

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

Minutes of the Board of Education meeting held on November 8, 2023 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	4 Staff
A. Plante	6 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian(absent)	
G. Peteronjes	

Ms. Zukowski called the meeting to order at 7:04 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Higgins moved that the Board of Education approve the consent agenda which includes the donation to Newtown High School, the Newtown Middle School Ski Club trip, and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski congratulated the Board members on the election and thanked Brennan Coakley and Bruce Walzak for their participation. She also congratulated Chris Gilson who was at the meeting. Mr. Gilson said he was honored to be on the Board and looked forward to joining the members.

Superintendent's Report: Mr. Melillo met with Central Office staff regarding the current paraprofessional shortage with 19 unfilled positions. Anne Uberti has provided training to paras to enhance their skills and qualifications as paras. We recognize the current salary pay scale is not competitive and we will provide the Board with a proposal for consideration to help address the shortage. Ms. Zukowski will contact the Board to schedule a non-meeting to present the proposal to bring in paras and retain those that we have. This Friday our schools will have Veteran's Day events. He will attend the Veteran's Day breakfast at the middle school and the luncheon and ceremony at the high school. His former English teacher, who is a Vietnam veteran, will address the students.

Committee Reports:

Mrs. Plante reported that the DEI Committee met October 26 and Jana Briggs attended. The points of focus this year are to improve internal and external messaging around DEI, build organizational capacity for DEI (building the Equity teams in each building), and identifying metrics to assess and measure our efforts.

Mr. Cruson reported that the Policy Committee met and will only have one meeting before December. We will be looking at Policy 1700 regarding firearms which Mr. Higgins and Mr. Melillo have been working on and also at the 6000 series policies.

Mr. Vouros said the C & I Committee met regarding the Latin presentation tonight and Mrs. Uberti's standardized testing results.

Mr. Ramsey attended an interschool level lesson between the middle and high schools on DNA isolation with teacher Tim DeJulio. High school students taught the lesson to 8<sup>th</sup> grades students and paras were also involved.

Mr. Vouros reported that the project adventure course is being set up at Reed.

#### Student Report:

Mr. Peteronjes reported that quarter two is underway. The Homecoming Dance was a success. The Unicef Club hosted a bake sale on Election Day for those voting at the high school. The exchange students and teachers from Spain were heading back home today. All student athletes who committed to play in college were recognized at a breakfast hosted by the school. There will be parent teacher conference next Wednesday and Thursday.

Mr. Vouros commented that our students will be going to Madrid April 2 for 10 days as part of the exchange program.

#### Item 5 – Presentations

First Read of Latin I, II and III Curriculum:

Latin teacher Catharine Kimberly presented this curriculum.

Mrs. Plante asked how many students at all levels were in these courses and if there were any common themes that drives students to take Latin.

Ms. Kimberly said the classes average 20 students per level but some classes have 30 students at times. Students take Latin because of its basis for romance languages and some want to improve their English skills including grammar. Student who are interested in the medical field, law and teaching are also taking Latin.

Mr. Vouros asked about Latin IV.

Ms. Kimberly said she was pursuing certification for the fourth level.

Mr. Melillo said the ECE program is dual enrollment so she's also becoming an adjunct with UCONN and students will be able to get UCONN credit for that course.

#### Standardized Test Results:

Mrs. Uberti presented student performance data from the state assessments administered in the spring of 2023. We looked at results per student and at their growth.

Mr. Higgins questioned our postsecondary readiness percentages which were not the same at on the Connecticut website.

Ms. Zukowski suggest he follow up with Mrs. Uberti who would be checking on his questions. She also asked what steps are being taken to increase the 7<sup>th</sup> and 8<sup>th</sup> grade performance.

Mrs. Uberti reported that we are in the second year of the new math program and the English Language Arts programs we are piloting are more rigorous. The middle school will also benefit from consistency of instruction in those core areas. There is also a need for an updated social studies textbook.

Ms. Zukowski asked about the middle school scores dropping and questioned the five-year comparison in math.

Mrs. Uberti stated that the teachers feel good about Bridges and the movement in test scores. The implementation of the curriculum has to be monitored.

Mr. Melillo said instructional practices have been put in place. Mrs. Uberti and Mrs. DiBartolo built structures in the NTSS program and success plans are tied to the strategic plan. Our

teachers are learning how to implement years one and two of a new curriculum. Mrs. Uberti has spearheaded the work with our administrators and teachers. He is concerned about the scores but we will continue to ensure students are getting what they need.

Mr. Higgins said the presentation doesn't include performance gaps between students. Mrs. Uberti stated there was a report for each school. The state identifies the achievement gap. Our middle school had an achievement gap in math. Within our own demographics we can drill down in each group. We look at each student individually who are not performing at grade level. She referred to the first Smarter Balanced chart with ELA.

Mr. Higgins was looking for data showing our progress in the gaps.

Mrs. Uberti said there are gaps to close but we have a robust data system. Students are assessed through classroom instruction and then there is intervention based on student needs. Engaging instruction matters and a boring instruction is not engaging middle school students so a change of instruction is needed. We always saw a dip down from students going to 5<sup>th</sup> grade and a dip down in 7<sup>th</sup> and then up in 8<sup>th</sup>. We are looking at programs to bridge their gap. Ms. Zukowski was happy Mrs. Uberti was our assistant superintendent and appreciates the work she does.

#### Item 6 – Old Business

Action on 2024-2025 Board of Education Budget Assumptions and Priorities:

MOTION: Mr. Higgins moved that the Board of Education approve the 2024-2025 Board of Education Budget Assumptions and Priorities. Mrs. Tomai seconded.

The Board reviewed the suggested changes and decided on the following motion.

MOTION: Ms. Zukowski moved that we replace bullet 3 of the assumptions with the following: "Consistent student support is crucial to address students achieving below desired outcomes as reflected by the states various measures of performance, with particular focus on overall areas of academic decline." Mr. Cruson seconded. Motion passes unanimously.

MOTION: Ms. Zukowski moved to add another bullet below the current 4<sup>th</sup> bullet that says "Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments, and participate in regional services when they are beneficial to the district." Mrs. Plante seconded. Motion passes unanimously. Main motion as amended passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve Policy 5141.21 Administration of Student Medications in the School. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education rescind Policy 4-608.1 Administration of Medications. Mr. Cruson seconded. Motion passes unanimously.

#### Item 7 – New Business

MOTION: Mr. Higgins moved that the Board of Education approve using \$120,653.13 from the Non-lapsing Account for the Reed chiller restoration. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve using approximately \$65,000 from the Non-Lapsing Account for the Facilities Study. Mrs. Plante seconded.

Mr. Cruson asked how much will be left after these expenses were paid.

Mrs. Vadas said approximately \$100,000 would be left with \$300,000 remaining for special education.

Mrs. Plante noted that there was no RFP issued yet for the feasibility study.

Mr. Barlow noted that when this was done in his previous district it came in at \$120,000 so this estimate is in that range.

Mrs. Tomai wanted to be sure the RFP was asking for recommendations rather than a list of what is wrong.

Mr. Barlow said we added a functionality study for our educational programs in all schools to look at the district as a whole. They do an assessment of the buildings and then prioritize end of life on equipment. We determined the priorities and assigned value to them.

Mr. Higgins asked if there was anything going into the RFP any more granular regarding the middle school given what is going to be the best plan for the school.

Mr. Barlow noted that the driving force for the facilities study was because of the approval of an indoor air quality project for the middle school which could be \$400,000. It's important not to spend that money before we know more about the building.

Ms. Zukowski questioned the cost as "about \$65,000" and having to come back to the Board to change the amount.

Mr. Barlow said we used the same motion as that of the First Selectman because they are paying for half of the study.

MOTION: Ms. Zukowski moved to amend the motion to change the language to read "using up to \$65,000." Mrs. Tomai seconded. Motion passes unanimously.

Main motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve the educational specifications for the Head O'Meadow HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve the educational specifications for the Newtown High School HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Higgins moved that the Board of Education approve the minutes of October 17, 2023. Mr. Cruson seconded. Motion passes unanimously.

#### Item 8 – Public Participation

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

#### Item 9 – Adjournment

The meeting adjourned at 9:43 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary

October 20, 2023

TO: Chris Melillo

FROM: Kim Longobucco

Please accept the donation of a 2006 Ford Escape Hybrid VIN:  
1FMCU96H16KA43144 at a value of \$1,700. The vehicle will be used by  
Newtown High School Automotive Repair Classes.

