accommodations.
- Identify prefixes, suffixes, and roots of Latin and English words
- Discuss
 - Horatii and Curiatii
 - Horatius
 - Cloelia
 - Mucius Scaevola
 - Cincinnatus
 - types of Roman travel accommodations
 - authentic sources of historical information
- Research legendary Roman heroes

Assessments

Reading Comprehension Quiz

Summative: Written Test

Students will be given a reading passage in Latin that they have not seen before. They will need to translate a portion into English and answer questions in Latin and English.

Cumulative Vocabulary Practice

Formative: Other written assessments

Gimkit vocabulary Chapters 1 - 19

Vocabulary Review

Resources

Professional & Student

Professional Resources

Print resources:

Formative: Other written assessments

<https://quizlet.com/9xp4rt?x=1jqt&i=35h0x2>

Legendary Heros Movie Poster

Summative: Visual Arts Project

Students will create a movie poster based on one of the heroes of Rome. The project will include a Latin name for their movie, a brief overview of the plot, and a visual product that they will present to the class.

[Gimkit](#)

[Blooket](#)

[Quizlet](#)

[PearDeck](#)

[Do We Stay at an Inn? Chapter 17](#)

[Horatii and Curiatii](#)

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

[Quizlet](#)

[Gimkit](#)

[Peardeck](#)

[Ecce Romani I online access](#)

<https://sso.rumba.pk12ls.com>

Students' Resources

	<p>Print resources:</p> <p>Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). <i>Ecce Romani: a Latin reading program</i>. Pearson.</p> <p>Pearson Prentice Hall. (n.d.). <i>Ecce Romani I: Language Activity Book (Fourth)</i>.</p> <p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 1</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Conjuguemos</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, prefixes, suffixes, part of speech, verb tenses 2. History - ancient travel accommodations, ancient heroes, primary sources, source bias 3. Philosophy - moral code 4. Sociology - values, socioeconomic status, conflict-resolution



Unit Planner: VII - Fortasse Est Somnium Latin I

Tuesday, May 4, 2023, 11:17AM

Newtown High School / 2022-2023 / High School / World Languages / Latin I / Week 30 - Week 33

Last Updated: Tuesday, April 25, 2023 by Catherine Kimberly

VII - Fortasse Est Somnium

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language
 - relative clauses
- Parts of speech
 - verbs
 - Infinitive
 - indirect object
 - function
- Dictionary
 - tools
 - standardization
- Origin of Words
 - Cognates
 - Derivatives
- Cultural perspective
 - hospitality
- Governmental structure
 - roles/responsibilities
 - domestic/foreign
- Foreign expansion
 - justification
 - methods

Conceptual Lens

Governing Systems

G

Generalizations / Enduring Understandings

1. *Relative clauses* render *language* more sophisticated by combining ideas.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What are independent and subordinate clauses? (F)

2. Language employs verb infinitives as a variety of parts of speech.
3. An *indirect object functions* as a means of giving additional information about the action in a sentence.
4. A *standardized format* provides *dictionaries* with *tools* for ease of use.
5. *Cognates* and *derivatives* demonstrate the correspondence between languages and illuminate the *origins of words*.
6. *Cultural perspectives* shape a society's approach to *hospitality*.
7. Societies structure *governmental systems* with specific *roles* and *responsibilities* to address *domestic* and *foreign* issues.
8. Civilizations use a variety of methods and justifications for foreign expansion.

- 1b. How does a relative clause function as a modifier in a sentence? (F)
- 1c. Why is sophisticated use of language important? (C)
- 2a. How does language use infinitives? (F)
- 2b. How can people compare the use of infinitives in different languages? (C)
- 3a. How do indirect objects function in a sentence? (F)
- 3b. How does the dative case compare to the use of indirect objects in other languages? (C)
- 4a. What information about language do dictionaries provide? (F)
- 4b. How do dictionaries organize information about a language? (F)
- 4c. Why are dictionaries important? (P)
- 5a. What is a cognate? (F)
- 5b. What is a derivative? (F)
- 5c. How do languages evolve? (C)
- 5d. How do people identify cognates and derivatives? (C)
- 6a. How does culture shape expectations with regard to hospitality? (C)
- 7a. How are governments structured? (F)
- 7b. What roles and responsibilities are created within governmental structures? (C)
- 7c. What are the implications of governmental structure on domestic and foreign policy? (P)
- 8a. What are the justifications for foreign expansion? (F)
- 8b. What motives do governments use to justify expansion? (C)
- 8c. What are the benefits and consequences of expansion on both sides? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.

Sample Indicators: Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

Global Statement:

Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.

Sample Indicators: Novice Mid Learners can

recognize words and phrases with the help of visuals

recognize Latin or Greek words and phrases when they associate them with things they already know

INTERPRETIVE LISTENING

Global Statement:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

INTERPERSONAL MODE

INTERPERSONAL MODE

Global Statement:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Sample Indicators: Novice Low Learners can

greet peers

introduce self to someone

answer simple questions about a familiar topic in single words or short phrases

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Sample Indicators: Novice Low Learners can:

copy some letters and words that they see in various media.

write letters, words, and phrases that they've learned

label familiar people, places, and objects in visual media.

PRESENTATIONAL SPEAKING

Global Statement:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases

Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

state the names of familiar people, places, and objects depicted visually using words or memorized phrases.

introduce self to group using words or memorized phrases.

CULTURES GOAL

Novice Learners in Middle School and High School

Learners identify cultural products, their purposes, and their basic significance in Roman or ancient Greek culture.

CONNECTIONS GOAL

Novice Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots.

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence

Novice Learners

Learners cite and use examples of words in Latin or Greek that are similar to their native languages.

Learners identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them.

Novice Learners in Middle School and High School

Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.

Learners compare word order in simple sentences of Latin or Greek to their native languages.

Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

COMMUNITIES GOAL

SCHOOL AND GLOBAL COMMUNITIES: To communicate and interact with cultural competence in order to participate in communities of Latin or

Greek learners at home and around the world

Novice Learners

Learners explore English and Romance Language words that developed from Greek and Latin words.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will:

- Identify infinitive forms of regular verbs in sentences.
- Recognize subordinate clauses and be able to translate them into English.
- Use principal parts of verbs.
- Identify the dative case and indirect object.
- Understand the importance and impact of Roman hospitality on the ancient and modern worlds.
- Understand the government structure during the Roman Republic
 - consul
 - senate
 - army
- Understand what encounters with other civilizations were like for the Ancient Romans
 - Gaul
 - Germany
 - Inscriptions
 - Britain

- Break words apart into their roots, prefixes, and suffixes to put them together to discover the meaning

Core Learning Activities

- Listen to and read aloud Latin passages describing ancient Roman hospitality.
- Drill and practice using vocabulary pertaining to ancient Roman hospitality.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards):
 - unit vocabulary
 - subordinate clauses (dum)
 - infinitive
 - complementary
 - impersonal
 - as a subject
 - accusative
 - principal parts (1st, 2nd, 3rd, 4th)
 - dative case
 - derivatives from 4th principal parts
- Identify English derivatives from the Latin vocabulary presented on ancient Roman hospitality.
- Identify prefixes, suffixes, and roots of Latin and English words
- Discuss
 - Roman hospitality
 - Roman Republic
 - Governmental Structure
 - Consulship
 - Army
 - Northern Europe
 - Gaul
 - Germany
 - Britain
- Research a part of the modern world whose government the Romans influenced.

Assessments

Vocabulary Quiz

Summative: Written Test

Students will read Latin words and write their meaning in English.

[Latin Chapter 21 Vocabulary Quiz.pdf](#)

Reading Comprehension Quiz

Summative: Written Test

Students will read a passage in Latin and respond to questions in Latin.

Northern Europe Questions

Formative: Other Visual Assessments

Students will respond to discussion questions both in a written format and a verbal discussion.

[Frontier Life I Rome and Northern Europe.pdf](#)

Principal Parts

www.quizlet.com

www.blooket.com

www.peardeck.com

www.gimkit.com

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

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(2020). *Suburani. a Latin reading course.*

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Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program.* Pearson.

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	<p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 1</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Conjuguemos</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, abbreviations 2. History - Gaul, Germany, Britain, Governmental structure, armies 3. Philosophy - hospitality 4. Sociology - values,



Unit Planner: VIII - In Urbe Romae Latin I

Thursday, May 4, 2023 11:18AM

Newtown High School / 2022-2023 / High School / World Languages / Latin I / Week 34 - Week 38

Last Updated: Tuesday, April 25, 2023 by Catherine Kimberly

VIII - In Urbe Romae

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language
 - Tense
 - Time
 - Action
 - Context
- Grammatical Construct
 - Cause
 - Effect
 - Part
 - Whole
- Classification
 - Nouns
 - Organization
- Physical Structures
 - Information
 - Historical motivations
 - Customs
- Expansion
 - Assimilation
 - Value System

Conceptual Lens

Geographic expansion

G Generalizations / Enduring Understandings

1. Tense places *action* in the *context of time*.
2. Various *grammatical constructs* establish *cause and effect* in *language*.
3. *Language* expresses *part of a whole* by means of various *grammatical constructs*.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How does language convey action in the context of time? (F)
- 1b. What are the ways languages convey past tense? (F)
- 1c. How does the pluperfect tense assist in ordering two

4. Languages organize nouns into classifications as a means of creating structure.

5. Physical structures offer information about historical motivations and customs.

6. A civilization's *value system* both shapes and is shaped by its approach to geographic *expansion* and cultural *assimilation*.

actions in the past? (C)

2. How is the ablative case used to express the means by which an action is carried out? (F)

3a. How is the genitive case used to express part of a whole? (F)

3b. How do languages express part of a whole? (C)

4a. What are the categories of nouns? (F)

4b. How do cases lend flexibility to sentence word order? (C)

4c. How can flexibility of word order impact meaning? (C)

5a. What vestiges of Roman society remain today? (F)

5b. How are artifacts from the past unearthed and explored for their significance? (C)

5c. Is archeology an important field of study? (P)

6a. What factors shape a society's decision to expand? (F)

6b. How does a society's approach to expansion shape its history? (C)

6c. How does a society's approach to expansion impact the world? (P)

6d. Does the study of historical imperialism help people understand today's world? How?(P)

6e. What are the cultural and societal impacts of a dominant power on conquered peoples? And are these effects positive or negative? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read. For Greek, they can also recognize most Greek letters.

Sample Indicators: Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

Global Statement:

Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.

Sample Indicators: Novice Mid Learners can

recognize words and phrases with the help of visuals

recognize Latin or Greek words and phrases when they associate them with things they already know

INTERPRETIVE LISTENING

Global Statement:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Sample Indicators 1: Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

Sample Indicators: Novice Mid Learners can

understand simple greetings

recognize and sometimes understand basic information phrases that they have memorized

recognize and sometimes understand words and phrases that they have learned for specific purposes

INTERPERSONAL MODE

INTERPERSONAL MODE

Global Statement:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Sample Indicators: Novice Low Learners can

greet peers

introduce self to someone

answer simple questions about a familiar topic in single words or short phrases

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Sample Indicators: Novice Low Learners can:

write letters, words, and phrases that they've learned

label familiar people, places, and objects in visual media.

PRESENTATIONAL SPEAKING

Global Statement:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases

Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

state the names of familiar people, places, and objects depicted visually using words or memorized phrases.

introduce self to group using words or memorized phrases.

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence

Novice Learners

Learners cite and use examples of words in Latin or Greek that are similar to their native languages.

Learners identify cognates and derivatives between Latin or Greek and their native languages and cite the patterns that connect them.

Novice Learners in Middle School and High School

Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.

Learners compare word order in simple sentences of Latin or Greek to their native languages.

Learners report differences and similarities between the sounds and writing systems of their own languages and Latin or Greek.

Novice Learners in Middle School and High School

Learners compare stories from their own culture to those in the cultures studied (e.g. Olympics, myths and stories)

COMMUNITIES GOAL

SCHOOL AND GLOBAL COMMUNITIES: To communicate and interact with cultural competence in order to participate in communities of Latin or

Greek learners at home and around the world

Novice Learners

Learners explore English and Romance Language words that developed from Greek and Latin words.

