



Montclair Public Schools
Montclair High School
Latin I Honors Curriculum

Grade(s) **9-12**

**Approved by the Montclair Board of Education
2012**

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Table of Contents

ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Spanish that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Latin I Honors for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the New Jersey Core Curriculum Content Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the Roman Empire.
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children

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acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this chapter is to understand that verbs describes the activity or state of being and review parts of speech (nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections).Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this chapter is to learn that a noun has various inflections or terminations which explain its particular role in a given sentence. The various inflected forms of a noun are called cases. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this chapter is to learn the rule for the first declension base and endings. These endings differ in gender and number. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this chapter is to learn the format of second declension. Students will learn that second declension have nouns of neuter gender. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 5: The focus of this chapter is to indicate future time in the first two conjugations by inserting the future tense sign between the present stem and the personal endings. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 6: The focus of this chapter is to learn the future and imperfect indicative of sum. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 7: The focus of this chapter is to learn third declensions nouns. Third declensions nouns contain nouns of all three genders that vary with nominative singular endings. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 8: The focus of this chapter is learning the third conjugations, mainly the present system tenses (present, future, and imperfect). Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 9: The focus of this chapter is to learn the Latin demonstratives that function either as pronouns or adjectives equivalent to English *this/these* and *that/those*. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 11: The focus of this chapter is to learn the function of personal pronouns and how it designates a particular person from the speaker's point of view. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Latin Programs in the Montclair Public Schools Latin offers an abundant of academic benefits. It provides a strong grounding in the vocabulary and structure of modern European languages, it also helps students learn and understand the technical vocabulary of the sciences. By offering a window into Roman culture, history, and literature, Latin deepens understanding of Western civilization. All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal, and presentational modes of communication.

SECTION II

Course Description

Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.

This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a

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study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations.

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Thematic Units for Latin I Honors

This course consists of 6 units.

Units of Study:

1. Parts of Speech
2. Three Declensions and Four Conjugations
3. Agreement of Adjectives
4. Six Tenses – present, imperfect, future, perfect, pluperfect, and future perfect
5. Pronouns – personal, demonstrative, and possessives
6. Geography, Mythology, Founding of Rome and its Kings, Slavery, Daily Life

UNIT 1: The Sounds of the Latin Language

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	Sounds of Latin; grammatical structure of Latin; roles of the gods in everyday life	<ul style="list-style-type: none"> • How does Latin sound? • How does Latin grammar differ from English? How are English words derived from Latin?

Skills	Key Content
Listening Speaking Reading	<ul style="list-style-type: none"> • Learn derivatives and cognates for Latin vocab in English and in Romance languages.

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Writing	<ul style="list-style-type: none"> • Locate places on a Roman map using Latin names.
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<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed</p>
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		<p>to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock's Latin student book, teacher's</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary.

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<p>manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Differences between English and Latin</p> <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • Grammatical structure of Latin and English • Multiple choice questions of vocabulary and grammar concepts taught 	<ul style="list-style-type: none"> • Have students create and illustrate a cartoon with introductory phrases in Latin.
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 2 – Nouns and Cases

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	There are various forms for each noun to signify the role the noun plays in the clause or phrase.	<ul style="list-style-type: none"> • How is the formation of 1st declension nouns? • What are cases?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Apply correct endings to nouns and verbs. • Explain and recognize the appropriate case endings. • Use nouns according to cases. • Using nouns and adjectives appropriately.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated materials 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as
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		<p>well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences.</p> <p>Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p> <p>This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin</p>
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		<p>stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • On nouns and cases in Latin • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 3 – First declension base and endings

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.C.1	The ending on first declension nouns is characterized by an "a." With many Latin adjectives, there are three forms, e.g., <i>unus</i> , <i>una</i> , <i>unum</i> (one).	<ul style="list-style-type: none"> • How do we form 1st and 2nd declensions adjectives? • How are 2nd decl. masculine nouns formed?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Apply endings to verbs and nouns • Decline noun/adjective pairs • Use words according to endings • Use simple sentences <p>Apply and learn vocabulary and English derivatives</p>

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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materials		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. This beginning course covers the</p>
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		<p>fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking:</p> <ul style="list-style-type: none"> • Grammatical structure of nouns and cases • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 4 – Second Declension

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1 7.1.NM.C.2	The second declension is a category of nouns in Latin and Greek with similar case formation. In particular, these nouns are thematic, with an original <i>o</i> in most of their forms. In Classical Latin the short <i>o</i> of the nominative and accusative singular became <i>u</i> .	<ul style="list-style-type: none"> • How are 2nd decl. Neuter nouns formed and how do they differ from 2nd Masc.? • How do we form adjectives of 1st and 2nd declension?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Decline 2nd decl. nouns • Explain and distinguish endings of 1st and 2nd decl. nouns • Use words according to endings