Thank you.

*Donation from  
Mr. and Mrs. Warren Ku  
28 Platts Hill Road  
Newtown, CT 06470*

A handwritten signature in purple ink, appearing to be 'K. Longobucco', written in a cursive style.



Principal Approval: [Signature]

Hotel Reserved 13 rooms 1/19 - 1/21/24  
Bus Arranged through Datto

### CHARTER BUS REQUEST

Person requesting: TRENT HARRISON School: NEWTOWN HIGH SCHOOL  
 ORG. Class: SKI CLUB / TRIP Date of trip: 1/19/24 - 1/21/24  
 Pickup time: 2<sup>30</sup> AM  PM Destination: ROTLAND VT (KILLINGTON)  
 Address of destination: 401 US-7 South, Rutland VT 05701  
 Leave time from destination: 4 AM  PM Snow/Rain date: N/A  
 Teacher in charge of trip: TRENT HARRISON  
 No. students: 40 No. staff: 4 No. parents (if applicable): N/A  
 Do any students have special needs for transportation? Yes /  No  
 If **yes**, what is required? (wheel chair, harness, etc): \_\_\_\_\_  
 If multiple students have special needs requirements, please list: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Party responsible for payment: SKI CLUB  
 Contact person: TRENT HARRISON Phone No.: 204470-4232

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
- Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- We reserve the right to have buses back in town for school dismissal schedule.
- Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.

**Newtown High School 2024 Ski Trip**  
**January 19th-21st, 2024**  
**Killington Resort**

**Trip Break Down**

4 students per room (Quad Occupancy)

**FRIDAY Jan 19th**

All luggage and equipment dropped off to NHS room B140 by 10:30AM (For Admin and security to check)

Depart NHS at 2:30pm on January 19th via Coach Bus (Dattco)

Stop for dinner (fast-ish type food) in Mass or VT

Check into Days Inn by Wyndham, Rutland VT

Students can order in food, or go to Denny's next door for food.

Bed Check 11PM

**SATURDAY Jan 20th**

Wake up 6:30AM-Free Continental Breakfast at hotel

Bus to Killington departs at 7:30AM

Arrive at Killington MT , Ski/Ride 8AM-4PM (**HELMETS MANDATORY**)

Check in with the Faculty at 12 noon-12:30PM. Failure to check in will result in loss of ski time Sunday 21st (every 30 min late=1hour in the lodge Sunday)

Gather at lodge at 4:30pm

Bus back to hotel

Dinner at Denny's (on your own) or order in food

Pool and hot tub open till 9pm(?)

Bed Check at 11PM

**SUNDAY Jan 21st**

**PACK UP ROOM/EAT BREAKFAST AND BE LOADED ON BUS BY 7:30AM**

**CHECK OUT OF HOTEL (ROOM CHECKS) Prize for Cleanest room as determined by hotel staff**

Arrive at Killington MT , Ski/Ride 8AM-4PM(**HELMETS MANDATORY**)

Check in with the Faculty at 12 noon to 12:30PM. Failure to check in will result in contacting Killington staff and deactivating your lift ticket.

Gather at lodge at 4:30pm

Bus home to Newtown (If you want to change clothes, pack them in your ski bag and change at the Mountain

Stop at Brattleboro VT for Dinner (McD's or the like)

**TIP THE BUS DRIVER (\$2per day is the norm) and thank your chaperones)**

**Arrive at NHS around 9pm (depending on traffic)**

**Trip Cost:** (10 rooms of 4 per room for a total of 40 students)

\$500 pp, quad occupancy includes: Round Trip Coach transportation, 2 day lift ticket, 2 nights lodging with continental breakfast, coolers of water/hydration drinks and energy/granola bars and light snacks on the bus, and a lifetime of memories.

**Students responsible for lunch and dinner Friday-Sunday. Lessons and Rentals equipment at Killington.**

Correspondence Report  
10/17/2023 – 11/07/2023

<b>Date</b>	<b>Name</b>	<b>Subject</b>
10/17/2023	Donald Ramsey	Correspondence Report for the BOE Meeting 10/17/2023
10/19/2023	Melillo, Chris	Legal Information
10/19/2023	Melissa Martucci Gomez	Conferences
10/22/2023	Melillo, Chris	10/22 Superintendent's Sunday Update
10/22/2023	Zukowski, Deborra	October 22, 2023 Week in Preview
10/24/2023	Norling, Donna	Curriculum and Instruction Minutes
10/24/2023	Kiley Gottschalk	BOF 10-26-2023 Agenda
10/25/2023	Morris, Joanne	Charwells Fall Food Festival for Central Office and BOE Members October 26, 2023
10/29/2023	Melillo, Chris	10/29/2023 Superintendent's Sunday Update
10/30/2023	Melillo, Chris	Sad News
10/30/2023	June, Kathy	Visitors From Spain
10/31/2023	Melillo, Chris	Assumptions and Priorities
11/01/2023	Ramsey, Don	Oratorical Contest
11/03/2023	June, Kathy	BOE Mailing – November 8, 2023
11/05/2023	Melillo, Chris	11/5 Superintendent's Sunday Update
11/07/2023	Zukowski, Deborra	November 7, 2023 Week in



# LATIN I CURRICULUM

Catharine Kimberly  
Gail V. Gay

## SUMMARY OF UNITS

- I - Romana Familia
- II - Puellae et Pueri
- III - Vale, Villa!
- IV - In Itinere
- V - Raeda in Fossa
- VI - Ad Cauponam
- VII - Fortasse Est Somnium
- VIII - In Urbe Romae



## UNIT I - ROMANA FAMILIA

Generalizations/enduring understandings

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

Conceptual lens

Language Systems



Latin I  
Unit I - Romana Familia

## Critical content/skills

Students will be able to

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



Latin I  
Unit I - Romana Familia

## UNIT II - PUELLAE ET PUERI

### Generalizations/enduring understandings

1. Verb forms and choices impact the clarity of the message.
2. Cognates and derivatives demonstrate the correspondence between languages and illuminate the origins of words.
3. Romance Languages subdivide nouns into the gender categories of masculine, feminine, and sometimes neuter.
4. Origin stories and myths illustrate the value systems of cultures.
5. Historical perspectives contextualize the rationalizations of slave cultures throughout the world.

### Conceptual lens

#### Grammar Comparison & Values



Latin I  
Unit II - Puellae et Pueri

### Critical content/skills

Students will be able to

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

Latin I  
Unit II - Puellae et Pueri



## UNIT III - VALE, VILLA!

### Generalizations/enduring understandings

1. Languages have a unique grammar vocabulary that help people label the structure of the language.
2. Verb conjugations communicate a clear message by specifying person, number, gender, and tense.
3. Prepositions and prepositional phrases expand the idea conveyed in a sentence.
4. Housing reveals information about culture, family, values, and socioeconomic status.
5. Patriarchy as a societal structure places men in a dominant position.
6. Mythological deities personify forces of nature as a means to interpret natural phenomena.

### Conceptual lens

#### Belief Systems



Latin I  
Unit III - Vale, Villa!

### Critical content/skills

Students will be able to

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

Latin I  
Unit III - Vale, Villa!



## UNIT IV - IN ITINERE

### Generalizations/enduring understandings

1. Verb conjugations communicate a clear message by specifying person, number, gender, and tense.
2. Languages express possession through specific grammatical conventions.
3. Languages form and respond to informational questions by means of specific rules.
4. Attitudes toward slavery and treatment of slaves differed in various slave owning cultures.
5. The naming systems of family members in cultures reflect societal values.
6. Origin stories and myths illustrate the value systems of cultures.

### Conceptual lens

Social Equality



Latin I  
Unit IV - In Itinere

### Critical content/skills

#### Students will:

- Understand Latin verb conjugations (1-4)
- Conjugate regular Latin verbs in all persons in the present tense.
- Form the genitive case in Latin.
- Understand implications of word order and word ending when expressing possession in Latin.
- Know the principal question words in Latin.
- Extract information from authentic sources regarding treatment of slave in Ancient Rome.
- Evaluate information from authentic sources to draw conclusions about Ancient Roman attitudes toward slavery.
- Compare and contrast attitudes toward slavery in slave cultures.
- Understand how people were named in Ancient Rome.
- Make a connection between the naming system of Ancient Romans and the patriarchal structure.
- Know and retell the origin story of Rome, Romulus and Remus.
- Analyze the story of Romulus and Remus in order to deduce the qualities that were valued in Ancient Roman culture.