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Critical Content & Skills

What students must KNOW and be able to DO

Students will:

- Identify future, pluperfect, and future perfect tenses of regular verbs in reading.
- Conjugate regular Latin verbs in all persons in all tenses (present, imperfect, future, perfect, pluperfect, future perfect).
- Recognize ablative of cause and be able to translate the ablative into English.
- Use and form 4th and 5th declension nouns.
- Identify and translate partitive genitive.
- Understand the importance and impact of Roman progress on the ancient world and the world.
 - Aqueducts
 - Architecture
 - Augustus
 - Porta Capena
- Understand what encounters with other civilizations were like for the Ancient Romans.
 - North Africa
 - Punic Wars
- Understand authentic sources of information from the Romans that exist to this day.
 - Inscriptions
 - Abbreviations
- Break words apart into their roots, prefixes, and suffixes to put them together to discover the meaning.

Core Learning Activities

- Listen to and read aloud Latin passages describing ancient Roman city life.
- Drill and practice using vocabulary pertaining to ancient Roman city life.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards):
 - unit vocabulary
 - 4th and 5th declension nouns
 - ablative of cause

- partitive genitive
- future tense
- pluperfect tense
- future perfect tense
- Identify English derivatives from the Latin vocabulary presented on ancient Roman city life.
- Identify prefixes, suffixes, and roots of Latin and English words.
- Discuss
 - Aqueducts
 - Architecture
 - Porta Capena
 - Augustus
 - North Africa
 - Punic Wars (1&2)
 - Cultural Assimilation
 - Inscriptions
 - Abbreviations
- Research areas outside of Rome within the Roman Republic and Roman Empire.

Assessments

Vocabulary Review

Summative: Other Visual Assessments

Students will review and practice the vocabulary they have learned so far.

Perfect System Practice

Formative: Other written assessments

Group Project

Students will practice working with the Perfect, Pluperfect, and Future Perfect tenses.

Perfect System Quiz

Summative: Written Test

Assess students understanding of the perfect tenses.

[Perfect System Quiz Latin I.pdf](#)



[Aqueducts Response](#)



[The Punic Wars Culture Reading](#)

www.quizlet.com

www.gimkit.com

www.blooket.com

Resources

Professional & Student

Professional Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company,

1989

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.

Pearson Prentice Hall. (n.d.). *Ecce Romani I: Language Activity Book* (Fourth).

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 1, edited

Technology resources:

	<p>Quizlet</p> <p>Conjuguemos</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, part of speech, verb tenses 2. History - ancient city life, ancient technology, ancient warfare, geography, architecture, public works 3. Philosophy - assimilation 4. Sociology - values, cultural assimilation 5. Math/Business - architecture



Latin II

3 Curriculum Developers | Last Updated: Wednesday, Apr 26, 2023 by Kimberly, Catherine

Unit Calendar by Year

Unit	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
I - Venite ad Cenam	0																																						
II - Res Optima	0																																						
III - Ad Scholam	0																																						
IV - Iturus ad Thermas	0																																						
V - Otium et Ludi ad Circum...	0																																						
VI - Circulus Vitae	0																																						

6 Units found

Previous Year



Unit Planner: I - Venite ad Cenam Latin II

Thursday, May 4, 2023 11:26AM

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Week 1 - Week 6

Last Updated: Wednesday, April 26, 2023 by Catherine Kimberly

I - Venite ad Cenam

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Voice
 - Active
 - Passive

- Relative Clauses
 - Relative Pronouns

- Adjectives/Pronouns
 - Demonstrative
 - Indefinite

- Verbs
 - Prefixes

- Food
 - Dining customs
 - Recipes
 - Menus

- Urban Organization
 - Fires
 - Firefighting
 - Dense

- Politics
 - Conflict
 - Reform

Conceptual Lens:

Urban Life

G
Generalizations / Enduring Understandings

1. Language uses *active* and *passive voice* as a device

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

to influence meaning.

2. *Relative pronouns* expand the usage of *relative clauses* and increase their versatility to enhance meaning.

3. *Demonstrative adjectives, demonstrative pronouns, and indefinite adjectives* add clarity to improve communication.

4. *Verbs* take on *prefixes* to modify meaning.

5. *Recipes, menus, and dining customs* reveal the *food products and practices* of a culture.

6. The *dense* nature of *urban configuration* necessitates addressing *fires and firefighting*.

7. *Political conflict* precipitates *reform*.

1a. How is the passive voice formed? (F)

1b. What is the concept of active vs. passive voice in language? (C)

1c. What is the impact of the use of voice on the nuance of meaning in a sentence? (C)

2a. What are the relative pronouns in Latin? (F)

2b. How are relative pronouns combined with other parts of speech to create adjectival clauses across languages? (C)

3a. What are the demonstrative adjectives and pronouns? (F)

3b. What are the indefinite adjectives? (F)

3c. How are demonstrative adjectives, demonstrative pronouns, and indefinite adjectives used to clarify meaning? (C)

4a. What is a compound verb? (F)

4b. How does adding a prefix to a verb change the meaning? (C)

4c. How can knowledge of common Latin verb prefixes aid in decoding English words? (C)

5a. What types of food did the Romans eat? (F)

5b. How and where did the Romans shop for food? (F)

5c. What do recipes and menus reveal about a culture? (C)

5d. What do dining customs reveal about a culture? (C)

5e. What can food products and practices tell us about the class system of a society? (P)

6a. What types of housing existed within the city of Rome? (F)

6b. What is the origin of firefighting? (C)

7a. Who were the central figures of the Roman Republic? (F)

7b. What was the nature of major political conflicts in the Ancient Roman Republic? (F)

7c. What was the progression of events by which conflict resolution ultimately led to social, political, and

economic reform in Rome? (C)

7d. Has the concept of political conflict resolution changed over time? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals

use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

describe people, activities, events, experiences directly related to themselves or to Roman and Greek culture/history

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Intermediate Learners

Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

Intermediate Learners in Middle School and High School

Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

Intermediate Learners in Middle School and High School

Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Learners research houses in the Greek or Roman world and compare them to homes in the United States.

Intermediate Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied

by those roots

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence

Intermediate Learners in Elementary School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners compare word order in increasingly complex Latin or Greek sentences to their native languages.

Learners notice how different time frames are expressed in Latin or Greek and their own.

Intermediate Learners in Middle School and High School

Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature, visual arts, music) by analyzing selected products from the cultures studied and their own.

Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries)

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will:

- Understand active and passive voice.
 - Formation
 - Meaning
 - Latin to English Translation
 - Implications of usage on emphasis

- Recognize relative pronouns and clauses in Latin readings.
- Identify demonstrative adjectives, demonstrative pronouns, and indefinite adjectives in Latin readings.
- Extract information from compound verbs in English and Latin based on the meaning of the prefix and root word.
- Evaluate information from authentic sources to draw conclusions about Roman dining products and practices.
- Compare and contrast Ancient Roman foods and dining practices with those of their own cultures.
- Compare and contrast urban and rural housing types in Ancient Rome.
- Make connections between the nature of urban housing and the threat of fire.
- Know the central political figures from the Roman Republic.
- Understand the reasons for political conflict during the Roman Republic.
- Discuss the ways in which political conflict leads to reform.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman urban life.
- Drill and practice using vocabulary pertaining to ancient Roman urban life.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - relative pronouns/clauses
 - demonstrative adjectives/pronouns
 - indefinite adjectives
 - compound verbs
 - passive voice
 - present
 - imperfect
 - future
 - perfect

- pluperfect
- future perfect
- infinitive
- participles
- Identify English derivatives from the Latin vocabulary presented on ancient Roman urban life.
- Discuss
 - shopping in the forum
 - housing types
 - townhouses
 - apartments
 - fires/firefighting
 - Roman formal dinners
 - recipes
 - menus
 - Politics during the Roman Republic
 - conflicts
 - reforms

Assessments

Active and Passive Voice Practice

Formative: Other written assessments

Students will identify active and passive verbs as well as subjects.

[Chapter 29.pdf](#)

Compound Verb Practice

Formative: Group Project

Students are exploring compound verbs and their parts. They are also practicing translating sentences with compound verbs.

[Chapter 29 Exercise 29h.pdf](#)

Unit Test

Summative: Other written assessments

This includes vocabulary, derivatives, reading comprehension, translation, and culture.

[\[Template\] Latin II Honors Test.pdf](#)

[Latin II CP Test 28 - 33.pdf](#)

Vocabulary Quiz

Summative: Other written assessments

Short assessment of vocabulary knowledge

[Chapter 28 & 29 with word bank Vocabulary Quiz.pdf](#)

[Chapter 28 & 29 Vocabulary Quiz.pdf](#)

www.quizlet.com

www.blooket.com

www.gimkit.com

Resources

Professional & Student

Professional Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani II Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited by Gilbert Lawall, Addison-Wesley Publishing Company,

1989

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

	<p><i>The Romans Speak for Themselves, Book 2</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Blooket</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, adjectives, pronouns, passive voice 2. History - ancient city life, fires; American Government 3. Sociology - conflict resolution, urban life 4. Culinary - food, menus, recipes



Unit Planner: II - Res Optima Latin II

Thursday, May 4, 2023, 11:22AM

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Week 7 - Week 13

Last Updated: Wednesday, April 26, 2023 by Catherine Kimberly

II - Res Optima

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Degrees of Adjectives
 - Comparison
 - Nouns
- Degrees of Adverbs
 - Comparison
 - Action
- Verbs
 - Pattern
 - Conjugation
- Cultural Practices
 - Leisure
 - Gathering
 - Values
- Political Systems
 - Opposition
 - Demise
- Correspondence
 - Convention
- Textiles
 - Production
 - Methods
- Education
 - Systems
 - Children

Conceptual Lens:

Communication

G

Generalizations / Enduring Understandings

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. Degrees of adjectives express comparison of nouns.
2. Degrees of adjectives express comparison of action.
3. Languages include *verbs* that do not follow regular *patterns of conjugation*.
4. The *cultural practices* of a society's *leisure gatherings* reveal its *values*.
5. *Political systems* face *opposition* which can lead to their *demise*.
6. Cultures devise *conventions* with regard for written *correspondence*.
7. Cultures develop *production methods* for *textiles*.
8. Societies establish *education systems* for *children*.

- 1a. How are comparative and superlative adjectives formed in Latin? (F)
- 1b. What linguistic devices do people use to compare nouns? (F)
- 2a. How are comparative and superlative adverbs formed in Latin (F)
- 2b. What linguistic device do people use to compare action? (C) is it only 1 device?
- 3a. What is a deponent verb? (F)
- 3b. How are deponent verbs formed in Latin? (F)
- 3c. How do deponent verbs function? (C)
- 3d. Why do deponent verbs exist? (P)
- 4a. What did Roman social gatherings look like? (C)
- 4b. What does a *comissatio* reveal about the cultural values of Ancient Rome? (P)
- 5a. What are the events that led to the collapse of the Roman Republic? (F)
- 5b. What types of opposition do political systems face? (C)
- 5c. Does political opposition lead to systemic demise? How? (P)
- 6a. How do people express dates in writing in different cultures? (F)
- 6b. What conventions are associated with written communication? (C)
- 6c. What can a society's correspondence format divulge about its values? (P)
- 7a. What textile production methods did the Romans use? (F)
- 7b. Who was involved in textile production? (F)
- 7c. Why are textiles an essential product in all cultures? (C)
- 8a. What was the educational system for children in Rome? (F)
- 8b. What can an educational system disclose about the values of a culture? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

understand messages in which the writer tells or asks them about familiar topics

read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals

use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Global Statement:

Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

Sample Indicators: Intermediate High Learners can

understand accounts of familiar events or experiences

usually follow short, written descriptions or instructions supported by visuals

understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events

sometimes deduce meaning of unfamiliar Latin or Greek words from context

sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

PRESENTATIONAL MODE

Sample Indicators: Intermediate Mid Learners can

write messages and announcements

write a short paragraph about something they have learned or researched

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

Intermediate Learners in Middle School and High School

Learners compare educational practices, subject matter, and attitudes toward school in the cultures studied to their own.