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
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<ul style="list-style-type: none">• Performance on teacher-generated materials		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p>
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		<p>This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • Grammatical structure of declensions • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 5 – First and Second Conjugations

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	Latin verbs have four main patterns of conjugation. Conjugation is the creation of derived forms of a verb from basic forms or principal parts. It may be affected by person, number, gender, tense, mood, voice or other language-specific factors.	<ul style="list-style-type: none"> • How do we form and translate 1st and 2nd conj future and imperfect indicative? • How do -er adjectives differ from regular adjectives and how do we find the stem?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Use the conjugation on 1st and 2nd verbs in present, imperfect, and future tenses • Use verbs according to tense • Use simple sentences into English applying correct noun, adj., and verb endings

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student.
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<ul style="list-style-type: none">• Performance on teacher-generated materials		<p>Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p>
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		<p>This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking:</p> <ul style="list-style-type: none"> • Grammatical structure of first and second conjugations • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 6 –Future and Imperfect Indicative

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	The paradigms forms of future and imperfect tenses are more regular than those for the present tense, however each are formed on the present stem and use familiar present system personal endings.	How do we form and translate present, imperfect, and future of sum and possum?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Distinguish 1st, 2nd, and 3rd declension • Pair 1st and 2nd declension adjectives and 3rd declension nouns • Identify stems of 3rd decl. nouns • Use and conjugate irregular verbs sum and possum • Explain simple sentences into English applying correct noun, adj., and verb endings

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment
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<ul style="list-style-type: none"> • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated materials 		<p>based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the</p>
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		<p>intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p> <p>This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions.</p> <p>Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking:</p> <ul style="list-style-type: none"> • Grammatical structure of the future and the imperfect indicative • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 7 – Third Declension Nouns

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	Latin nouns of the third declension comprise consonant stems and <i>i</i> -stems. They are of all three genders, and have genitives in <i>-is</i> .	<ul style="list-style-type: none"> • How do we recognize, form and translate 3rd conjugation verbs in the present, imperfect, and future in dicative and the imperatives? • How are irregular imperatives recognized and formed?

Skills		Key Content
Listening Speaking Reading Writing		<ul style="list-style-type: none"> • Practice and conjugate 3rd conjugate verbs • Distinguish 1st, 2nd, 3rd conjugate verbs • Inscribe and translate sentences and stories
Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated materials 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or

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		<p>kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences.</p> <p>Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p> <p>This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first,</p>
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		<p>second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • Grammatical structure of third declension • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 8 – Third Conjugation

<p>Learning Goal NJCCCS & CPI</p>	<p>Enduring Understanding</p>	<p>Essential Question</p>
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7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.1	The Latin third conjugation has an infinitive ending in '-ere'.	<ul style="list-style-type: none"> • How are the demonstratives ille and hic recognized, declined and translated? • How do we distinguish between these demonstratives, in both usage and translation, as either adjectives or pronouns? • How do we recognize, form and translate verbs of the 3rd io and 4th conjugation in the present, imperfect and future indicative and the present imperatives?
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Use and translate ille and hic properly and according to context • Describe the –ius adjective • Use and conjugate 3rd io and 4th conjugation verbs • Create forms of all conjugations • Distinguish the conjugations and translate appropriately • Synthesize what has already been learned about verbs with new material

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student.
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<p>evaluate student’s understandings.</p> <ul style="list-style-type: none"> • Performance on teacher-generated materials 		<p>Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p>
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		<p>This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • Grammatical structure of third conjugations • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 9 – Demonstratives

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	Demonstratives are words designated to <i>point out</i> people or things. Demonstratives can be used in two ways with nouns as adjectives or as stand-alone forms -- pronouns.	<ul style="list-style-type: none"> • What are personal pronouns and how are they formed and recognized? • How do we distinguish between the demonstrative is and the demonstrative is? • How do we recognize, decline and translate idem?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Explain and translate personal pronouns • Distinguish demonstrative and personal pronouns

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generated materials 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include

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		<p>material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations relating to culture and history. This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the</p>
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		<p>inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions.</p> <p>Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • Grammatical structure of demonstratives • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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CHAPTER 11 – Personal Pronouns

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	Latin pronouns include personal pronouns (refer to the persons speaking, the persons spoken to, or the persons or things spoken about), indefinite pronouns, relative pronouns and reciprocal or reflexive pronouns.	<ul style="list-style-type: none"> • What are personal pronouns and how are they formed and recognized? • How do we distinguish between the demonstrative is and the demonstrative is? • How do we recognize, decline and translate idem?