Latin I  
Unit IV - In Itinere

## UNIT V - RAEDA IN FOSSA

### Generalizations/enduring understandings

1. Past and present verb tenses convey time frames to clarify meaning.
2. Gender and agreement classify nouns and adjectives to establish meaning.
3. Numerals and numbers provide the framework for number systems.
4. Transportation systems and their components (roads and vehicles) contribute crucial aspects to societal advancement.
5. The synthesis of historical events informs the evolution of societies' civic and educational values.

### Conceptual lens

Historical Connections



Latin I  
Unit V - Raeda In Fossa

### Critical content/skills

#### Students will:

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



Latin I  
Unit V - Raeda In Fossa

## UNIT VI - AD CAUPONAM

### Generalizations/enduring understandings

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

### Conceptual lens

Authentic Sources (of historical knowledge)



Latin I  
Unit VI - Ad Cauponam

### Critical content/skills

Students will:

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



Latin I  
Unit VI - Ad Cauponam

## UNIT VII - FORTASSE EST SOMNIUM

### Generalizations/enduring understandings

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

### Conceptual lens

Governing Systems



Latin I  
Unit VII - Fortasse Est Somnium

### Critical content/skills

Students will:

- Use *principal parts* of verbs.
- Understand the importance and impact of Roman hospitality on the ancient and modern worlds.
- Understand the government structure during the Roman Republic
  - consul
  - senate
  - army
- Understand what encounters with other civilizations were like for the Ancient Romans
  - Gaul
  - Germany
  - Britain
- Break words apart into their roots, prefixes, and suffixes to put them together to discover the meaning.

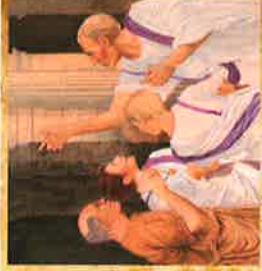
## UNIT VIII - IN URBE ROMAЕ

Generalizations/enduring understandings

1. Tense places action in the context of time.
2. Various grammatical constructs establish cause and effect in language.
3. Language expresses part of a whole by means of various grammatical constructs.
4. Languages organize nouns into classifications as a means of creating structure.
5. Physical structures offer information about historical motivations and customs.
6. A civilization's value system both shapes and is shaped by its approach to geographic expansion and cultural assimilation.

### Conceptual lens

Geographic expansion



Latin I  
Unit VIII - In Urbe Romae

### Critical content/skills

Students will:

- Identify future, pluperfect, and future perfect tenses of regular verbs in reading.
- Conjugate regular Latin verbs in all persons in all tenses (present, imperfect, future, perfect, pluperfect, future perfect).
- Use and form 4th and 5th declension nouns.
- Understand the importance and impact of Roman progress on the ancient world and the world.
  - Aqueducts
  - Architecture
  - Augustus
  - Porta Capena
  - North Africa
  - Punic Wars
- Understand what encounters with other civilizations were like for the Ancient Romans.
- Understand authentic sources of information from the Romans that exist to this day.
  - Inscriptions
  - Abbreviations



Latin I  
Unit VIII - In Urbe Romae

## CORE LEARNING ACTIVITIES/ASSESSMENTS

- Roman Clothing Project
- Derivative and Cognate Project
- Roman & Greek God/Goddess Project
- Mythology Project
- Roman Family Tree Project
- Latin Mottos Group Activity
- Roman Heroes Poster

Latin I  
Unit I-VIII

## RESOURCES

- Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani: a Latin reading program*. Pearson.
- Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani I Teacher's Guide (Fourth)*. Pearson.
- Hands Up Education Community Interest Company. (2020). *Suburani: a Latin reading course*.
- From Romulus to Romulus Augustulus: Roman History for the New Millennium, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008
- The Romans Speak for Themselves, Book 1, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989
- Gamification technology tools for learning vocabulary and grammar
- Ecce Romani I online access: <https://isso.rumba.pk12ls.com>

## INTERDISCIPLINARY CONNECTIONS

- English: vocabulary, grammar, roots, derivatives, cognates, literary forms, parts of speech, prefixes, suffixes, verb tenses, adverbs, outlines, abbreviations
- History: Ancient Roman Republic, ancient roads, ancient vehicles, transportation, kings of Rome, cultural cross-pollination, ancient travel accommodations, ancient heroes, primary sources, source bias, Gaul, Germany, Britain, Governmental structure, armies, ancient city life, ancient technology, ancient warfare, geography, architecture, public works
- Sociology: slavery, socioeconomic structure, patriarchal societies, slave owning cultures, values
- Philosophy - religion, mythology, mottos, moral code, hospitality, assimilation
- Sociology - values, political systems, socioeconomic status, conflict-resolution, cultural assimilation
- Math - number systems, Arabic numerals,
- Math/Business - architecture

# LATIN II CURRICULUM

Catharine Kimberly  
Gail V. Gay

## SUMMARY OF UNITS

- I - Venite ad Cenam
- II - Res Optima
- III - Ad Scholam
- IV - Iturus ad Thermas
- V - Otium et Ludi ad Circum Maximum
- VI - Circulus Vitae



## UNIT I - VENITE AD CENAM

### Generalizations/enduring understandings

1. Language uses active and passive voice as a device to influence meaning.
2. Relative pronouns expand the usage of relative clauses and increase their versatility to enhance meaning.
3. Demonstrative adjectives, demonstrative pronouns, and indefinite adjectives add clarity to improve communication.
4. Verbs take on prefixes to modify meaning.
5. Recipes, menus, and dining customs reveal the food products and practices of a culture.
6. The dense nature of urban configuration necessitates addressing fires and firefighting.
7. Political conflict precipitates reform.

### Conceptual lens

Urban Life



Latip II  
Unit I - Venite ad Cenam

### Critical content/skills

Students will be able to

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

Latin II

Unit I - Venite ad Cenam



## UNIT II - RES OPTIMA

Generalizations/enduring understandings

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

Conceptual lens

Communication

Latin II

Unit II - Res Optima



### Critical content/skills

Students will be able to

- form the comparative and superlative of adjectives and adverbs in Latin.
- form deponent verbs.
- recognize and appropriately translate deponent verbs in writing.
- make connections between the cultural gatherings of Romans and their values system.
- understand the factors contributing to the fall of the Roman Republic.
- discuss the ways in which political conflict leads to systemic collapse.
- understand the basis for the Roman calendar system.
- create a calendar of a Roman month.
- know the days of the week.
- express dates in the style appropriate for formal correspondence.
- know the appropriate openings and closings for formal correspondence.
- compare to their own culture
- write a formal letter in Latin.
- compare and contrast the Roman primary education system with that of their own culture.

Latin II

Unit II - Res Optima



## UNIT III - AD SCHOLAM

Generalizations/enduring understandings

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

Conceptual lens

Educational Systems

Latin II

Unit III - Ad Scholam



## Critical content/skills

Students will be able to

- form and recognize the locative case in Latin.
- translate common expressions of time.
- form the present participle.
- understand how participles and participial phrases function as verbal adjectives in Latin.
- understand the concepts of cardinal and ordinal numbers.
- make connections between the Latin names for numbers and their corresponding Roman numerals.
- compare and contrast the Roman secondary education system with that of their own culture.
- understand the materials and process of creating books in Ancient Rome.
- identify places within the Roman Empire on an ancient map.
- compare and contrast ancient and modern maps.
- understand who Vergil was and what his literary contributions were to Rome and the history of Rome.
- discuss how literary figures earn a place of high esteem in a culture.
- compare and contrast the Roman Republic and the Roman Empire.
- analyze the political and social conditions that led to the rise of the Roman Empire.
- debate the significance of the Pax Romana.

Latin II

Unit III - Ad Scholam



## UNIT IV - ITURUS AD THERMAS

Generalizations/enduring understandings

1. Language indicates the attitude of the speaker using mood.
2. Languages have grammatical structures that add detail to a thought.
3. Verbal adjectives modify nouns to add information to a sentence.
4. Leisure and social practices of a culture demonstrate its values.
5. Cultures document their history and values through myths and storytelling.
6. Cultures esteem literary figures.
7. Cultures express values and record history through art.