Learners compare entertainment and leisure options in the cultures studied and their own.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will:

- form the comparative and superlative of adjectives in Latin.
- form the comparative and superlative of adverbs in Latin.
- make connections between degrees of adjective and adverb usage in Latin and English.
- interpret the meaning of quam based on context.
- form deponent verbs.
- recognize and appropriately translate deponent verbs in writing.
- make connections between the cultural gatherings of Romans and their values system.
- understand the factors contributing to the fall of the Roman Republic.
- discuss the ways in which political conflict leads to systemic collapse.
- understand the basis for the Roman calendar system.
 - major changes in the system during the Roman Empire
- know the special days that functioned as place markers in the Roman months.
- know the days of the week.
- express dates in the style appropriate for formal correspondence.
- know the appropriate openings and closings for formal correspondence.
 - compare to their own culture
- understand the textile production methods of Ancient Rome.
- compare and contrast the Roman primary education system with that of their own culture.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman communication.
- Drill and practice using vocabulary pertaining to ancient Roman communication.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - degrees of adjectives
 - quam
 - degrees of adverbs
 - deponent verbs
- Identify English derivatives from the Latin vocabulary presented on ancient Roman communication.
- Discuss
 - cultural gatherings
 - collapse of the Roman Republic
 - Roman calendar
 - Roman correspondence
 - weaving practices
 - Roman education
- Create
 - formal Latin letter

- o a calendar of a Roman month

Assessments

Degrees of Adverbs Worksheet

Formative: Written Report

Students work in groups or independently practicing with positive, comparative, and superlative adverbs in Latin and English.

[Adverbs.pdf](#)

Degrees of Adjectives Quiz

Summative: Other written assessments

[Honors Latin II Degrees of Adjectives Quiz.pdf](#)

[\[Template\] CP Latin II Degrees of Adjectives Quiz.pdf](#)

Degrees of Adjectives Poster

Summative: Personal Project

Students create a poster with original Latin sentences and visuals.

[Degrees of Adjectives Poster Project.pdf](#)

www.quizlet.com

www.blooket.com

www.gimkit.com

[Roman Dates.pdf](#)

[Functional Chunk Days of the Week \(1\).pdf](#)

Resources

Professional & Student

Professional Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani II Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company, (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book (Fourth).*

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited

Technology resources:

Quizlet

Blooket

Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

1. English - vocabulary, cognates, derivatives, adjectives, adverbs, passive/active voice, letter writing
2. History - cultural gatherings, dates, the collapse of the Roman Republic, education
3. Sociology - Roman education, cultural gatherings, leisure
4. Math - calculating dates and years
5. Art - textile production
6. Science - calendars, dates



Unit Planner: III - Ad Scholam Latin II

Newtown High School / 2022-2023 / High School / World Languages /
Latin II / Week 14 - Week 20

Last Updated: Thursday, June 23, 2022 by
Catherine Kimberly

III - Ad Scholam

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Place
 - Conventions
- Time
 - Action
 - Expression
- Adjectives
 - Information
 - Nouns
- Suffix
 - Language
 - Meaning
- Past
 - Tense
 - Action
- Number systems
 - Counting
 - Ordering
- Education
 - Systems
 - Children
- Geography
 - Maps
 - Context
 - Education
- Literary Figures
 - Culture
- Political System
 - Collapse

- Formation
- Origin of Words
 - Cognates
 - Derivatives
- Piracy
 - Value system
 - Time

Conceptual Lens:

Educational Systems

G

Generalizations / Enduring Understandings

1. Languages establish *conventions* to express proximity to a *place*.
2. Linguistic *expressions* place *action* in the context of *time*.
3. Verbal *adjectives* modify *nouns* to add *information* to a sentence.
4. *Languages* add *suffixes* to the end of words to alter *meaning*.
5. Languages express *past action* by means of *tenses*.
6. *Number systems* provide a means of *counting* and *ordering things*.
7. *Societies* establish *education systems* for *children*.
8. *Maps* and *geography* offer *context* to *education*.
9. *Cultures* esteem *literary figures*.
10. The *collapse* of a *political system* gives rise to the *formation* of a new one.
11. *Cognates* and *derivatives* demonstrate the correspondence between languages and sheds light on the *origins of words*.
12. *Piracy* represents a *value system* that remains consistent over *time*.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How is the locative case formed in Latin? (F)
- 1b. What is the locative case in Latin? (C)
- 1c. When is location expressed using the locative vs. a prepositional phrase? (C)
- 2a. How does one place action in the context of time? (F)
- 2b. What Latin cases are used with common expressions of time? (F)
- 3a. How does one form the present participle in Latin? (F)
- 3b. What is a verbal adjective? (C)
- 3c. How do present participles and participial phrases function as verbal adjectives in Latin? (C)
- 4a. How do suffixes function to change the meaning of words? (C)
- 4b. How can one use knowledge of Latin suffixes to decode unknown English words? (C)
- 5a. How is the perfect active infinitive formed (F)
- 5b. What is the perfect active infinitive in Latin? (C)
- 5c. What types of past actions are best expressed by means of the past active infinitive? (C)
- 6a. How are cardinal and ordinal numbers expressed in Latin? (F)
- 6b. What is the difference between cardinal and ordinal

numbers? (C)

7a. What were the characteristics of the Roman secondary education system? (F)

7b. What was the content of secondary Roman education? (F)

7c. How were books written in Ancient Rome? (C)

8a. How can geography and maps function as a learning tool to enhance a grammar topic? (C)

8b. How can geography and maps add context to historical learning? (C)

9a. Why was Vergil an important literary figure in Ancient Rome? (C)

9b. How do literary figures earn a place of high esteem in a culture? (P)

10a. What political and social conditions led to the rise of the Roman Empire? (F)

10b. How did the Roman Empire function under the rule of Augustus? (C)

10c. Was the Pax Romana a significant period of Roman history? (P)

11a. What does the Latin language contribute to English medical terminology? (C)

12a. How did the threat of piracy impact life in Ancient Rome? (C)

12b. What can one learn about Caesar's character from accounts of his encounters with pirates? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

understand messages in which the writer tells or asks them about familiar topics

read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with

Visuals

use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Sample Indicators: Intermediate Mid Learners can

understand information in paragraph-length Latin or Greek texts related to familiar topics

read simple written exchanges between other people

INTERPERSONAL MODE

Sample Indicators: Intermediate Low Learners can

ask and answer questions on factual information that is familiar to them.

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

write about people, activities, events, and experiences

Sample Indicators: Intermediate Mid Learners can

write a short paragraph about something they have learned or researched

CULTURES GOAL

Intermediate Learners in Middle School and High School

Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Intermediate Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

Intermediate Learners in Middle School and High School

Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature,

visual arts, music) by analyzing selected products from the cultures studied and their own.

Learners compare educational practices, subject matter, and attitudes toward school in the cultures studied to their own.

Learners compare entertainment and leisure options in the cultures studied and their own.

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Critical Content & Skills

What students must **KNOW and be able to DO**

Students will:

- form the locative case in Latin.
- know when to use the locative and when to use a preposition with accusative or ablative to express the concept of place.
- recognize the locative case in Latin sentences.
- translate common expressions of time.
- understand what case to use with specific expressions of time.
- form the present participle.
- understand how participles and participial phrases function as verbal adjectives in Latin.
- know common Latin suffixes.
- hypothesize the meaning of unknown English words from their roots and suffixes.
- form the perfect active infinitive.
- recognize the perfect active infinitive in Latin sentences.
- understand the concepts of cardinal and ordinal numbers.
- recognize the cardinal and ordinal names for numbers up to 1,000.
- make connections between the Latin names for numbers and their corresponding Roman numerals.
- compare and contrast the Roman secondary education system with that of their own culture.
- understand the materials and process of creating books in Ancient Rome.
- identify places within the Roman Empire on an ancient map.
- compare and contrast ancient and modern maps.
- make connections between locative case and places on an ancient map.
- understand who Vergil was and what his literary contributions were to Rome and the history of Rome.
- discuss how literary figures earn a place of high esteem in a culture.
- compare and contrast the Roman Republic and the Roman Empire.
- analyze the political and social conditions that led to the rise of the Roman Empire.
- debate the significance of the Pax Romana.
- identify English medical terms with Latin roots.
- discuss the impact of piracy on life in Ancient Rome.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman education systems. Drill and practice using vocabulary pertaining to ancient Roman education systems. Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - locative case/prepositions with place names
 - participles/participial phrases
 - cardinal/ordinal numbers
 - perfect active infinitive
 - expressions of time
- Identify English derivatives from the Latin vocabulary presented on ancient Roman communication.
- Discuss
 - Pax Romana
 - Rise of the Roman Empire
 - Piracy
 - Vergil

- Maps
- Roman education
- Create
 - school project

Assessments

Create Your Own School Project

Summative: Personal Project

Oral Report

Students use their knowledge of modern school systems and Ancient Roman and Greek school systems to combine and create a school of their own. It needs to include classical courses that align with its mission statement and philosophy.

Cardinal and Ordinal Number Worksheet

Formative: Group Project

Students work together connecting Roman numerals, cardinal numbers, and ordinal numbers.

Vocabulary Quiz

Summative: Other written assessments

Vocabulary quiz from Latin to English on chapters 38 & 39.

[\[Template\] Chapter 38 & 39 Honors Vocabulary Quiz.pdf](#)

[\[Template\] Chapter 38 & 39 CP Vocabulary Quiz.pdf](#)

Story Translation

Formative: Written Test

Students translate a story roughly 30 lines of Latin text into English.

www.quizlet.com

www.blooket.com

www.gimkit.com

[Ablatives.pdf](#)

[Augustus Reading & Discussion - Google Forms.pdf](#)

Resources

Professional & Student

Professional Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani II Teacher's Guide* (Fourth). Pearson.

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Technology resources:

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Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited

Technology resources:

Quizlet

	Blooket
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, participles, expressions of time, suffixes, infinitive, Vergil's Aeneid 2. History - the birth of the Roman Empire, Augustus, geography, maps, pirates, education, Pax Romana 3. Sociology - piracy, peace 4. Math - cardinal numbers, ordinal numbers 5. Art - creation of books 6. Science - medicine



Unit Planner: IV - Iturus ad Thermas Latin II

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Last Updated: Thursday, June 23, 2022
Week 21 - Week 26 by Gail Gay

IV - Iturus ad Thermas

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language
 - Mood
 - Attitude
 - Structure
 - Detail
- Adjectives
 - Nouns
 - Information
- Cultures
 - Leisure
 - Social Practices
 - Values
 - History
 - Myths
 - Storytelling
 - Literary Figures
 - Art

Conceptual Lens:

Myths and Storytelling

G

Generalizations / Enduring Understandings

1. *Language* indicates the *attitude* of the speaker using *mood*.
2. *Languages* have grammatical *structures* that add *detail* to a thought.
3. Verbal *adjectives* modify *nouns* to add *information* to a sentence.
4. *Leisure* and *social practices* of a *culture* demonstrate its *values*.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How does one form the imperfect active subjunctive? (F)
- 1b. How does one form the pluperfect active subjunctive? (F)
- 1c. How does one form the imperfect passive subjunctive? (F)
- 1d. How does one form the pluperfect passive

5. *Cultures* document their *history* and *values* through *myths* and *storytelling*.

6. *Cultures* esteem *literary figures*.