Skills		Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Distinguish and translate verbs according to person, number, and tense • Distinguish and translate pronouns according to type and use in context. • Use and translate more complex sentences from Latin and from English. 	
Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level

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<p>evaluate student’s understandings.</p> <ul style="list-style-type: none"> • Performance on teacher-generated materials 		<p>and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be completed to determine student readiness, interest level, and to identify students’ learning styles and environmental preferences. Latin I Honors is a full-year course for Montclair High School students and introduces students to the language and civilization of Ancient Rome through the intensive study of basic grammar, vocabulary, and simple translations</p>
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		<p>relating to culture and history. This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. All six tenses (active) are studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations</p>
<p>Resources Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences between English and Latin <p>Summarizing and Note Taking</p> <ul style="list-style-type: none"> • Grammatical structure of personal pronouns. • Multiple choice questions of vocabulary and grammar concepts taught 	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<p>*What are the basics of English Grammar?</p> <p>*What are the parts of speech and how do they function?</p> <p>*How do we pronounce Latin?</p> <p>*How do we form and translate the present infinitive, indicative, and imperative of 1st and 2nd conjugations?</p>	<p>*Identify syntax in English sentences</p> <p>* Use verb endings for 1st and 2nd conj.</p> <p>*Translate verb forms</p> <p>*Apply the vocabulary and English derivatives</p> <p>*Identify conjugation of verbs</p> <p>*Apply correct endings to verbs</p>	<p>*Diagramming sentences</p> <p>*Identification of parts of speech and syntax in newspaper articles and excerpts from stories</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated materials</p>

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<p>October</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*How are 1st declension nouns formed?</p> <p>*How do we form 1st declensions adjectives?</p> <p>*How do adjectives agree with nouns? What are cases?</p>	<p>*Apply correct endings to nouns and verbs</p> <p>* Explain and recognize the appropriate case endings</p> <p>*Use nouns according to cases</p> <p>*Use noun and adjectives</p> <p>*Use simple sentences</p> <p>Learn and apply vocabulary and English derivatives</p>	<p>*Conjugation exercises</p> <p>*Declension exercises</p> <p>*Charades</p> <p>*Vocabulary bees</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolcha zy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated materials</p>

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November	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	*How do we form 1st and 2nd declensions adjectives? *How are 2nd decl. masculine nouns formed? *What is the basic word order of a Latin sentence? *What is apposition and how does it work in Latin?	*Distinguish and recognize cases *Apply endings to verbs and nouns *Decline noun/adjective pairs *Use words according to endings *Use simple sentences *Apply and learn vocabulary and English derivatives	*Declension exercises *Oral presentations *Vocabulary bees *Sentence relays	Wheelock F. M. - Wheelock's Latin Grammar. 4th World map Teachers created online activities: www.Quizlet.com http://www.bolchazy.com/prod.php?cat=latin&id=23675 Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV	*Short oral dictation *Original dialogs *Informal teacher observations to evaluate students' responses *Quizzes *Class participation *Performance on teacher-generated materials
December	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	*How are 2nd decl. Neuter nouns formed and how do they differ from 2nd Masc.?	*Decline 2nd decl. nouns *Explain and distinguish endings of 1st and 2nd	*Declension exercises *Oral	Wheelock F. M. - Wheelock's Latin Grammar. 4th	*Short oral dictation *Original dialogs

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		<p>*What are the forms of the present indic. of sum?</p> <p>*How do we form adjectives of 1st and 2nd declension?</p> <p>*What are predicate nominatives and adjectives?</p>	<p>decl. nouns</p> <p>*Use words according to endings</p> <p>*Explain and translate present forms of sum</p> <p>*Explain and translate predicate nominatives and adjectives</p> <p>*Use simple sentences</p> <p>*Apply and learn vocabulary and English derivatives</p>	<p>presentations</p> <p>*Vocabulary bees</p> <p>*Translations of stories and practice sentences</p> <p>*Grammar relays</p> <p>*Vocabulary bees</p> <p>*Sentence relays</p>	<p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolcha zy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated materials</p>
January	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*How do we form and translate 1st and 2nd conj future and imperfect indicative?</p> <p>*How do -er adjectives differ from regular adjectives and how do we find the stem?</p>	<p>*Use the conjugation on 1st and 2nd verbs in present, imperfect, and future tenses</p> <p>*Use verbs according to tense</p> <p>*Use simple sentences into English applying</p>	<p>*Declension exercises</p> <p>*Student performances of skits</p> <p>*Vocabulary bees</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate</p>