Conceptual lens

Myths and Storytelling

Latin II

Unit IV - Iturus ad Thermas



## Critical content/skills

Students will:

- form Imperfect and Pluperfect Subjunctive in both Active and Passive Voice sentences.
- recognize the imperfect and pluperfect active and passive subjunctive in Latin sentences.
- understand the meaning conveyed by the subjunctive mood.
- know the relative pronouns in Latin.
- form the future active participle.
- understand how the future active participle function as a verbal adjective.
- recognize the difference between the various Latin participles learned up to this point.
- describe the layout and parts of a Roman public bathing establishment.
- explain who went to Roman baths and how their time there was spent.
- discuss the importance of Roman baths to social and cultural life.
- discuss the problem of security at public baths in Rome.
- explain the importance of myths and storytelling to the preservation of a culture's history.
- understand Ovid's standing as a literary figure of Ancient Rome.

Latin II

Unit IV - Iturus ad Thermas



## UNIT V - OTIUM ET LUDI AD CIRCUM MAXIMUM

Generalizations/enduring understandings

1. Indirect discourse embeds a character's thoughts into a narration.
2. Languages include verbs that do not follow regular patterns of conjugation.
3. Cultures maintain places and practices for leisure pursuits.
4. Political rulers make a lasting impact on the history of a place/location.

Conceptual lens

Entertainment

Latin II

Unit V - Otium et Ludi ad Circum Maximum

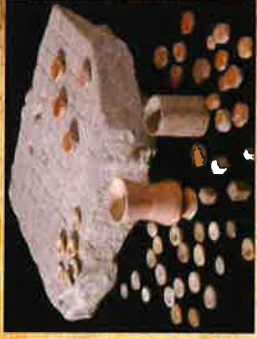




## Critical content/skills

Students will:

- identify infinitives and their various uses,
- translate indirect statements from Latin sentences
- recognize patterns occurring among irregular verbs,
- conjugate the irregular verb *fi*, *feri* in multiple tenses and moods,
- recognize the different uses of *audire*,
- explain the various venues where Roman people spent their leisure time,
- describe the leisure activities of Roman people,
- make connections between the leisure activities and values of a society,
- know the leaders of the Early Roman Empire,
- discuss and compare the impact of political leaders on various societies throughout history,
- explain the contributions of Roman leaders to Roman culture and history.



Latin II  
Unit V - *Onium et Ludi ad Circum Maximum*

## UNIT VI - CIRCULUS VITAE

Generalizations/enduring understandings

1. Language indicates the attitude by the speaker's use of mood.
2. Languages establish grammatical rules to express categories of intention.
3. The evolution of language results in connections in vocabulary and grammar across languages.
4. Cultures celebrate rites and rituals.
5. Political rulers often make a lasting impact on the history of a place.
6. As a result of prolonged contact, cultures influence each other by adopting traits and practices.

### Conceptual lens

Cultural Practices



Latin II  
Unit VI - *Circulus Vitae*

## Critical content/skills

Students will:

- form the present and perfect, subjunctive in both active and passive voice
- recognize the present and perfect active and passive subjunctive in Latin sentences,
- list the Romance languages,
- explain how Romance languages developed and discuss the linguistic commonalities among Romance languages,
- explain the rites and rituals that marked Roman marriage and know the ceremonies that were observed to mark the coming of age in Ancient Rome,
- understand the religious practices maintained by the Ancient Romans and make connections between the practices of Roman religion and religions today,
- describe the social customs associated with death and burial in Ancient Rome,
- discuss what cultural practices reveal about the values of Ancient Romans,
- discuss how a political leader impacts a society,
- explain the aspects of other cultures that Rome subsumed into its own,
- discuss the products and practices of Roman culture which were adopted or adapted by other cultures and interpret the term "multiculturalism" as a facet of ancient Mediterranean life,
- evaluate Rome's willingness to adopt, adapt, and develop products and practices from other places and how that impacted its own evolution and debate whether Romans were tolerant of differences,
- consider how the study of Rome and its outlook on multiculturalism can aid in navigating today's effort toward diversity, equity, and inclusion.



Latin II  
Unit VI - *Circulus Vitae*

## CORE LEARNING ACTIVITIES/ASSESSMENTS

- Latin Letter Project
- Roman Calendar Project
- Degrees of Adjectives/Cerealia Project
- Roman School Project
- Saturnalia Celebration
- Create Your Own Myth Project
- Drawing Dictation Activity
- Roman Emperors Presentation



Latin II  
Unit VI - *Circulus Vitae*

## RESOURCES

- *Ecce Romani II: A Latin Reading Program*. Pearson, 2009.
- *Pearson Prentice Hall*. (n.d.). *Ecce Romani II: Language Activity Book (Fourth)*.
- Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani II Teacher's Guide (Fourth)*. Pearson.
- *Hands Up Education Community Interest Company*. (2020). *Suburani. a Latin reading course*.
- *From Romulus to Romulus Augustulus: Roman History for the New Millennium*, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008
- *The Romans Speak for Themselves, Book 2*, edited by Gilbert Lawall, Addison-Wesley Publishing Company, 1989
- Gamification technology for learning vocabulary and grammar
- *Ecce Romani online access*: <https://sso.rumba.pk12is.com>

## INTERDISCIPLINARY CONNECTIONS

- English - vocabulary, cognates, derivatives, adjectives, pronouns, adverbs, passive/active voice, letter writing, participles, expressions of time, suffixes, infinitive, Vergil's Aeneid, storytelling, myth, indirect discourse, irregular verbs, research, and oral presentations, mood, result, and purpose clauses, coming of age novels
- History - ancient city life, fires, American Government, cultural gatherings, dates, the collapse of the Roman Republic, education, the birth of the Roman Empire, Augustus, geography, maps, pirates, Pax Romana, Metamorphoses, Early Roman Empire, Emperors of the Roman Empire, Colosseum, Treven, historical vestiges, Late Roman Empire, Emperors of the Late Roman Empire, religious practices, marriage rites, funerals practices, coming of age rites
- Sociology - conflict resolution, urban life, Roman education, cultural gatherings, leisure, piracy, peace, storytelling, games, gambling, religion, coming of age, marriage, funerals, multiculturalism
- Science - calendars, dates, medicine
- Culinary - food, menus, recipes
- PE - athletics, leisure activities
- Health - health and wellness, hygiene
- Math - calculating dates and years, cardinal numbers, ordinal numbers, Roman numerals, Arabic numerals
- Art - textile production, creation of books, graffiti, storytelling, public works, Circus Maximus, Colosseum, architecture, tombs
- Linguistics - Romance languages

## LATIN III CURRICULUM

Catharine Kimberly  
Gail V. Gay

## SUMMARY OF UNITS

- I - Cave Idus Martias
- II - O Tempora, O Mores!
- III - Pugnae in Re Publica
- IV - Ortus Imperii
- V - Noli Volare Propius ad Solem



## UNIT I - CAVE IDUS MARTIAS

Generalizations/enduring understandings

1. Expanding knowledge of grammar, used in authentic sources, aids comprehension.
2. Reviewing and building on prior learning expands capability.
3. Authors of historical literature influence the reader's perception of the world.
4. Historical record reflects the author's point of view and biases.
5. Finite sources of ancient history limit people's ability to understand events and motivations.
6. Political figures play a role in impacting history.
7. Political conflict disrupts the status quo and may lead to change.

### Conceptual lens

Political systems



Latin III  
Unit I - Cave Idus Martias

## Content knowledge

Students will know:

- the first name abbreviations in ancient Roman literary sources
- the sophisticated Latin grammatical constructions to read and understand ancient Roman texts.
- Eutropius' contribution to the body of ancient Roman history
- the importance of evaluating sources for accuracy and bias
- the list of major contributions of Cicero, Caesar, Pompey, Octavian/Augustus, and Cleopatra to the history of the ancient world
- the contributing factors to the fall of the Roman Republic
- the structural components of the Roman Empire
- the similarities between the Roman Empire and prior forms of Roman rule
- the American political system is based on the Roman Republic and why

Latin III

Unit I - Cave Idus Martias



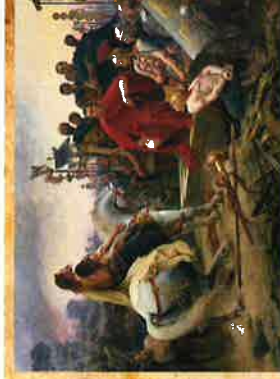
## UNIT II - O TEMPORA, O MORES!