7. *Cultures* express *values* and record *history* through *art*.

subjunctive? (F)

1e. How does the subjunctive mood function in Latin? (C)

1f. How do subordinate clauses that have their verbs in the subjunctive function together with the main clause of a sentence? (C)

2a. How is the ablative absolute formed? (F)

2b. What are the various translations of *qui* as a relative pronoun? (F)

2c. What are the relative pronouns in Latin? (F)

2d. What is the concept of "linking *qui*" in Latin? (F)

2e. What is the function of the ablative absolute? (C)

2f. How do relative pronouns provide a link that connects a clause to an antecedent in a previous sentence in Latin? (C)

3a. How is the future active participle formed? (F)

3b. How does the future active participle function as a verbal adjective? (C)

4a. What was the physical layout of a public Roman bathing establishment? (F)

4b. What were the practices of Romans at public bathing establishments? (F)

4c. How did Roman citizens safeguard their possessions at bathhouses? (F)

4d. What was the role of public baths in Roman daily life? (C)

5a. What are some well-known stories and myths from the Ancient Mediterranean? (F)

5b. What do myths and stories reveal about the history and culture of a society? (P)

6a. Was Ovid an important literary figure in Ancient Rome? Why? (P)

7a. Where would one find vestiges of Roman graffiti? (F)

7b. What information about history and culture can graffiti offer? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

understand messages in which the writer tells or asks them about familiar topics

read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals

use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

INTERPRETIVE LISTENING

Global Statement:

Intermediate Low Learners can understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear.

Sample Indicators: Intermediate Low Learners can

understand messages related to familiar topics in context

understand questions and simple statements on familiar topics when they are a part of the conversation

INTERPERSONAL MODE

Sample Indicators: Intermediate Mid Learners can

ask questions for clarification

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

write about people, activities, events, and experiences

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners use a text, article, or broadcast on a topic from the Greek or Roman world and chart how it compares to the same topic reported in the United States.

Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Intermediate Learners in Middle and High School

Learners identify Greek and Roman elements of a work of art, even when modified or modernized.

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied

by those roots

Learners identify and correct corruptions of ancient mythology in modern culture.

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

Intermediate Learners in Middle School and High School

Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature, visual arts, music) by analyzing selected products from the cultures studied and their own.

Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries)

Learners compare the role of social networking and patronage in the cultures studied and their own.

Learners compare entertainment and leisure options in the cultures studied and their own.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will:

- form the imperfect active subjunctive.
- form the pluperfect active subjunctive.
- form the imperfect passive subjunctive.
- form the pluperfect passive subjunctive.
- recognize the imperfect and pluperfect active and passive subjunctive in Latin sentences.
- understand the meaning conveyed by the subjunctive mood.
- form the ablative absolute.
- recognize the ablative absolute in Latin sentences.
- distinguish the various uses of qui as a relative pronoun.
- know the relative pronouns in Latin.
- understand how relative pronouns can provide a link that connects a clause to an antecedent in a previous sentence.
- form the future active participle.
- understand how the future active participle function as a verbal adjective.
- recognize the difference between the various Latin participles learned up to this point.
- describe the layout and parts of a Roman public bathing establishment.
- explain who went to Roman baths and how their time there was spent.
- discuss the importance of Roman baths to social and cultural life.
- discuss the problem of security at public baths in Rome.
- explain the importance of myths and storytelling to the preservation of a culture's history.
- understand Ovid's standing as a literary figure of Ancient Rome.
- compare and contrast graffiti in ancient Rome to modern graffiti.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman public bathing establishments. Drill and practice using vocabulary pertaining to Ancient Roman public bathing establishments. Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - imperfect active subjunctive
 - pluperfect active subjunctive
 - imperfect passive subjunctive
 - pluperfect active subjunctive
 - ablative absolute
 - uses of qui
 - future active participles
 - subordinate clauses with subjunctive
- Identify English derivatives from the Latin vocabulary presented on ancient Roman public bathing establishments.
- Discuss
 - Roman baths
 - thieves
 - Stories and Myths
 - Pyramus and Thisbe
 - Ovid
 - Metamorphoses
 - Baucis and Philemon
 - Actaeon
 - Niobe
 - Callisto
 - Arachne and Minerva
 - Graffiti
- Create
 - An original myth

Assessments

Participle Quiz

Summative: Other written assessments

[Honors Participle Quiz.pdf](#)

[CP Participle Quiz.pdf](#)

National Latin Exam Practice

Formative: Written Test

Students practice a variety of skills associated with vocabulary, grammar, reading comprehension, and translation.

[Intermediate Latin Exam 2022.pdf](#)

Drawing Dictation Activity

Formative: Visual Arts Project

Students listen to sentences in Latin. Students draw and label what they hear. Students then compare their drawings to the images the sentences were based on.

[Drawing Dictation Activity.pdf](#)

www.blooket.com

www.gimkit.com

www.quizlet.com

[Ovid's Metamorphoses.pdf](#)

[Baucis & Philemon.pdf](#)

[Ablative Absolute Practice.pdf](#)

Resources

Professional & Student

Professional Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

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Peardeck

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	<p>Pearson Prentice Hall. (n.d.). <i>Ecce Romani II: Language Activity Book</i> (Fourth).</p> <p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 2</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Blooket</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, participles, storytelling, myth 2. History - Metamorphoses 3. Sociology - storytelling 4. Art - graffiti, storytelling 5. Health - health and wellness, hygiene



Unit Planner: V - Otium et Ludi ad Circum Maximum

Latin II

Thursday, May 4, 2023, 11:25AM

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Week 27 - Week 32

Last Updated: Wednesday, April 26, 2023 by Catherine Kimberly

V - Otium et Ludi ad Circum Maximum

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Discourse
 - Indirect conversation
 - Narration
- Language
 - Verbs
 - Regular Verbs
 - Patterns
- Cultures
 - Places
 - Practices
 - Leisure
- History
 - Political rulers
 - Impact

Conceptual Lens:

Entertainment

G

Generalizations / Enduring Understandings

1. *Indirect discourse* embeds a character's thoughts into a *narration*.
2. *Languages* include *verbs* that do not follow *regular patterns* of conjugation.
3. *Cultures* maintain *places* and *practices* for *leisure* pursuits.
4. *Political rulers* make a lasting *impact* on the *history* of a place.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do indirect statements function in Latin? (F)
- 1b. How do indirect statements report a character's thoughts or speech? (C)
- 2a. What irregular verbs have Latin I and Latin II covered so far? (F)
- 2b. What does it mean for a verb to be irregular? (C)
- 3a. What did people do for fun in Ancient Rome? (F)

- 3b. Where did Ancient Romans spend their leisure time? (F)
- 3c. What do a society's leisure pursuits say about its culture and socioeconomic status? (P)
- 4a. Who were some of the noteworthy rulers of the Early Roman Empire? (F)
- 4b. What were the lasting contributions of Early Roman Emperors? (F)
- 4c. How does a political leader impact society? (C)
- 4d. Which emperor has the most lasting contribution? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

understand messages in which the writer tells or asks them about familiar topics

read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals

use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Sample Indicators: Intermediate Mid Learners can

understand information in paragraph-length Latin or Greek texts related to familiar topics

INTERPERSONAL MODE

Sample Progress Indicators

Learners exchange information about personal events, school topics, or topics related to the Classical world.

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

write about people, activities, events, and experiences

prepare materials for a presentation

CULTURES GOAL

Intermediate Learners in Middle School and High School

Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world.

Learners create in the target language a historical timeline of key events in a specific historical period of the ancient world.

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Intermediate Learners in Middle and High School

Learners identify Greek and Roman elements of a work of art, even when modified or modernized.

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots.

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

Intermediate Learners in Middle School and High School

Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature, visual arts, music) by analyzing selected products from the cultures studied and their own.

Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries).

Learners compare entertainment and leisure options in the cultures studied and their own.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will:

- identify infinitives and their various uses.
- translate indirect statements from Latin sentences.
- recognize patterns occurring among irregular verbs.
- conjugate the irregular verb *fiō, fieri* in multiple tenses and moods.
- recognize the different uses of *audire*.
- explain the various venues where Roman people spent their leisure time.
- describe the leisure activities of Roman people.
- make connections between the leisure activities and values of a society.
- know the leaders of the Early Roman Empire.

- discuss and compare the impact of political leaders on various societies throughout history.
- explain the contributions of Roman leaders to Roman culture and history.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman leisure activities.
- Drill and practice using vocabulary pertaining to Ancient Roman leisure activities.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - indirect statement
 - uses of audio, audire
 - irregular verb: fio, fieri
- Identify English derivatives from the Latin vocabulary presented on ancient Roman leisure activities.
- Discuss
 - games
 - gambling
 - Circus Maximus
 - Colosseum
 - Gladiators
 - Treveri
 - Emperors
 - Claudius
 - Caligula
 - Nero
 - Vespasian
 - Domitian
 - Tragan
 - Hadrian
 - Titus Flavius
 - Marcus Aurelius
 - Commodus
- Research
 - An emperor from the Early Roman Empire

Assessments

Culture Reading and Questions

Formative: Other oral assessments

consider changing the attachment name to one that tells what it is
[2076_001.pdf](#)

Indirect Statement Practice

Formative: Written Report

Students will practice working with indirect statements. We will work on some sentences as a class, in groups, and independently.

[Indirect Statement.pdf](#)

Roman Emperors Project

Summative: Oral Report

Technology Project, Group Project

Students will become experts on a particular emperor from the Early Roman Republic. They will then share their knowledge with the class in a multimedia presentation.

[roman_emperors_project.pdf](#)

Vocabulary Quiz

Summative: Written Test

[45 - 49 Vocabulary Quiz CP.pdf](#)

[Honors 45 - 49 Vocabulary Quiz.pdf](#)

<https://historicalgames.neocities.org/GreekRome/knucklebones.html>

www.quizlet.com

www.gimkit.com

www.blooket.com

Resources

Professional & Student

Professional Resources

Print resources:

Ecce Romani II: A Latin Reading Program.
 Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani II Teacher's Guide*

(Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani II: A Latin Reading Program.

Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

From Romulus to Romulus Augustulus: Roman History for the New Millenium, by Rose Williams,

Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited

Technology resources:

Quizlet

Blooket

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

1. English - vocabulary, cognates, derivatives, indirect discourse, irregular verbs, research, and oral presentations
2. History - Early Roman Empire, Emperors of the Roman Empire, Colosseum, Treveri, historical vestiges
3. Sociology - games, gambling, and leisure activities to reflect society
4. Art - public works, Circus Maximus, Colosseum, architecture



Unit Planner: VI - Circulus Vitae

Latin II

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Week 33 - Week 38

Last Updated: Wednesday, April 26, 2023 by Catherine Kimberly

VI - Circulus Vitae

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language
 - Attitude
 - Mood
- Grammatical Rules
 - Categories
 - Intention
- Connections
 - Vocabulary
 - Grammar
 - Evolution
- Cultures
 - Rites
 - Rituals
- Political Rulers
 - Impact
 - History
- Prolonged Contact
 - Cultures
 - Traits
 - Practices

Conceptual Lens:

Cultural Practices

G

Generalizations / Enduring Understandings

1. *Language* indicates the *attitude* by the speaker's use of *mood*.
2. Languages establish *grammatical rules* to express

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How does one form the present active subjunctive?
(F)
- 1b. How does one form the perfect active subjunctive?

categories of intention.

3. The *evolution* of language results in *connections* in *vocabulary* and *grammar* across languages.

4. *Cultures* celebrate *rites* and *rituals*.

5. *Political rulers* often make a lasting *impact* on the *history* of a place.