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			<p>correct noun, adj., and verb endings</p> <p>*Use simple Latin sentences</p> <p>*Apply and learn vocabulary and English derivatives</p>	<p>*Translations of stories and practice sentences</p> <p>*Vocab games – bingo, derivative game, flyswatter</p> <p>*Verb relays</p>	<p>http://www.bolcha zy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>students' responses to greetings</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated materials</p>
February	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*How do we form and translate present, imperfect, and future of sum and possum?</p> <p>*What are complementary infinitives?</p> <p>*How are 3rd declension nouns formed and how do they differ from 1st and 2nd declension nouns?</p> <p>*How are the stems found and why is it important to</p>	<p>*Distinguish 1st, 2nd, and 3rd declension</p> <p>*Decline nouns of the 3rd declension</p> <p>*Pair 1st and 2nd declension adjectives and 3rd declension nouns</p> <p>*Identify stems of 3rd decl. nouns</p> <p>* Use and conjugate</p>	<p>*Declension exercises</p> <p>*Oral presentations</p> <p>*Vocabulary bees</p> <p>*Translations of stories and practice sentences</p> <p>*Grammar relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolcha zy.com/prod.php?cat=latin&id=23675</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p>

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		<p>be able to find the stem?</p> <p>*How do 1st and 2nd adjectives nouns agree with 3rd declension nouns?</p>	<p>irregular verbs sum and possum</p> <p>*Interpret Latin sentences and stories</p> <p>*Explain simple sentences into English applying correct noun, adj., and verb endings</p> <p>*Apply and learn vocabulary and English derivatives</p>	<p>*Vocabulary bees</p> <p>*Sentence relays</p> <p>*Dissecting sentences</p>	<p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Class participation</p> <p>*Performance on teacher-generated materials</p>
March	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*How do we recognize, form and translate 3rd conjugation verbs in the present, imperfect, and future indicative and the imperatives?</p> <p>*How are irregular imperatives recognized and formed?</p>	<p>* Use and conjugate 3rd conj verbs</p> <p>*Distinguish 1st, 2nd, 3rd conj verbs</p> <p>*Identify tenses of verbs</p> <p>* Use the form of irregular imperatives</p> <p>*Use and translate verbs appropriately according to endings</p> <p>*Write and translate</p>	<p>*Declension exercises</p> <p>*Vocabulary bees</p> <p>*Translations of stories and practice sentences</p> <p>*Grammar relay races at board</p> <p>*Vocabulary bees</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolcha.com/prod.php?cat=latin&id=23675</p> <p>Authentic</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class</p>

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			<p>sentences and stories *Create sentences in Latin</p> <p>*Apply and learn vocabulary and English derivatives</p>	<p>*Sentence relays</p> <p>*Dissecting sentences</p>	<p>materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>participation</p> <p>*Performance on teacher-generated materials</p>
April	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>*How are the demonstratives ille and hic recognized, declined and translated?</p> <p>*How do we distinguish between these demonstratives, in both usage and translation, as either adjectives or pronouns?</p> <p>*How do we recognize, decline and translate the 9 special –ius adj.?</p> <p>*How do we recognize, form and translate verbs of the 3rd io and 4th conjugation in the present, imperfect and future</p>	<p>* Use and translate ille and hic properly and according to context</p> <p>*Explain the –ius adj</p> <p>* Use and conjugate 3rd io and 4th conjugation verbs</p> <p>*Create forms of all conjugations</p> <p>*Distinguish the conjugations and translate appropriately</p> <p>Synthesize what has already been learned about verbs with new material</p>	<p>*Vocabulary bingo</p> <p>*Declension exercises</p> <p>*Vocabulary bees</p> <p>*Translations of stories and practice sentences</p> <p>*Grammar relays</p> <p>*Vocabulary bees</p> <p>*Sentence relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolcha zy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated</p>