Generalizations/enduring understandings

1. Reviewing and building on prior learning expands capability.
2. Expanding knowledge of grammar, used in authentic sources, aids comprehension.
3. Authors choose different genres to express historical ideas.
4. Tombstones provide information about the past.
5. Poetry employs literary devices to embellish thoughts.

### Conceptual lens

Genres of Historical Literature



Latin III  
Unit II - O Tempora, O Mores!

## Content knowledge

Students will know:

- that Cicero was famous for his speeches
- the details of the Catilinarian Conspiracy
- that Julius Caesar was a military leader before he was an emperor
- that Caesar wrote detailed journals during his invasion of Gaul
- the structure and hierarchy of a Roman legion
- that Catullus was a famous poet
- how satire is used to express a point
- that inscriptions on tombstones can convey valuable information about the past
- that alliteration, metaphor, and hyperbole are devices used in literature and why they are used

Latin III

Unit II - O Tempora, O Mores!



## UNIT III - PUGNAE IN RE PUBLICA

Generalizations/enduring understandings

1. Reviewing and building on prior learning expands capability.
2. Expanding knowledge of grammar, used in authentic sources, aids comprehension.
3. Comparing and contrasting different accounts of a single historical event provide multiple opportunities for insight and analysis (e.g., into history, society, and author perspective).
4. Correspondence between individuals provides an important source of historical knowledge.
5. Eulogies provide a source of cultural information about daily life.



Latin III  
Unit III - Pugnae in Re Publica

### Conceptual lens

Chronicling history

### Content knowledge

Students will know:

- the differences in the accounts of the murder of Clodius as written by Asconius and Cicero
- the Roman perspective on the life of Cleopatra as recounted by Horace
- that personal correspondence provides a unique perspective on historical events and personalities
- details and strategies of the late Republic civil war as recounted in the letters from Cicero to Julius Caesar and Pompey
- characteristics of a eulogy
- details of the life of a soldier, women's accomplishments, and exile as a form of punishment in ancient Rome as recounted in an anonymous eulogy



Latin III  
Unit III - Pugnae in Re Publica

## UNIT IV - ORTUS IMPERII

Generalizations/enduring understandings

1. Reviewing and building on prior learning expands capability.
2. Expanding knowledge of grammar, used in authentic sources, aids comprehension.
3. Governments employ propaganda and censorship as a means of influencing thought and behavior.
4. Governments accept that peace is achieved at a cost.
5. Public works is a fundamental role of government.



Latin III  
Unit IV - Ortus imperii

### Conceptual lens

Propaganda

### Content knowledge

Students will know:

- the characteristics of Augustus' rule as emperor
- the definition of propaganda
- the definition of censorship
- that Augustus used censorship and fear of exile as a means to control his image
- the characteristics of the Pax Romana
- that the Pax Romana made major public works projects possible
- that there are benefits and costs to living in peace
- types of public works typically undertaken by governments



Latin III  
Unit IV - Ortus imperii

## UNIT V - NOLI VOLARE PROPIUS AD SOLEM

Generalizations/enduring understandings

1. Reviewing and building on prior learning expands capability.
2. Expanding knowledge of grammar, used in authentic sources, aids comprehension.
3. Poetry as a literary genre can function as a vehicle to convey important historical and cultural information.

### Conceptual lens

Poetry as a historical source



Latin III  
Unit V - Noli Volare  
Propius Ad Solem

### Content knowledge

Students will know:

- how to recognize tricolons, onomatopoeias, similes, and poetic plurals in poetry.
- that the writer's intent in using a tricolon, onomatopoeias, similes, and poetic plurals in poetry is to create a specific impact on the reader.
- that Vergil, Horace, and Ovid were three of ancient Rome's most renowned poets, living and working during the reign of the emperor Augustus.
- the political climate of the reign of the emperor Augustus.
- important geographical facts about Aeneas' journey.
- the story of Aeneas' encounter with Dido.
- the story of Midas.
- the story of Daedalus and Icarus.
- the mythological aspects of these stories.
- the definition of an ode.
- the meaning and origin of the phrase "carpe diem",



Latin III  
Unit V - Noli Volare  
Propius Ad Solem

## CORE LEARNING ACTIVITIES/ASSESSMENTS

- Poster Project : Julius Caesar
- Pax Romana Project
- Catilinarian Conspiracy Point of View Paper and Debate
- Research and Write an Ancient Roman Eulogy
- Ides of March Choose your Own Adventure
- Roman Building Project
- Roman Poetry Project

Latin III  
Unit I-V

## RESOURCES

- *Ecce Romani III: A Latin Reading Program.* Pearson, 2009.
- Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide (Fourth).* Pearson.
- Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course.*
- Cicero and Sallust: *On the Conspiracy of Catiline* by E.J. Barnes and John T. Ramsey
- Cicero's *Somnium Scipionis: The Dream of Scipio* by Sally Davis and Gilbert Lawall
- *Selections from Ovid's Metamorphoses* by William S. Anderson and Mary Purnell Frederick
- *Catullus and Horace: Selections from Their Lyric Poetry* by Andrew C. Aronson and Robert Boughner

## INTERDISCIPLINARY CONNECTIONS

- English: vocabulary, grammar, roots, derivatives, cognates, literary forms, prefixes, suffixes, abbreviations, literary genres, public speaking, rhetoric, parts of speech, verb tenses, poetry, mythology
- History: Ancient Roman Republic, Ancient Roman Empire, primary sources, source bias, governmental structure, ancient warfare, geography, military structure, Gaul, ancient life, Cleopatra, civil war, exile, censorship, peace, propaganda, public works, Augustus, maps, Pax Romana, Metamorphoses
- Sociology: socioeconomic structure, values, political systems, socioeconomic status, conflict, resolution, political tension, sabotage, oratory, religious systems, love and friendship, betrayal, political structure, political turmoil, gender roles in society, forms of communication, persuasion, eulogy, violence, laws, morality
- Philosophy - governmental philosophies, personal philosophies, political philosophy, moral philosophy
- Health: interpersonal relationships, love, friendship
- Art: tombstones, storytelling, public works
- Engineering: Architecture
- Linguistics: Ancient Greek names

## Assumptions

- Special Education expenses are expected to maintain their growth trend, surpassing the expected rise in revenue allocated to the Board of Education. ~~The expenses currently constitute 15.7% of the total education budget and have experienced a 15.3% increase over the past 5 years.~~ *The second sentence is very specific and I don't think fits with the rest of the bullet.*
- The District needs to account for increased fixed costs, like contractual obligations and added inflation. These added costs are also expected to increase more than the revenue provided to the Board of Education.
- Sustained student support is essential for addressing a long-term trend of declining student performance, as measured by the State of Connecticut Performance Index. *I am not sure I agree with the assertion here that student performance has been declining long-term. I would agree that it is lower than we would like to see it, but I don't think it has been consistently declining year over year, more staying steady with drops and rises that zero out in the long run. I do fully agree with the need for sustained student support and it being essential for student performance to increase. Possible option:* Consistent student support is crucial to address students achieving below-desired scores, as reflected by the State of Connecticut Performance Index.
- Town-wide collaboration, inclusive of all stakeholders, is crucial for developing and adopting a well-rounded and fiscally responsible budget that serves the diverse needs of the Newtown community.
- Staffing needs, class sizes, and resources may need to change in response to enrollment shifts and performance trends.
- The district's primary focus should be on student learning, which necessitates cultivating a growth mindset and allocating ample funds to facilitate ongoing enhancements in professional development, curriculum, and the provision of enhanced educational materials.
- Success and reputation of our schools ~~is~~ are key to the long-term success of our community.

*I still think that we need to have something about seeking opportunities to share services with the town. I have always believed this could be beneficial to both the school district and the town, but there have been several instances where it was started and never followed through on. The bullet in the old version was "Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments and participate in regional services when they are beneficial to the district." and I do think this aligns with the 4th bullet under our assumptions (although that bullet does not go this far).*

## Priorities

### Strategic Priority 1: Ensure Stimulating, Engaging, and Challenging Learning Opportunities.

- Strategically allocate **additional** resources towards the implementation of state-of-the-art literacy programs, with a specific focus on supporting struggling students, aiming to substantially enhance reading performance, while cultivating a lifelong passion for reading and fostering critical thinking skills among all students.
- Designate funds for innovative educational programming **mathematics programs** and practices that integrate hands-on learning, real-world applications, and personalized support mechanisms, specifically targeting struggling students to enhance their **mathematical** performance and equip all students with essential problem-solving skills for the future.