6. As a result of *prolonged contact*, *cultures* influence each other by adopting *traits* and *practices*.

(F)

1c. How does one form the present passive subjunctive? (F)

1d. How does one form the perfect passive subjunctive? (F)

1e. How do subordinate clauses that have their verbs in the subjunctive function together with the main clause of a sentence? (C)

2a. What connecting words are used in the main and subordinate clauses of a Latin sentence to join the two clauses to convey the result of an action? (F)

2b. What mood does a result clause in Latin use? (F)

2c. When are impersonal verbal phrases in Latin followed by the infinitive vs a clause in the subjunctive? (F)

2d. What are the uses of *ut*? (F)

2e. How are the main and subordinate clauses structured in Latin to convey the result of an action? (C)

2f. What is a result clause? (C)

2g. How is a result clause translated into English? (C)

2h. How does the sequence of tenses establish the relationship between the tense of the verb in the main clause and the tense of the subjunctive in the subordinate clause? (C)

2i. How are indirect commands structured in Latin? (C)

2j. How does one use *ut* plus the subjunctive to express purpose? (C)

2k. How is *ut* combined with mood and tense to create meaning? (C)

3a. What are the Romance languages? (F)

3b. How did Romance languages develop? (C)

3c. What are some of the linguistic commonalities among Romance languages? (C)

4a. What rites and rituals marked Roman marriage? (F)

4b. What ceremonies were observed to mark the coming of age of boys and girls in Ancient Rome? (F)

4c. What religious practices were maintained by the

Ancient Romans? (F)

4d. What social customs were associated with death and burial in Ancient Rome? (F)

4e. What do cultural practices reveal about the values of Ancient Romans? (P)

5a. Who were some of the noteworthy rulers of the Late Roman Empire? (F)

5b. How does a political leader impact a society? (C)

5c. What were the lasting contributions of Late Roman Emperors? (P)

6a. What aspects of other cultures did Rome subsume into its own? (F)

6b. What products and practices of Roman culture were adopted or adapted by other cultures? (F)

6c. How can one interpret the term "multiculturalism" as a facet of ancient Mediterranean life? (C)

6d. How did Rome's willingness to adopt, adapt, and develop products and practices from other places impact its own evolution? (P)

6e. Were Romans tolerant of differences? (P)

6f. Can the study of Rome and its outlook on multiculturalism aid in navigating today's effort toward diversity, equity, and inclusion? (P)

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

understand messages in which the writer tells or asks them about familiar topics

read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals

use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly

phrased simple sentences

Sample Indicators: Intermediate Low Learners can

write about people, activities, events, and experiences

prepare materials for a presentation

write basic instructions on how to do something

CULTURES GOAL

Intermediate Learners in Middle School and High School

Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

Intermediate Learners in Middle School and High School

Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world.

Learners create in the target language a historical timeline of key events in a specific historical period of the ancient world.

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Intermediate Learners in Middle and High School

Learners identify Greek and Roman elements of a work of art, even when modified or modernized.

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots.

Learners identify and correct corruptions of ancient mythology in modern culture.

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.

Intermediate Learners in Middle School and High School

Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature, visual arts, music) by analyzing selected products from the cultures studied and their own.

Learners compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will:

- form the present active subjunctive.
- form the perfect active subjunctive.
- form the present passive subjunctive.
- form the perfect passive subjunctive.
- recognize the present and perfect active and passive subjunctive in Latin sentences.
- understand how subordinate clauses that have their verbs in the subjunctive function together with the main clause of a sentence.
- Know the connecting words used in the main and subordinate clauses of Latin sentences to join the two clauses to convey the result of an action.
- recognize which mood a result clause in Latin uses.
- know when impersonal verbal phrases in Latin are followed by the infinitive vs a clause in the subjunctive.
- identify the uses of ut.
- understand how the main and subordinate clauses are structured in Latin to convey the result of an action.
- explain how the sequence of tenses establishes the relationship between the tense of the verb in the main clause and the tense of the subjunctive in the subordinate clause.
- translate a result clause into English.
- understand how indirect commands are structured in Latin.
- know how ut is used together with the subjunctive to express purpose.
- recognize how ut is combined with mood and tense to create meaning.
- list the Romance languages.
- explain how Romance languages developed.
- discuss the linguistic commonalities among Romance languages.
- explain the rites and rituals that marked Roman marriage.
- know the ceremonies that were observed to mark the coming of age of a boy in Ancient Rome.
- understand the religious practices maintained by the Ancient Romans.
- make connections between the practices of Roman religion and religions today.
- describe the social customs associated with death and burial in Ancient Rome.
- discuss what cultural practices reveal about the values of Ancient Romans.
- know noteworthy rulers of the Late Roman Empire.
- discuss how a political leader impacts a society.
- describe the lasting contributions of emperors from the Late Roman Empire.
- explain the aspects of other cultures that Rome subsumed into its own.
- discuss the products and practices of Roman culture which were adopted or adapted by other cultures.
- interpret the term "multiculturalism" as a facet of ancient Mediterranean life.
- evaluate Rome's willingness to adopt, adapt, and develop products and practices from other places and how that impacted its own evolution.
- debate whether Romans were tolerant of differences.
- consider how the study of Rome and its outlook on multiculturalism can aid in navigating today's effort toward diversity, equity, and inclusion.

Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman cultural practices.
- Drill and practice using vocabulary pertaining to Ancient Roman cultural practices.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - result clauses
 - present active subjunctive
 - present passive subjunctive
 - perfect active subjunctive
 - perfect passive subjunctive
 - sequence of tenses
 - indirect commands
 - impersonal verbs
 - purpose clauses

- uses of ut
- Identify English derivatives from the Latin vocabulary presented on Ancient Roman cultural practices.
- Discuss
 - Romance language connections
 - Coming of age
 - Marriage
 - Religion
 - Weddings
 - Funerals
 - Emperors
 - Caracalla
 - Diocletian
 - Constantine
 - Multi-cultural impact of Rome

Assessments

Final Review

Formative: Self Assessment

[Latin II Final Review Packet.pdf](#)

Sequence of Tenses Quiz

Summative: Written Test

[Honors Sequence of Tenses Quiz.pdf](#)

[CP Sequence of Tenses Quiz.pdf](#)

Result Clause and Sequence of Tenses Practice

Formative: Other written assessments

[\[Template\] Sequence of Tenses & Result Clauses.pdf](#)

www.gimkit.com

www.quizlet.com

www.blooket.com

[SUBJUNCTIVE SUMMARY \(1\).pdf](#)

Resources

Professional & Student

Professional Resources

Print resources:

Ecce Romani II: A Latin Reading Program. Pearson, 2009.

Pearson Prentice Hall. (n.d.). *Ecce Romani II: Language Activity Book* (Fourth).

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani II Teacher's Guide* (Fourth). Pearson.

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Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

<https://sso.rumba.pk12ls.com>

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Bolchazy-Carducci Publishers, Inc., 2008

The Romans Speak for Themselves, Book 2, edited

	<p>Technology resources:</p> <p>Quizlet</p> <p>Blooket</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1. English - vocabulary, cognates, derivatives, mood, result, and purpose clauses, coming of age novels 2. History - Late Roman Empire, Emperors of the Late Roman Empire, religious practices, marriage rites, funerals practices, coming of age rites 3. Sociology - religion, coming of age, marriage, funerals, multiculturalism 4. Art - tombs 5. Linguistics - Romance languages



Latin III (Under Review/Revision)

3 Curriculum Developers | Last Updated: Monday, Oct 23, 2023 by Kimberly, Catherine

Unit Calendar by Year

Unit	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																													
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
I - Cave Idus Martias																																								
II - O Tempora, O Mores!																																								
III - Pugnae in Re Publica																																								
IV - Ortus Imperii																																								
V - Noli Volare Propius Ad Solem																																								

5 Units found

Previous Year



Unit Plan

I - Cave Idus Martias

Newtown High School / High School / World Languages

Week 1 - Week 7 | 3 Curriculum Developers | Last Updated: Today by Kimberly, Catherine

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

This unit serves as a political overview of the time period covered in Latin III (63 BC - 14 AD). Students will gain an understanding of events and conditions that led to the end of the Roman Republic and the establishment of the Roman Empire.

Grammar Review: Subjunctive mood, participles, and indirect statement

New Grammar: abbreviations for first names, "et" and "-que", and dative case with intransitive verbs

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Language

- Grammar
- Authentic Sources
- Comprehension
- Prior learning
- Capability

Historical Literature

- Authors
- Perception
- Historical Record
- Point of View
- Biases
- Finite Sources
- Events
- Motivations

Political Figures

- Role
- History

Political Conflict

- Status Quo
- Change

Conceptual Lens:

Political History

comprehension.

2. Reviewing and building on *prior learning* expands *capability*.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Expanding knowledge of *grammar*, used in *authentic sources*, aids

1a. How are people's first names sometimes abbreviated in America? (F)

3. *Authors of historical literature influence the reader's perception of the world.*
4. *Historical record reflects the author's point of view and biases.*
5. *Finite sources of ancient history limit people's ability to understand events and motivations.*
6. *Political figures play a role in impacting history.*
7. *Political conflict disrupts the status quo and may lead to change.*

Roman literary sources? (F)

- 1c. How does one use "-que" to connect two clauses? (F)
- 1d. What specific Latin verbs require use of the dative case? (F)
- 1e. How do "et" and "-que" differ in their usage in expressing "and"? (C)
- 1f. How do Latin intransitive verbs that require the dative case differ in construction from their English counterparts? (C)

2a. What do individual students remember about participles? (F)

2b. What do individual students remember about indirect statements? (F)

2c. What do individual students remember about the subjunctive mood? (F)

2d. How are the various types of participles formed, and how are they used? (C)

2e. How does one express the ablative absolute in English? (C)

2f. How is an indirect statement constructed? (C)

2g. How does one express indirect statements in Latin and English? (C)

2h. How are the various tenses of subjunctive formed, and how are they used? (C)

2g. How does one express the subjunctive mood in Latin and English? (C)

3a. What can modern readers learn from Eutropius' historical writing? (F)

3b. Does Eutropius' writing have relevance today? (P)

4a. Who was Eutropius? (F)

4b. How did the era in which Eutropius wrote influence his writing? (C)

4c. How does one evaluate sources to recognize and filter out biases? (C)

4d. Why did Eutropius choose specific individuals to include in his collection of books? (P)

4e. Is it important to evaluate sources for accuracy and bias? (P)

5. What is the consequence/outcome of having limited sources for historical information? (P)

6a. What were the contributions of Cicero, Caesar, Pompey, Octavian/Augustus, and Cleopatra to the history of the ancient world? (F)

6b. Are the contributions that these people made to history still relevant today? How? Why? (P)

7a. What were the details of conflicts among individuals that lead to the collapse of the Roman Republic? (F)

7b. How did the empire rise out of the ashes of the Republic? (F)

7c. How does the Roman Empire compare to prior ancient Roman governments? (C)

7d. How does political change affect different social classes? (P)

7e. Why did the USA base its political system on the Roman Republic? (P)

7f. Can one justify peace, if it comes at the cost of personal liberties? (P)

7g. What are the possible outcomes of forgetting the lessons of history? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

- 1b. How does one decode first name abbreviations in ancient

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

Students will know:

- the first name abbreviations in ancient Roman literary sources
- the sophisticated Latin grammatical constructions to read and understand ancient Roman texts.
- Eutropius' contribution to the body of ancient Roman history
- the importance of evaluating sources for accuracy and bias
- the list of major contributions of Cicero, Caesar, Pompey, Octavian/Augustus, and Cleopatra to the history of the ancient world
- the contributing factors to the fall of the Roman Republic
- the structural components of the Roman Empire
- the similarities between the Roman Empire and prior forms of Roman rule
- the American political system is based on the Roman Republic and why

The content standards that are taught and/or assessed in this unit.

ACLCL: Classical Language Learning (2017)

**ACLCL: Intermediate
INTERPRETIVE MODE**

INTERPRETIVE READING

Global Statement:

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Sample Indicators: Intermediate Mid Learners can

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

- Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

- write about people, activities, events, and experiences
- prepare materials for a presentation

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 3/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024%203/7)

10/4/23, 12:41 PM Unit Plan

Global Statement:

- Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences

Sample Indicators: Intermediate Mid Learners can

- write a short paragraph about something they have learned or researched

PRESENTATIONAL SPEAKING

Global Statement:

- Intermediate Low learners can present information in Latin or Greek on familiar topics using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

- describe people, activities, events, experiences directly related to themselves or to Roman and Greek culture/history

Sample Indicators: Intermediate Mid Learners

- make a presentation on something they have learned or researched on Roman or Greek culture/history

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Intermediate Learners

- Learners participate in age-appropriate Roman or ancient Greek cultural practices such as games, sports, and entertainment (e.g., music, dance, drama).

Intermediate Learners in Middle School and High School

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.
- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world

Intermediate Learners in Middle and High School

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages. ©

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Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Listen to and read aloud Latin passages describing the end of the Roman Republic and the establishment of the Roman Empire.