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		indicative and the present imperatives?	<p>*Use and translate simple sentences into English applying correct noun, adj., and verb endings</p> <p>*Use and translate simple Latin sentences</p> <p>*Apply and learn vocabulary and English derivatives</p>	*Dissecting sentences	See below – Section IV	materials
May	<ul style="list-style-type: none"> • 7.1.NM.A.1 • 7.1.NM.A.2 • 7.1.NM.A.3 • 7.1.NM.B.1 • 7.1.NM.C.1 	<p>*What are personal pronouns and how are they formed and recognized?</p> <p>*How do we distinguish between the demonstrative is and the demonstrative is?</p> <p>*How do we recognize, decline and translate idem?</p>	<p>*Explain and translate personal pronouns</p> <p>*Distinguish demonstrative and personal pronouns</p> <p>*Use and translate pronouns according to their cases</p> <p>*Use and translate simple sentences into English applying correct noun, adj., and verb endings</p> <p>*Use and translate</p>	<p>*Vocabulary bingo</p> <p>*Declension exercises</p> <p>*Vocabulary bees</p> <p>*Student skits</p> <p>*Translations of stories and practice sentences</p> <p>*Grammar relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class participation</p>

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			<p>simple Latin sentences</p> <p>*Apply and learn vocabulary and English derivatives</p>	<p>*Vocabulary bees</p> <p>*Sentence relays</p> <p>*Dissecting sentences</p>	<p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Performance on teacher-generated materials</p>
June	<ul style="list-style-type: none"> • 7.1.NM.A.1 • 7.1.NM.A.2 • 7.1.NM.A.3 • 7.1.NM.B.1 • 7.1.NM.C.1 	<p>*What are personal pronouns and how are they formed and recognized?</p> <p>*How do we distinguish between the demonstrative is and the demonstrative is?</p> <p>*How do we recognize, decline and translate idem?</p>	<p>*Use and conjugate verbs of all conjugations in all tenses of the indicative</p> <p>*Distinguish and translate verbs according to person, number, and tense</p> <p>*Use and translate more complex sentences from Latin and from English</p> <p>*Distinguish in translating between imperfect and future</p> <p>*Apply and learn vocabulary and English derivatives</p>	<p>*Vocabulary bingo</p> <p>*Declension exercises</p> <p>*Vocabulary bees</p> <p>*Translations of stories and practice sentences</p> <p>*Grammar relays</p> <p>*Vocabulary bees</p> <p>*Sentence relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolcha zy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Short oral dictation</p> <p>*Original dialogs</p> <p>*Informal teacher observations to evaluate students' responses</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated materials</p>

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				*Dissecting sentences	See below – Section IV	
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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PRESENTATIONAL RUBRIC

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage	Generally uses non-verbal communication (eye contact, body language) to address and engage	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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	audience.	audience.	
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INTERPERSONAL RUBRIC

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language

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	during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

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Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some

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	unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some

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	unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary material

Textbook

Wheelock F. M. - Wheelock's Latin Grammar. 4th ed., revised. New York : Harper Collins, 1992. XXVI & 418 p.

Wheelock Study Aids

Dale Grote's Comprehensive Study Guide to Wheelock's Latin (4th ed.)

<http://humanum.arts.cuhk.edu.hk/Lexis/Wheelock-Latin/>

Dr J's Grammar Review and Drill for Wheelock (6th ed.)

http://people.hsc.edu/drjclassics/Latin/explanations/Latin_chapter_by_chapter.shtm

Electronic Resources for Wheelock's Latin

<http://ablemedia.com/ctcweb/showcase/barrettlatin.html>

Latin Praxis: Practice Exercises for Wheelock (6th ed.)

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/wh-prax.html>

More Exercises for Wheelock (6th ed.)

<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

Pronunciation

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The OFFICIAL WHEELOCKS AUDIO page (at this site); produced by R.A.LaFleur, readings by Mark Miner (a 4-CD audio package by Mark Miner of "Readings from Wheelock's Latin") is also available from Bolchazy-Carducci Publishers, Inc.)

The Pronunciation and Reading of Classical Latin A Practical Guide by Stephen G. Daitz
<http://www.bolchazy.com/prod.php?cat=latin&id=23675>

Games and Reviews

QUIA: Wheelock's Latin Vocabulary Games
<http://www.quia.com/pages/wh2001gold.html>

MORE QUIA: Wheelock's Latin Vocabulary Games
<http://www.quia.com/pages/wheelock.html>

Crossword Puzzles for Wheelock (6th ed.)
<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

Conjuguemus
<http://conjuguemos.com/>

Wheelock Study Groups

Atrium Latin: A Latinstudy Group
<http://www.atrimum-media.com/latin/atrimlatin.htm>

Schola Classical Tutorials:
Latin-Greek-Great Books-Rhetoric Over the Internet
<http://www.scholatutorials.org/>

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Online Wheelock Study Group at LatinStudy

<http://www.ravendays.org/latin/lists/listindex.html>

Latin & Greek Study Groups

<http://www.quasillum.com/study/index.php>