### Strategic Priority 2: Prepare Students for Life Beyond Graduation

- Concentrate resources towards activities that offer students a comprehensive education encompassing practical life skills, career preparation, clear career pathways, and post-secondary readiness to guarantee a smooth transition into life beyond **after**-graduation.
- Continue to strategically invest in the technology infrastructure, devices, and software to ensure that Newtown graduates are proficient with the tools and practices needed to continue learning in the 21st century.

### Strategic Priority 3: Hire, Retain, and Develop a Diverse and Exceptional Faculty and Staff

- Focus on school climate and staff development so that the Newtown Public School district continues to **hire, retain, and develop a diverse and exceptional faculty and staff. ~~draw highly-qualified teachers and staff.~~**

### Strategic Priority 4: Strengthen District, Family, and Community Partnership

- Strengthen district, family, and community partnerships through enhanced programs and initiatives that promote collaboration, improved outcomes and more enriched educational experiences.
- Enhance parent, staff, and community communication processes and practices to ensure that there is open and honest two-way communication throughout the community.



Head O'Meadow  
HVAC/Air Quality Improvement  
Educational Specifications

#### RATIONALE FOR THE PROJECT

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

#### LONG RANGE EDUCATIONAL PLAN

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

Please see attached: HVAC\_EdSpecs\_Strategic Plan

#### LEARNING/EDUCATIONAL ACTIVITIES

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

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

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

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

#### ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY

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

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

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November 1, 2023

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

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



School District: Newtown, CT

10/12/2023

Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	217	2023-24	57	272	240	301	282	280	288	294	289	320	297	300	344	355	35	3874	3911
2019	204	2024-25	57	265	283	248	314	285	291	295	298	292	320	298	300	349	33	3871	3926
2020	206	2025-26	57	268	276	291	258	318	296	298	300	301	292	321	298	304	33	3856	3913
2021	262	2026-27 (prev.)	57	341	279	285	305	261	331	303	303	303	301	293	320	302	33	3960	4017
2022	239	2027-28 (prev.)	58	311	355	288	297	309	271	339	308	306	303	302	293	325	35	4040	4098
2023	226	2028-29 (est.)	58	293	324	367	300	301	321	277	345	311	306	304	302	297	33	4081	4139
2024	227	2029-30 (est.)	58	296	305	355	383	304	313	328	282	348	311	307	304	306	33	4155	4213
2025	232	2030-31 (est.)	59	302	308	315	349	388	316	320	334	285	349	312	307	308	33	4226	4285
2026	237	2031-32 (est.)	59	308	314	318	378	353	403	323	328	337	285	350	312	311	35	4301	4360
2027	232	2032-33 (est.)	60	302	320	325	331	332	367	412	329	329	338	286	349	316	33	4369	4429
2028	231	2033-34 (est.)	60	300	314	331	339	335	345	375	419	332	329	339	286	354	33	4431	4491

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

School Year	PK-4	K-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2023-24	1432	1375	581	600	2565	2622	1190	2466	1276
2024-25	1452	1395	586	590	2571	2628	1176	2441	1267
2025-26	1470	1413	594	601	2608	2665	1195	2410	1215
2026-27	1528	1471	634	606	2711	2768	1240	2456	1216
2027-28	1618	1560	610	614	2784	2842	1224	2447	1223
2028-29	1643	1585	598	656	2839	2897	1254	2463	1109
2029-30	1681	1623	641	650	2894	2952	1271	2499	1128
2030-31	1721	1662	636	619	2917	2976	1255	2531	1276
2031-32	1680	1621	728	663	3010	3069	1389	2647	1253
2032-33	1670	1610	773	658	3047	3107	1437	2726	1289
2033-34	1679	1619	720	751	3090	3150	1471	2779	1308

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

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

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**DESCRIPTION**

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

**BUILDING SYSTEMS**

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

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

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

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

#### INTERIOR BUILDING ENVIRONMENT

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

#### SITE DEVELOPMENT

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

#### CONSTRUCTION BONUS REQUESTS

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

#### COMMUNITY USES

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

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

Newtown High School  
HVAC/Air Quality Improvement  
Educational Specifications

### RATIONALE FOR THE PROJECT

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

### LONG RANGE EDUCATIONAL PLAN

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

Please see attached: HVAC\_EdSpecs\_Strategic Plan

### LEARNING/EDUCATIONAL ACTIVITIES

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

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

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

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

### ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY

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

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

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

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



School District: Newtown, CT

10/12/2023

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

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

Projected Enrollment in Grade Combinations*									
School Year	PK-4	K-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2023-24	1432	1375	581	609	2565	2622	1190	2466	1276
2024-25	1452	1395	586	590	2571	2628	1176	2443	1267
2025-26	1470	1413	594	601	2608	2665	1195	2410	1215
2026-27	1528	1471	634	606	2711	2768	1240	2456	1216
2027-28	1618	1560	610	614	2784	2842	1224	2447	1223
2028-29	1643	1555	598	656	2839	2897	1254	2463	1209
2029-30	1681	1623	641	630	2894	2952	1271	2499	1238
2030-31	1721	1662	636	619	2917	2976	1255	2531	1276
2031-32	1680	1621	726	663	3010	3069	1389	2647	1258
2032-33	1670	1610	779	658	3047	3107	1437	2726	1289
2033-34	1679	1619	720	751	3090	3150	1471	2779	1308

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

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

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DETAILED DESCRIPTION

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

## BUILDING SYSTEMS

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

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

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

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

## INTERIOR BUILDING ENVIRONMENT

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

## SITE DEVELOPMENT

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

## CONSTRUCTION BONUS REQUESTS

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

## COMMUNITY USES

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

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

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



### Latin I

3 Curriculum Developers | Last Updated: Tuesday, Apr 25, 2023 by Kimberly, Catherine

#### Unit Calendar by Year

Unit	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																											
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
I - Romana Familia	0																																					
II - Puellae et Pueri	0																																					
III - Vale, Villa!	0																																					
IV - In Itinere	0																																					
V - Raeda in Fossa	0																																					
VI - Ad Cauponam	0																																					
VII - Fortasse Est Somnium	0																																					
VIII - In Urbe Romae	0																																					

8 Units found

Previous Year





# Unit Planner: I - Romana Familia Latin I

Unit Planner by Mrs. I. Swift 11/1/2020

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

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

## I - Romana Familia

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

##### Concepts

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

##### Conceptual Lens

##### Language Systems

G

#### Generalizations / Enduring Understandings

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

#### Guiding Questions

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

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

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

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

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

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

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Novice**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can**

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

**INTERPRETIVE LISTENING**

**Global Statement:**

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

**Sample Indicators 1: Novice Low Learners can**

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

**INTERPERSONAL MODE**

**INTERPERSONAL MODE**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can**

greet peers

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can:**

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

**PRESENTATIONAL SPEAKING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can:**

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

**CULTURES GOAL**

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

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

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

**Novice Learners**

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

**COMPARISONS GOAL**

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

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

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**Critical Content & Skills**

*What students must KNOW and be able to DO*

**Students will be able to**

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

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

## Core Learning Activities

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

## Assessments

### Roman Clothing Project

#### Summative: Personal Project

#### Vocabulary Quiz Chapters 2 & 3

#### Summative: Other written assessments

#### Technology Based Vocabulary Practice

#### Formative: Other Visual Assessments

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

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

[quizlet.com](#)

[Roman Clothing](#)

## Resources

*Professional & Student*

### Professional Resources

Print resources:

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

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

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

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

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

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

Technology resources:

[Quizlet](#)

[Gimkit](#)

[Peardeck](#)

Ecce Romani I online access

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

### **Student Resources**

Print resources:

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

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

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



# Unit Planner: II - Puellae et Pueri Latin I

Thursday, May 4, 2023 11:01 AM

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

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

## II - Puellae et Pueri

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

- Verb forms
  - Transitive Verbs
    - Direct object
  - Intransitive Verbs
  - Infinitives
    - Complementary Infinitive
    - Impersonal Expressions
- Origin of Words
  - Cognates
  - Derivatives
- Gender
  - Masculine
  - Feminine
  - Neuter
- Myths
  - Origin Story
  - Value Systems
- Slave cultures
  - Rationalizations
  - Historical Perspectives

Conceptual Lens:

Grammar Comparison

Values

G

#### Generalizations / Enduring Understandings

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

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

#### Guiding Questions

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

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

*origins of words.*

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

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

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

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

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

1d. What is an infinitive? (F)

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

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

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

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

2a. What is a cognate? (F)

2b. What is a derivative? (F)

2c. How do languages evolve? (C)

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

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

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

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

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

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

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

INTERPRETIVE MODE



## **INTERPRETIVE READING**

### **Global Statement:**

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

### **Sample Indicators: Novice Low Learners can**

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

## **INTERPRETIVE LISTENING**

### **Global Statement:**

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

### **Sample Indicators 1: Novice Low Learners can**

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

## **INTERPERSONAL MODE**

### **INTERPERSONAL MODE**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can**

greet peers

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

## **PRESENTATIONAL MODE**

### **PRESENTATIONAL WRITING**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can:**

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

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

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

### **PRESENTATIONAL SPEAKING**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can:**

recite words and phrases that they have learned

## **CULTURES GOAL**

### **Novice Learners in Middle School and High School**

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

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

## **CONNECTIONS GOAL**

### **Novice Learners in Middle and High School**

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

### **Novice Learners in Middle and High School**

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

### **COMPARISONS GOAL**

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

#### **Novice Learners**

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

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

#### **Novice Learners in Middle School and High School**

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

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

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

#### **Novice Learners in Middle School and High School**

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

### **COMMUNITIES GOAL**

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

**Greek learners at home and around the world**

#### **Novice Learners**

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

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### **Critical Content & Skills**

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

#### **Students will be able to**

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

### **Core Learning Activities**

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

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

## Assessments

### Discussion of Slavery

#### Formative: Other oral assessments

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

#### Review of Vocabulary (Gimkit)

#### Formative: Other Visual Assessments

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

#### Written Assessment

#### Summative: Written Test

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

#### Vocabulary Quiz

#### Summative: Other written assessments

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

#### Introduction to Derivative and Cognates

#### Formative: Group Project

Students explore Latin and English words that have commonalities.

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

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

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

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

[Chapter 4 Vocabulary Quiz.pdf](#)

[Derivatives Video](#)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

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

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

1989

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

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

### **Students' Resources**

Print resources:

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

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

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

Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 1*, edited

Technology resources:

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



# Unit Planner: III - Vale, Villa! Latin I

Thursday, May 4, 2023, 11:07AM

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

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

## III - Vale, Villa!

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Conceptual lens:

Belief systems

G

#### Generalizations / Enduring Understandings

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

#### Guiding Questions

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

#### Essential Question(s)

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

values, and socioeconomic status.

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

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

case? (F)

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

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

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

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

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

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

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

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

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

3a. What is a preposition? (F)

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

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

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

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

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

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

5c. Why is it important to consider the pervasive

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

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

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

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

## Standard(s)

Connecticut Core Standards / Content Standards

## Critical Content & Skills

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

### Students will be able to

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

## Core Learning Activities

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



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

## Assessments

### Roman Gods and Goddesses Project

#### Summative: Group Project

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

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

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

#### Chapter 8 & 9 Vocabulary Quiz

#### Summative: Other written assessments

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

#### Vocabulary Review Quizlet

#### Formative: Other Visual Assessments

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

#### Translation of Getting Up Early

#### Formative: Other written assessments

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

#### Prepositional Phrase Practice

#### Formative: Other written assessments

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

#### Latin Declension Endings

#### Formative: Visual Arts Project

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

[Latin Declension Song 1-3](#)

[We Will Rock You Declension Song](#)

[Latin Declension Song with Visuals](#)

[A is for the Nominative Song](#)

[Declension Worksheet with Videos.pdf](#)

[Quizlet.com](#)

[Peardeck.com](#)

[Gimkit.com](#)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

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

### **Students' Resources**

Print resources:

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

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

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

Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 1*, edited

Technology resources:

Quizlet

	<p>Conjuguemos</p> <p><a href="#">Ecce Romani I online access</a></p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Critical Thinking</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p>	<p><b>Interdisciplinary Connections</b></p> <ol style="list-style-type: none"> <li>1. English - vocabulary, cognates, derivatives, parts of speech</li> <li>2. History - patriarchal societies</li> <li>3. Philosophy - religion, mythology</li> </ol>



# Unit Planner: IV - In Itinere Latin I

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

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

## IV - In Itinere

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### Concepts:

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

#### Conceptual Lens:

Social Equality

G

Generalizations / Enduring Understandings

Guiding Questions

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

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

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

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

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

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

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

### **Conceptual, (P) Provocative [Debatable]**

#### **Essential Question(s)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard(s)

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Novice**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can**

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

**INTERPRETIVE LISTENING**

**Global Statement:**

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

**Sample Indicators 1: Novice Low Learners can**

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

**Global Statement:**

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

**Sample Indicators: Novice Mid Learners can**

understand simple greetings

recognize and sometimes understand basic information phrases that they have memorized

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

**INTERPERSONAL MODE**

**INTERPERSONAL MODE**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can**

greet peers

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can:**

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

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

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

**Global Statement:**

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

**PRESENTATIONAL SPEAKING**

**Global Statement:**

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

single words or memorized phrases

**Sample Indicators: Novice Low Learners can:**

recite words and phrases that they have learned

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

**CULTURES GOAL**

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

**Novice Learners**

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

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

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

**Novice Learners at the Postsecondary Level**

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

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

**CONNECTIONS GOAL**

**Novice Learners in Middle and High School**

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

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

**COMPARISONS GOAL**

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

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

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

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

**COMMUNITIES GOAL**

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

**Novice Learners**

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

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**Critical Content & Skills**

*What students must KNOW and be able to DO*

**Students will:**

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

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

## Core Learning Activities

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

## Assessments

### Verb Endings Practice

### Formative: Other Visual Assessments

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

### Assessment on Chapters 8 - 12

### Summative: Written Test

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

### Roman Family Tree

### Formative: Visual Arts Project

Create a family tree using the Roman naming system.

### Chapter 11 and 12 Vocabulary Quiz

### Summative: Written Test

## Resources

*Professional & Student*

### Professional Resources

Print resources:

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



Chapter 11 & 12 Vocabulary Quiz.pdf

### **Mythology Project**

#### **Summative: Group Project**

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

Quizlet.com

Peardeck.com

Gimkit.com

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

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

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

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

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

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

#### **Students' Resources**

Print resources:

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



# Unit Planner: V - Raeda in Fossa Latin I

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

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

## V - Raeda in Fossa

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

##### - Language

- Verb Tense
  - Present vs. Past

##### - Gender of Nouns

- Adjective Agreement

##### - Number Systems

- Numerals
- Numbers

##### - Transportation Systems

- Roads
- Vehicles

##### - Civic Values

- Historical Influence
- Educational Influence

#### Conceptual Lens

#### Historical Connections

G

#### Generalizations / Enduring Understandings

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

#### Guiding Questions

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

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

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

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

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

tense? (F)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

meaning? (C)

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

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

## Standard(s)

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Novice**

### INTERPRETIVE MODE

#### INTERPRETIVE READING

##### Global Statement:

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

##### Sample Indicators: Novice Low Learners can

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

##### Sample Indicators: Novice Mid Learners can

recognize words and phrases with the help of visuals

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

#### INTERPRETIVE LISTENING

##### Global Statement:

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

##### Sample Indicators 1: Novice Low Learners can

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

### INTERPERSONAL MODE

##### Sample Indicators: Novice Mid Learners can

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

### PRESENTATIONAL MODE

#### PRESENTATIONAL WRITING

##### Global Statement:

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

##### Sample Indicators: Novice Low Learners can:

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

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

##### Sample Indicators: Novice Low Learners can:

recite words and phrases that they have learned

### CULTURES GOAL

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

#### Novice Learners

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

connecting dining rituals, foods, and social stratification).

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

**Novice Learners**

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

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

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

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

#### **CONNECTIONS GOAL**

**Novice Learners in Middle and High School**

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

**Novice Learners in Middle and High School**

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

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

#### **COMPARISONS GOAL**

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

**Novice Learners**

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

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

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

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

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

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

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

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

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

#### **COMMUNITIES GOAL**

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

**Novice Learners**

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

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Critical Content & Skills

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

## Students will:

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

## Core Learning Activities

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

## Assessments

### Motto Project

#### Summative: Group Project

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

### Vocabulary Quiz

#### Summative: Written Test



[Chapter 14 Vocabulary Quiz](#)

### Vocabulary Practice

#### Formative: Other Visual Assessments

Practice topical vocabulary pertaining to this unit.