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 4/7>

10/4/23, 12:41 PM Unit Plan

Drill and practice using vocabulary pertaining to the end of the Roman Republic and the establishment of the Roman Empire

Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).

unit vocabulary

-que

abbreviations of first names

participles

use of dative with intransitive verbs

indirect statement

subjunctive

Identify English derivatives from the Latin vocabulary presented on the end of the Roman Republic and the establishment of the Roman Empire

Read Eutropius' *Breviarium*

Discuss

key historical people and their role in Roman history

Cicero

Caesar

Pompey

Octavian/Augustus

Cleopatra

collapse of the Roman Republic

establishment of the Roman Empire

Teacher and student resources used to support the learning.

Professional Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis*: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's *Metamorphoses* by William S. Anderson and

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Academic Vocabulary

Participle

Mood

Infinitive

Indirect Statement

Intransitive and Transitive Verbs

Bias

Conflict

Reform

Change

Student Vocabulary

Ecce Romani III Vocabulary: Pages 12 - 30 & 36 - 51

Resources

Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024%205/7)
10/4/23, 12:41 PM Unit Plan

Ecce Romani online access
<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani III: A Latin Reading Program, Pearson, 2009.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis*: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's *Metamorphoses* by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Digital Review of Grammar and Vocabulary | Formative | Technology Project

No Standards Assessed

Vocabulary Quiz | Summative | Written Test

[Template] Chapter 55 Vocabulary Quiz.docx

No Standards Assessed

Julius Caesar Poster Project | Summative | Visual Arts Project

Written Report

[Template] Julius Caesar Activity.docx Rubric - Presentation with Writing and Visual.docx

No Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024%206/7)

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Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Interdisciplinary Connections

English: vocabulary, grammar, roots, derivatives, cognates, literary forms, prefixes, suffixes, abbreviations

History: Ancient Roman Republic, Ancient Roman Empire, primary sources, source bias, governmental structure, ancient warfare, geography

Sociology: socioeconomic structure, values, political systems, socioeconomic status, conflict, resolution

Philosophy - governmental philosophies



Unit Plan

II - O Tempora, O Mores!

Newtown High School / High School / World Languages

Week 8 - Week 14 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this unit students will read selections from some of the important writers of the late Republic. The unit will explore characteristics of various literary genres employed by these writers.

Grammar review: cum clauses

New grammar: double dative, conditional sentences, hortatory subjunctive, jussive subjunctive, gerunds/gerundives

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Language

- Grammar
- Authentic Sources
- Comprehension
- Prior learning
- Capability

Historical Ideas

- Authors
- Genres

The Past

- Tombstones
- Information

Poetry

- Literary Devices
- Thoughts

Conceptual Lens:

Genres of Historical Literature

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Reviewing and building on *prior learning* expands *capability*.
2. Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.
3. *Authors* choose different *genres* to express *historical ideas*.
4. *Tombstones* provide *information* about the *past*.
5. *Poetry* employs *literary devices* to embellish *thoughts*.

Guiding Questions

- 1a. What do individual students remember about cum clauses? (F)
- 1b. How are the various types of cum clauses formed, and how are they translated? (F)
- 2a. When is the double dative used in Latin? (F)
- 2b. What is the hortatory subjunctive? (F)
- 2c. What is the jussive subjunctive? (F)
- 2d. What is a gerund? (F)
- 2e. What is a gerundive? (F)
- 2f. How does one form the gerund? (F)
- 2g. How does one form the gerundive? (F)

literature and why they are used

2h. How do Latin double datives translate into English? (C) 2i. How are the subjunctive and conditional used to create if/then statements? (C)

2j. How does one use context clues to determine the gerund or gerundive's role in the sentence? (C)

3a. Who was Cicero? (F)

3b. What form of literature was Cicero most famous for? (F)

3c. Who was Catiline? (F)

3d. What were the details of the Catilinarian Conspiracy as alleged by Cicero's "In Catilinam"? (F)

3e. Who was Caesar? (F)

3f. What form of literature was Caesar most famous for? (F)

3g. What is a Roman legion? (F)

3h. Who was Catullus? (F)

3i. What form of literature was Catullus most famous for? (F)

3j. What types of poetry did Catullus write? (F)

3k. Why did Cicero write "In Catilinam"? (C)

3l. What does one learn from Caesar's "de Bello Gallico" about Gaul and the Gauls? (C)

3m. How does the format of a personal journal differ from an edited memoir? (C)

3n. What does one learn about historical figures from Catullus' poetry? (C)

3o. Did Catiline actually conspire to overthrow the Roman Republic? (P)

3p. What qualities does Julius Caesar exhibit in "de Bello Gallico" that contribute to his later success and failures? (P)

4a. What can one learn from information on tombstones that remain in Gaul from ancient Roman times? (C)

5a. What literary devices did Catullus commonly use in his poetry? (F)

5b. What is satire? (F)

5c. Is satire an effective means of communication in the ancient world and now? (P)

5d. How might the reasons an author used satire in ancient Rome differ from the reasons an author might use satire today? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- that Cicero was famous for his speeches
- the details of the Catilinarian Conspiracy
- that Julius Caesar was a military leader before he was an emperor
- that Caesar wrote detailed journals during his invasion of Gaul
- the structure and hierarchy of a Roman legion
- that Catullus was a famous poet
- how satire is used to express a point
- that inscriptions on tombstones can convey valuable information about the past
- that alliteration, metaphor, and hyperbole are devices used in

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

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Standards

The content standards that are taught and/or assessed in this unit.

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

- Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Sample Indicators: Intermediate Mid Learners can

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

Sample Indicators: Intermediate High Learners can

- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

- Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

- write about people, activities, events, and experiences
- prepare materials for a presentation

Global Statement:

- Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences

Sample Indicators: Intermediate Mid Learners can

- write a short paragraph about something they have learned or researched

Global Statement:

Intermediate High Learners can write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time frames about events, experiences, and people

Sample Indicators: Intermediate High Learners can

write about history topics

CULTURES GOAL

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024 3/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024%203/7)

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RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Intermediate Learners

Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

Intermediate Learners in Middle School and High School

Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

Intermediate Learners in Middle School and High School

Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Intermediate Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

COMPARISONS GOAL

LANGUAGE COMPARISONS: To develop insight into the nature of language in order to interact with cultural competence
Intermediate Learners in Elementary School

Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Learners compare word order in increasingly complex Latin or Greek sentences to their native languages.

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Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Listen to and read aloud Latin passages from writers of the late Roman Republic.
- Drill and practice using vocabulary pertaining to the late Roman Republic
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - cum clauses
 - double datives
 - conditional sentences
 - hortatory subjunctives

jussive subjunctives
gerunds
gerundives

Identify English derivatives from the Latin vocabulary presented on the late Roman Republic

Read selections from the writings of Cicero, Caesar, and Catullus

Discuss

key historical people and their role in Roman historical literature

Cicero
Caesar
Catullus
Catiline

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Clodia

Catilinarian Conspiracy

Roman legions

Literary Devices

Alliteration

Metaphor

Hyperbole

– Research

Catilinarian Conspiracy

Create and present

Point of view project on the Catilinarian Conspiracy

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Academic Vocabulary

Clauses
Dative
Subjunctive
Hortatory
Jussive
Gerund
Gerundive
Conspiracy
Legion
Poetry
Hyperbole
Metaphor
Alliteration

Student Vocabulary

Ecce Romani III pgs. 55-64, 68-78, 84-94, 98-106, 110-124

Resources

Teacher and student resources used to support the learning.

Professional Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani, a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis*: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's *Metamorphoses* by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access
<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024%205/7)

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Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Catullus Poetry Translation | Formative | Other oral assessments

Other written assessments

[Template] Catullus Poems.docx

11 Standards Assessed

Catilinarian Conspiracy Project | Summative | Personal Project

Written Report

[Template] Cicero and Catiline Project Part I.docx Level 2 Holistic Writing (1).pdf

17 Standards Assessed

Catilinarian Conspiracy Point of View Activity | Formative | Other written assessments

Other Visual Assessments

Catilinarian Conspiracy.docx Social Hierarchy in Ancient Rome.pptx

6 Standards Assessed

Vocabulary Quiz | Summative | Written Test

CP Chapter 58 Vocabulary Quiz.docx

1 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024%206/7)

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Interdisciplinary Connections

English: vocabulary, grammar, roots, derivatives, cognates, literary genres, literary devices, prefixes, suffixes, public speaking, rhetoric

History: Ancient Roman Republic, Ancient Roman Empire, primary sources, source bias, military structure, ancient warfare, geography

Sociology: values, political tension, conflict, sabotage, oratory, religious systems, love and friendship, betrayal Philosophy - personal philosophies

Health: interpersonal relationships, love, friendship

Art: tombstones



Unit Plan

III - Pugnae in Re Publica

Newtown High School / High School / World Languages

Week 15 - Week 23 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

This unit will explore the political forces and public personalities of the late Republic (53-52 B.C.) that fueled civil war. Students will read selections from Asconius, Cicero, and Horace. Literary forms of historical information examined include letters, oration, poetry, and eulogy.

Grammar review: indefinite pronouns, indefinite adjectives

New grammar: gerundive of obligation, dative of agent

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Language

Grammar

Authentic Sources

Comprehension

Prior learning

Capability

Historical Event

Insight

Analysis

Accounts

Compare

Contrast

Historical Knowledge

Correspondence

Source

Eulogies

Cultural Information

Daily Life

Conceptual Lens:

Chronicling History

4. *Correspondence* between individuals provides an important source of *historical knowledge*.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1a. What do individual students remember about indefinite pronouns and indefinite adjectives? (F)

2a. When is the gerundive of obligation used in Latin? (F)

2b. What is the dative of agent? (F)

2c. How does one translate the gerundive of obligation into English? (C)

3a. Who was Asconius? (F)

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Reviewing and building on *prior learning* expands *capability*.
Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.

3. *Comparing and contrasting* different *accounts* of a single *historical event* provide multiple opportunities for *insight and analysis* (e.g., into history, society, and author perspective).

5. Eulogies provide a source of cultural information about daily life. 3b. What did Asconius write about the murder of Clodius? (F) 3c. What did Cicero write about the murder of Clodius? (F)
- 3d. Who was Horace? (F)
- 3e. What did Horace write about Cleopatra? (F)
- 3f. How did Horace contribute to Cleopatra's enduring legacy? (C)
- 3g. How do the two accounts of the murder of Clodius differ? (C)
- 3h. .
- 4a. What makes personal correspondence a unique form of writing? (C)
- 4b. How do both parties (writer and audience) influence the content and perspective of correspondence? (C)
- 4c. What can one learn from Cicero's letters to Caesar and Pompey about trust and alliances during the late Republic civil war? (C)
- 4d. What can be gained from engaging in communication with an adversary? (C)
- 4e. Is personal correspondence subject to the same source bias as other historical writing? (P)
- 5a. What is a eulogy? (F)
- 5b. What is the tone and content of a eulogy? (F)
- 5c. What can one learn from the content of historical eulogies? (C)
- 5d. What can one learn about the life of a soldier, women's accomplishments, and exile as a form of punishment in ancient Rome from the anonymous eulogy read in class? (C)

The content standards that are taught and/or assessed in this unit.

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- the differences in the accounts of the murder of Clodius as written by Asconius and Cicero
- the Roman perspective on the life of Cleopatra as recounted by Horace
- that personal correspondence provides a unique perspective on historical events and personalities
- the details and strategies of the late Republic civil war as recounted in the letters from Cicero to Julius Caesar and Pompey
- the characteristics of a eulogy
- the details of the life of a soldier, women's accomplishments, and exile as a form of punishment in ancient Rome as recounted in an anonymous eulogy

Standards

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 2/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%20217)

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- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

- Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Sample Indicators: Intermediate Mid Learners can

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text
- read simple written exchanges between other people

Global Statement:

- Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

Sample Indicators: Intermediate High Learners can

- understand accounts of familiar events or experiences
- usually follow short, written descriptions or instructions supported by visuals
- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

- write about people, activities, events, and experiences

- prepare materials for a presentation

Global Statement:

Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences

Sample Indicators: Intermediate Mid Learners can

write a short paragraph about something they have learned or researched

Global Statement:

- Intermediate High Learners can write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time frames about events, experiences, and people

Sample Indicators: Intermediate High Learners can

write about history topics

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024> 3/7

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practices and perspectives of the cultures studied.

Intermediate Learners

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

Intermediate Learners in Middle School and High School

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Intermediate Learners

- Learners experience (read, listen to, observe, perform) expressive products of Roman or ancient Greek culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.

Intermediate Learners in Middle School and High School

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.
- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world
- Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Intermediate Learners in Elementary School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections implied by those roots.

Intermediate Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.
- Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.
- Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

Intermediate Learners in Middle School and High School

Learners compare the role of social networking and patronage in the cultures studied and their own.

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Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Listen to and read aloud Latin passages from 53 - 52 BC during a time of violence and civil war.

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Drill and practice using vocabulary pertaining to the late Roman Republic (53 - 52 BC)

Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).

unit vocabulary

indefinite pronouns

indefinite adjectives

gerundive of obligation/passive periphrastic

dative of agent

Identify English derivatives from the Latin vocabulary presented on the late Roman Republic (53 - 52 BC)

Read selections from the writings of Cicero, Asconius, Horace, and an anonymous source Discuss

key historical people and their role in Roman historical literature

Cicero

Caesar

Pompey

Horace

Cleopatra

Terentia

Violence and civil war during the late Roman Republic (Caesar vs. Pompey)

Letters as historical writing

Funerals

Eulogies

Women's accomplishments

Exile

Research and Create

Eulogies

Violence

Civil war

Correspondence

Eulogy

Exile

Student Vocabulary

Ecce Romani III pgs. 140-146, 150-158, 162-170, 174-186

Resources

Teacher and student resources used to support the learning.

Professional Resources

Print resources:

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Academic Vocabulary

Pronouns

Adjectives

Gerundives

Dative

Agent

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and

Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%205/7)

10/4/23, 12:45 PM Unit Plan

Peardeck

Blooket

Ecce Romani online access
<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Digital Review of Grammar and Vocabulary | Formative | Technology Project

5 Standards Assessed

Research and Write an Ancient Roman Eulogy | Summative | Personal Project

Other Visual Assessments | Other written assessments

RomanFuneralTeachernotes.pdf Presentation rubric.docx

15 Standards Assessed

Ides of March Choose Your Own Adventure | Formative | Other oral assessments

Group Project

Ides of March Choose Your Own Adventure.pptx

5 Standards Assessed

Roman Republic Activity | Formative | Visual Arts Project

GovernmentoftheRomanRepublicPrimarySourceActivity-1.pdf

6 Standards Assessed

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%206/7)

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Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Interdisciplinary Connections:

English: vocabulary, grammar, roots, derivatives, cognates, literary forms, parts of speech, prefixes, suffixes, verb tenses
History: Ancient Roman Republic, primary sources, source bias, Gaul, Governmental structure, armies, ancient life, ancient warfare, geography, Cleopatra, civil war, exile

Sociology: political structure, political turmoil, women in society, forms of communication, persuasion, eulogy, violence, laws

Philosophy - political philosophy

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024> 7/7



Unit Plan

IV - Ortus Imperii

Newtown High School / High School / World Languages

Week 24 - Week 30 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this unit, students will learn about the transition from war to peace with the establishment of the Roman Empire and the Pax Romana (27 B.C.-14 A.D.). The writings of Augustus, Suetonius, and Ovid reveal the character and accomplishments of emperor Augustus. Students will explore the role of propaganda in controlling and influencing citizens.

Grammar review: future passive participle

New grammar: the supine, synecdoche

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Language

- Grammar
- Authentic Sources
- Comprehension
- Prior learning
- Capability

Government

- Propaganda
- Censorship
- Thought
- Behavior
- Peace
- Cost
- Public Works
- Fundamental Role

Conceptual Lens:

Propaganda and Censorship

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Reviewing and building on *prior learning* expands *capability*.
2. Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.
3. *Governments* can employ *propaganda* and *censorship* as a means of influencing *thought* and *behavior*.
4. *Governments* accept that *peace* is achieved at a *cost*.
5. *Public works* constitute a *fundamental role* of *government*.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1a. What do individual students remember about future passive participles? (F)
- 1b. How does one identify Ancient Greek names in Ancient Roman literary sources? (F)
- 2a. What is synecdoche? (F)
- 2b. When does one use the supine? (F)
- 2c. How does one translate the supine into English? (C) 3a. What were characteristics of Augustus' rule as emperor? (F) 3b. What is propaganda? (F)

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

3c. What is censorship? (F)

3d. Why was Julia the elder exiled? (F)

3e. How does someone's personal narrative differ from an outside perspective? (C)

3f. How did the fear of censorship influence Suetonius' and Ovid's writing? (C)

3g. How was the exile of Julia the elder emblematic of the changes that Augustus enacted during his rule? (C)

3h. Do censorship and propaganda have an impact on society? (P)

3j. How can one draw information from first person and third person accounts to arrive at a personal conclusion regarding a historical person? (P)

4a. What are the characteristics of the Pax Romana? (F) 4b. What did Roman citizens sacrifice to achieve a sustained period of peace? (C)

4c. Can one justify peace if it comes at the cost of personal liberties? (P)

5a. What are examples of public works that governments undertake? (F)

5b. What were noteworthy public works during the Roman Empire? (F)

5c. How did the Pax Romana enable major public works projects under the Roman Empire? (C)

5d. Did Augustus use public works projects as a form of propaganda during his rule to promote the idea that the empire was superior to the republic? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- the characteristics of Augustus' rule as emperor
- the definition of propaganda
- the definition of censorship
- that Augustus used censorship and fear of exile as a means to control his image
- the characteristics of the Pax Romana
- that the Pax Romana made major public works projects possible
- that there are benefits and costs to living in peace
- the types of public works typically undertaken by governments

Standards

The content standards that are taught and/or assessed in this unit.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024 2/6](https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024%202/6)

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- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Sample Indicators: Intermediate Mid Learners can

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

Global Statement:

Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

Sample Indicators: Intermediate High Learners can

- understand accounts of familiar events or experiences
- usually follow short, written descriptions or instructions supported by visuals
- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

- Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

- write about people, activities, events, and experiences

Sample Indicators: Intermediate Mid Learners can

- write a short paragraph about something they have learned or researched

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Intermediate Learners

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

Intermediate Learners in Middle School and High School

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

Intermediate Learners in Middle School and High School

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
- Learners create a model of e.g., a home, camp, sanctuary, bath, or basilica, and explain who was allowed in these spaces and what they did there.

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Intermediate Learners at the College Level

- Learners identify, compare, and analyze perspectives reflected in creative works of Roman or ancient Greek culture (e.g., literature, art, and architecture).

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world
- Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

Intermediate Learners in Middle and High School

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

Intermediate Learners in Middle School and High School

- Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries)

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Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Listen to and read aloud Latin passages from the Roman Empire 27 B.C. - 14 A.D.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
 - unit vocabulary
 - future passive participle
 - supine
 - synecdoche

Identify English derivatives from the Latin vocabulary presented on the Roman Empire 27 B.C. - 14 A.D.
Read selections from the writings of Augustus, Suetonius, and Ovid

Discuss

key historical people and their role in Roman historical literature

Augustus

Julia the Elder

Julia the Younger

Ovid

Agrippa

Roman Empire

Imperial Propaganda

Pax Romana

Public Works

Research and Create

A Roman Building

Resources

Teacher and student resources used to support the learning.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024 4/6](https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024%204/6)

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Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Academic Vocabulary

Greek Nouns

Participles

Supine

Synecdoche

Empire

Principate

Propaganda

Censorship

Public Works

Student Vocabulary

Ecce Romani III pgs. 192-202 and 206-216

Professional Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew

C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Augustus Caesar Project | Summative | Personal Project

Other Visual Assessments | Other written assessments

[Template] Augustus Caesar Activity.docx Rubric - Presentation with Writing and Visual.docx

No Standards Assessed

Digital Review of Grammar and Vocabulary | Formative | Technology Project

5 Standards Assessed

Vocabulary Quiz | Summative | Written Test

Test_Ch 69 ecce romani.pdf

2 Standards Assessed

Roman Building Project | Summative | Exhibition

Other Visual Assessments | Personal Project

This is a new assessment so I do not have any materials for it.

5 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Interdisciplinary Connections:

English: vocabulary, grammar, roots, derivatives, cognates, literary forms, parts of speech, prefixes, suffixes, verb tenses, poetry
History: Ancient Roman Empire, primary sources, source bias, Gaul, Governmental structure, censorship, ancient life, peace, exile, propaganda, public works

Sociology: political structure, women in society, laws, peace, morality, censorship, government roles and responsibilities

Philosophy - moral philosophy

Engineering: Architecture

Linguistics: Ancient Greek names

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Unit Plan

V - Noli Volare Propius Ad Solem

Newtown High School / High School / World Languages

Week 31 - Week 38 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this unit students will explore works of three great poets who wrote during the reign of Augustus (27 B.C. - 14 A.D.): Vergil, Horace, and Ovid. Students will learn about various literary devices these poets employed; will consider the political backdrop during which they wrote, as well as their motivations for writing selected works; and will develop an appreciation for the enduring nature of selected works written in ancient Roman times.

Grammar review: intransitive verbs with genitive

New grammar: tricolon, onomatopoeia, simile, poetic plurals

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Language

Grammar
Authentic Sources
Comprehension
Prior learning
Capability

Poetry

Literary Genre
vehicle
historical information
cultural information

Conceptual Lens:

Poetry as a Historical Source

questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Reviewing and building on *prior learning* expands *capability*.
2. Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.
3. *Poetry* as a *literary genre* can function as a *vehicle* to convey important *historical* and *cultural information*.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P)

- 1a. What do individual students remember about Latin intransitive verbs? (F)
- 1b. How do Latin intransitive verbs that require the genitive case differ in construction from their English counterparts? (C)
- 2a. What do individual students remember about literary devices used in poetry? (F)
- 2b. What is tricolon? (F)
- 2c. What is onomatopoeia? (F)
- 2d. What is a simile? (F)
- 2e. What are poetic plurals? (F)
- 2f. What is the effect of tricolon in poetry from the reader's perspective? (C)

- the mythological aspects of these stories.
- the definition of an ode.
- the meaning and origin of the phrase "carpe diem",
- 2g. What is the effect of onomatopoeia in poetry from the reader's perspective? (C)
- 2h. What is the effect of simile in poetry from the reader's perspective? (C)
- 2i. How does one recognize poetic plurals and adjust the meaning? (C)
- 3a. What do individual students remember about Vergil? (F) 3b. What do individual students remember about Horace? (F) 3c. What do individual students remember about Ovid? (F) 3d. What do individual students remember about Aeneas and his journey? (F)
- 3e. What do individual students remember about the Metamorphoses? (F)
- 3f. Where was Carthage? (F)
- 3g. Where is Carthage on a modern map? (F)
- 3h. Who was Dido? (F)
- 3i. What is an ode? (F)
- 3j. What does carpe diem mean? (F)
- 3k. What was the political climate during which Ovid was writing? (F)
- 3l. How does the mythological aspect keep the story moving forward? (C)
- 3m. Are Horace's Odes relatable to today? (P)
- 3n. What was Augustus' motive for commissioning Vergil to write the Aeneid? (P)
- 3o. Was Dido a feminist or a victim? (P)
- 3p. How does the story of Aeneas and Dido mirror Rome's journey to the Pax Romana? (P)
- 3q. Why has carpe diem emerged as one of the most recognized Latin phrases? (P)
- 3r. How are the stories of Midas and Daedalus and Icarus cautionary tales? (P)
- 3s. Are the morals of the stories of Midas and Daedalus and Icarus relevant in the modern world? (P)
- 3t. Are the stories in the Metamorphoses praising or criticizing Augustus? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- how to recognize tricolons, onomatopoeias, similes, and poetic plurals in poetry.
- that the writer's intent in using a tricolon, onomatopoeias, similes, and poetic plurals in poetry is to create a specific impact on the reader.
- that Vergil, Horace, and Ovid were three of ancient Rome's most renowned poets, living and working during the reign of the emperor Augustus.
- the political climate of the reign of the emperor Augustus.
- important geographical facts about Aeneas' journey.
- the story of Aeneas' encounter with Dido.
- the story of Midas.
- the story of Daedalus and Icarus.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

- Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

Sample Indicators: Intermediate Low Learners can

- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

Global Statement:

- Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

Sample Indicators: Intermediate Mid Learners can

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

Global Statement:

- Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

Sample Indicators: Intermediate High Learners can

- understand accounts of familiar events or experiences
- usually follow short, written descriptions or instructions supported by visuals
- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

PRESENTATIONAL MODE

PRESENTATIONAL WRITING

Global Statement:

- Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

Sample Indicators: Intermediate Low Learners can

write about people, activities, events, and experiences

- prepare materials for a presentation

Sample Indicators: Intermediate Mid Learners can

- write a short paragraph about something they have learned or researched

Sample Indicators: Intermediate High Learners can

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- write about history topics

CULTURES GOAL

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Intermediate Learners

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

Intermediate Learners in Middle School and High School

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Intermediate Learners

- Learners experience (read, listen to, observe, perform) expressive products of Roman or ancient Greek culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.

Intermediate Learners in Middle School and High School

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

Intermediate Learners at the College Level

- Learners identify, compare, and analyze perspectives reflected in creative works of Roman or ancient Greek culture (e.g., literature, art, and architecture).

CONNECTIONS GOAL

Intermediate Learners in Middle and High School

- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Intermediate Learners in Elementary School

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections implied by those roots.

Intermediate Learners in Middle and High School

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

COMPARISONS GOAL

Intermediate Learners in Middle School and High School

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

- Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024 4/7>

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Listen to and read aloud Latin poetry from the Roman Empire 27 B.C. - 14 A.D.

Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).

unit vocabulary

intransitive verbs with genitive

tricolon

onomatopoeia

simile

poetic plurals

Identify English derivatives from the Latin vocabulary presented in poetry from the Roman Empire 27 B.C. - 14 A.D.

Read selections from the writings of Vergil, Horace, and Ovid

Discuss

key historical and mythological people and their role in Roman poetry

Augustus

Ovid

Horace

Aeneas

Dido

Midas

Daedalus

Icarus

Odes

Metamorphoses

Aeneid

Iliad

Odyssey

Print resources:

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Academic Vocabulary

Intransitive Verb

Tricolon

Onomatopoeia

Simile

Poetic Plural

Poetry

Ode

Student Vocabulary

Ecce Romani III pgs. 220-238, 242-258, 262-282

Resources

Teacher and student resources used to support the learning.

Professional Resources

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

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Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Gimkit

Quizlet

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024%205/7)

10/4/23, 12:47 PM Unit Plan

Peardeck

Blooket

Ecce Romani online access
<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

Ecce Romani III: A Latin Reading Program. Pearson, 2009.

Cicero and Sallust: *On the Conspiracy of Catiline* by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis: The Dream of Scipio* by Sally Davis and Gilbert Lawall

Selections from *Ovid's Metamorphoses* by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: *Selections from Their Lyric Poetry* by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Ovid and Horace Quiz | Summative | Written Test

Latin III Horace & Ovid Quiz.docx

9 Standards Assessed

Metamorphoses Translation | Formative | Technology Project

Other written assessments

Ovid's Metamorphoses Midas.pptx Level 2 Holistic Writing (1).pdf

3 Standards Assessed

Digital Review of Grammar and Vocabulary | Formative | Technology Project

2 Standards Assessed

Ovid.docx

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024%206/7)

10/4/23, 12:47 PM Unit Plan

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Interdisciplinary Connections

English - vocabulary, cognates, derivatives, Vergil's Aeneid, myth, poetry

History - the birth of the Roman Empire, Augustus, geography, maps, Pax Romana, Metamorphoses, Early Roman Empire, propaganda

Sociology - peace, interpersonal connections, exile

Art - storytelling, public works

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024 77](https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024%2077)

**Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on November 8, 2023 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	4 Staff
A. Plante	6 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian(absent)	
G. Peteronjes	

Ms. Zukowski called the meeting to order at 7:04 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Higgins moved that the Board of Education approve the consent agenda which includes the donation to Newtown High School, the Newtown Middle School Ski Club trip, and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski congratulated the Board members on the election and thanked Brennan Coakley and Bruce Walzak for their participation. She also congratulated Chris Gilson who was at the meeting. Mr. Gilson said he was honored to be on the Board and looked forward to joining the members.

Superintendent's Report: Mr. Melillo met with Central Office staff regarding the current paraprofessional shortage with 19 unfilled positions. Anne Uberti has provided training to paras to enhance their skills and qualifications as paras. We recognize the current salary pay scale is not competitive and we will provide the Board with a proposal for consideration to help address the shortage. Ms. Zukowski will contact the Board to schedule a non-meeting to present the proposal to bring in paras and retain those that we have. This Friday our schools will have Veteran's Day events. He will attend the Veteran's Day breakfast at the middle school and the luncheon and ceremony at the high school. His former English teacher, who is a Vietnam veteran, will address the students.

Committee Reports:

Mrs. Plante reported that the DEI Committee met October 26 and Jana Briggs attended. The points of focus this year are to improve internal and external messaging around DEI, build organizational capacity for DEI (building the Equity teams in each building), and identifying metrics to assess and measure our efforts.

Mr. Cruson reported that the Policy Committee met and will only have one meeting before December. We will be looking at Policy 1700 regarding firearms which Mr. Higgins and Mr. Melillo have been working on and also at the 6000 series policies.

Mr. Vouros said the C & I Committee met regarding the Latin presentation tonight and Mrs. Uberti's standardized testing results.

Mr. Ramsey attended an interschool level lesson between the middle and high schools on DNA isolation with teacher Tim DeJulio. High school students taught the lesson to 8th grades students and paras were also involved.

Mr. Vouros reported that the project adventure course is being set up at Reed.

Student Report:

Mr. Peteronjes reported that quarter two is underway. The Homecoming Dance was a success. The Unicef Club hosted a bake sale on Election Day for those voting at the high school. The exchange students and teachers from Spain were heading back home today. All student athletes who committed to play in college were recognized at a breakfast hosted by the school. There will be parent teacher conference next Wednesday and Thursday.

Mr. Vouros commented that our students will be going to Madrid April 2 for 10 days as part of the exchange program.

Item 5 – Presentations

First Read of Latin I, II and III Curriculum:

Latin teacher Catharine Kimberly presented this curriculum.

Mrs. Plante asked how many students at all levels were in these courses and if there were any common themes that drives students to take Latin.

Ms. Kimberly said the classes average 20 students per level but some classes have 30 students at times. Students take Latin because of its basis for romance languages and some want to improve their English skills including grammar. Student who are interested in the medical field, law and teaching are also taking Latin.

Mr. Vouros asked about Latin IV.

Ms. Kimberly said she was pursuing certification for the fourth level.

Mr. Melillo said the ECE program is dual enrollment so she's also becoming an adjunct with UCONN and students will be able to get UCONN credit for that course.

Standardized Test Results:

Mrs. Uberti presented student performance data from the state assessments administered in the spring of 2023. We looked at results per student and at their growth.

Mr. Higgins questioned our postsecondary readiness percentages which were not the same at on the Connecticut website.

Ms. Zukowski suggest he follow up with Mrs. Uberti who would be checking on his questions. She also asked what steps are being taken to increase the 7th and 8th grade performance.

Mrs. Uberti reported that we are in the second year of the new math program and the English Language Arts programs we are piloting are more rigorous. The middle school will also benefit from consistency of instruction in those core areas. There is also a need for an updated social studies textbook.

Ms. Zukowski asked about the middle school scores dropping and questioned the five-year comparison in math.

Mrs. Uberti stated that the teachers feel good about Bridges and the movement in test scores. The implementation of the curriculum has to be monitored.

Mr. Melillo said instructional practices have been put in place. Mrs. Uberti and Mrs. DiBartolo built structures in the NTSS program and success plans are tied to the strategic plan. Our

teachers are learning how to implement years one and two of a new curriculum. Mrs. Uberti has spearheaded the work with our administrators and teachers. He is concerned about the scores but we will continue to ensure students are getting what they need.

Mr. Higgins said the presentation doesn't include performance gaps between students. Mrs. Uberti stated there was a report for each school. The state identifies the achievement gap. Our middle school had an achievement gap in math. Within our own demographics we can drill down in each group. We look at each student individually who are not performing at grade level. She referred to the first Smarter Balanced chart with ELA.

Mr. Higgins was looking for data showing our progress in the gaps. Mrs. Uberti said there are gaps to close but we have a robust data system. Students are assessed through classroom instruction and then there is intervention based on student needs. Engaging instruction matters and a boring instruction is not engaging middle school students so a change of instruction is needed. We always saw a dip down from students going to 5th grade and a dip down in 7th and then up in 8th. We are looking at programs to bridge their gap. Ms. Zukowski was happy Mrs. Uberti was our assistant superintendent and appreciates the work she does.

Item 6 – Old Business

Action on 2024-2025 Board of Education Budget Assumptions and Priorities:

MOTION: Mr. Higgins moved that the Board of Education approve the 2024-2025 Board of Education Budget Assumptions and Priorities. Mrs. Tomai seconded.

The Board reviewed the suggested changes and decided on the following motion.

MOTION: Ms. Zukowski moved that we replace bullet 3 of the assumptions with the following: "Consistent student support is crucial to address students achieving below desired outcomes as reflected by the states various measures of performance, with particular focus on overall areas of academic decline." Mr. Cruson seconded. Motion passes unanimously.

MOTION: Ms. Zukowski moved to add another bullet below the current 4th bullet that says "Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments, and participate in regional services when they are beneficial to the district." Mrs. Plante seconded. Motion passes unanimously. Main motion as amended passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve Policy 5141.21 Administration of Student Medications in the School. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education rescind Policy 4-608.1 Administration of Medications. Mr. Cruson seconded. Motion passes unanimously.

Item 7 – New Business

MOTION: Mr. Higgins moved that the Board of Education approve using \$120,653.13 from the Non-lapsing Account for the Reed chiller restoration. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve using approximately \$65,000 from the Non-Lapsing Account for the Facilities Study. Mrs. Plante seconded.

Mr. Cruson asked how much will be left after these expenses were paid.

Mrs. Vadas said approximately \$100,000 would be left with \$300,000 remaining for special education.

Mrs. Plante noted that there was no RFP issued yet for the feasibility study.

Mr. Barlow noted that when this was done in his previous district it came in at \$120,000 so this estimate is in that range.

Mrs. Tomai wanted to be sure the RFP was asking for recommendations rather than a list of what is wrong.

Mr. Barlow said we added a functionality study for our educational programs in all schools to look at the district as a whole. They do an assessment of the buildings and then prioritize end of life on equipment. We determined the priorities and assigned value to them.

Mr. Higgins asked if there was anything going into the RFP any more granular regarding the middle school given what is going to be the best plan for the school.

Mr. Barlow noted that the driving force for the facilities study was because of the approval of an indoor air quality project for the middle school which could be \$400,000. It's important not to spend that money before we know more about the building.

Ms. Zukowski questioned the cost as "about \$65,000" and having to come back to the Board to change the amount.

Mr. Barlow said we used the same motion as that of the First Selectman because they are paying for half of the study.

MOTION: Ms. Zukowski moved to amend the motion to change the language to read "using up to \$65,000." Mrs. Tomai seconded. Motion passes unanimously.

Main motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve the educational specifications for the Head O'Meadow HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve the educational specifications for the Newtown High School HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve the minutes of October 17, 2023. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Public Participation

MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 9:43 p.m.

Respectfully submitted:

Donald Ramsey
Secretary