[https://quizlet.com/\\_9sxyz7?x=1jqt&i=35h0x2](https://quizlet.com/_9sxyz7?x=1jqt&i=35h0x2)

## Resources

*Professional & Student*

### Professional Resources

Print resources:

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

## Vocabulary Review

### Formative: Other Visual Assessments

Blooket review of vocabulary.

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

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

[Gimkit](#)

[Blooket](#)

[Quizlet](#)

[PearDeck](#)

[Latin phrases commonly used in English](#)

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

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

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

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

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

Technology resources:

[Quizlet](#)

[Gimkit](#)

[Peardeck](#)

Ecce Romani I online access

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

### Students' Resources

Print resources:



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



# Unit Planner: VI - Ad Cauponam Latin I

Monday, May 4, 2022 11:18 AM

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

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

## VI - Ad Cauponam

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

##### -Irregular verbs

- present tense
- imperfect tense
- Patterns

##### -Perfect Tense

- - Meaning
  - Perfect vs. Imperfect

##### -Adjective Agreement

- - Number
  - Gender
  - Case

##### -Derivatives

- Suffixes

##### -Mythology

- Heroes
- Conflict-resolution
- Morals

##### -Travel Accommodations

- Conditions
- Hazards
- Sources

#### Conceptual Lens

Authentic Sources (of historical knowledge)

G

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

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

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

Standard(s)

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Novice**

### **INTERPRETIVE MODE**

#### **INTERPRETIVE READING**

##### **Global Statement:**

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

##### **Sample Indicators: Novice Low Learners can**

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

##### **Global Statement:**

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

##### **Sample Indicators: Novice Mid Learners can**

recognize words and phrases with the help of visuals

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

#### **INTERPRETIVE LISTENING**

##### **Global Statement:**

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

##### **Sample Indicators 1: Novice Low Learners can**

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

### **INTERPERSONAL MODE**

#### **INTERPERSONAL MODE**

##### **Global Statement:**

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

##### **Sample Indicators: Novice Low Learners can**

greet peers

introduce self to someone

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

### **PRESENTATIONAL MODE**

##### **Sample Indicators: Novice Low Learners can:**

copy some letters and words that they see in various media

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

#### **PRESENTATIONAL SPEAKING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can:**

recite words and phrases that they have learned

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

introduce self to group using words or memorized phrases.

**CULTURES GOAL**

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

**Novice Learners**

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

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

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

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

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

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

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

**Novice Learners in Middle and High School**

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

**COMPARISONS GOAL**

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

**Novice Learners**

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

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

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

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

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

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

**COMMUNITIES GOAL**

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

**Novice Learners**

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

## Critical Content & Skills

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

### Students will:

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

## Core Learning Activities

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

## Assessments

### Reading Comprehension Quiz

#### Summative: Written Test

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

#### Cumulative Vocabulary Practice

#### Formative: Other written assessments

Gimkit vocabulary Chapters 1 - 19

#### Vocabulary Review

## Resources

*Professional & Student*

### Professional Resources

Print resources:

**Formative: Other written assessments**

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

**Legendary Heros Movie Poster**

**Summative: Visual Arts Project**

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

[Gimkit](#)

[Blooket](#)

[Quizlet](#)

[PearDeck](#)

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

[Horatii and Curiatii](#)

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

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

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

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

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

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

Technology resources:

[Quizlet](#)

[Gimkit](#)

[Peardeck](#)

[Ecce Romani I online access](#)

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

**Students' Resources**

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





# Unit Planner: VII - Fortasse Est Somnium Latin I

Tuesday, May 4, 2023, 11:17AM

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

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

## VII - Fortasse Est Somnium

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

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

#### Conceptual Lens

#### Governing Systems

G

#### Generalizations / Enduring Understandings

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

#### Guiding Questions

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

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

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

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

**Standard(s)**

Connecticut Core Standards / Content Standards

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Novice**

## **INTERPRETIVE MODE**

### **INTERPRETIVE READING**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can**

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

#### **Global Statement:**

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

#### **Sample Indicators: Novice Mid Learners can**

recognize words and phrases with the help of visuals

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

## **INTERPRETIVE LISTENING**

#### **Global Statement:**

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

#### **Sample Indicators 1: Novice Low Learners can**

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

## **INTERPERSONAL MODE**

### **INTERPERSONAL MODE**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can**

greet peers

introduce self to someone

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

## **PRESENTATIONAL MODE**

### **PRESENTATIONAL WRITING**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can:**

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

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

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

### **PRESENTATIONAL SPEAKING**

#### **Global Statement:**

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

#### **Sample Indicators: Novice Low Learners can:**

recite words and phrases that they have learned

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

introduce self to group using words or memorized phrases.

### **CULTURES GOAL**

#### **Novice Learners in Middle School and High School**

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

### **CONNECTIONS GOAL**

#### **Novice Learners in Middle and High School**

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

### **COMPARISONS GOAL**

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

##### **Novice Learners**

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

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

#### **Novice Learners in Middle School and High School**

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

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

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

### **COMMUNITIES GOAL**

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

#### **Greek learners at home and around the world**

##### **Novice Learners**

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

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### **Critical Content & Skills**

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

#### **Students will:**

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

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

## Core Learning Activities

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

## Assessments

### Vocabulary Quiz

#### Summative: Written Test

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

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

### Reading Comprehension Quiz

#### Summative: Written Test

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

### Northern Europe Questions

#### Formative: Other Visual Assessments

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

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

#### Principal Parts

[www.quizlet.com](http://www.quizlet.com)

[www.blooket.com](http://www.blooket.com)

[www.peardeck.com](http://www.peardeck.com)

[www.gimkit.com](http://www.gimkit.com)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

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

### **Students' Resources**

Print resources:

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

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

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



# Unit Planner: VIII - In Urbe Romae Latin I

Thursday, May 4, 2023 11:18AM

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

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

## VIII - In Urbe Romae

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

#### Conceptual Lens

Geographic expansion

#### G Generalizations / Enduring Understandings

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

#### Guiding Questions

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

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



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

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

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

actions in the past? (C)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Standard(s)

Connecticut Core Standards / Content Standards

ACLCL: Classical Language Learning (2017)

ACLCL: Novice

#### INTERPRETIVE MODE

#### INTERPRETIVE READING

#### Global Statement:

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

#### Sample Indicators: Novice Low Learners can

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

#### Global Statement:

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

**Sample Indicators: Novice Mid Learners can**

recognize words and phrases with the help of visuals

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

**INTERPRETIVE LISTENING**

**Global Statement:**

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

**Sample Indicators 1: Novice Low Learners can**

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

**Sample Indicators: Novice Mid Learners can**

understand simple greetings

recognize and sometimes understand basic information phrases that they have memorized

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

**INTERPERSONAL MODE**

**INTERPERSONAL MODE**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can**

greet peers

introduce self to someone

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

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can:**

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

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

**PRESENTATIONAL SPEAKING**

**Global Statement:**

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

**Sample Indicators: Novice Low Learners can:**

recite words and phrases that they have learned

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

introduce self to group using words or memorized phrases.

**COMPARISONS GOAL**

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

## Novice Learners

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

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

## Novice Learners in Middle School and High School

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

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

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

## Novice Learners in Middle School and High School

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

### COMMUNITIES GOAL

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

**Greek learners at home and around the world**

### Novice Learners

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

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## Critical Content & Skills

*What students must KNOW and be able to DO*

### Students will:

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

## Core Learning Activities

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

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

## Assessments

### Vocabulary Review

#### Summative: Other Visual Assessments

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

#### Perfect System Practice

#### Formative: Other written assessments

Group Project

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

#### Perfect System Quiz

#### Summative: Written Test

Assess students understanding of the perfect tenses.

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



[Aqueducts Response](#)



[The Punic Wars Culture Reading](#)

[www.quizlet.com](http://www.quizlet.com)

[www.gimkit.com](http://www.gimkit.com)

[www.blooket.com](http://www.blooket.com)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

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

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

1989

Technology resources:

Quizlet

Gimkit

Peardeck

Ecce Romani I online access

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

### **Students' Resources**

Print resources:

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

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

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

Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 1*, edited

Technology resources:

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



# Latin II

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

## Unit Calendar by Year

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

6 Units found

Previous Year



# Unit Planner: I - Venite ad Cenam Latin II

Thursday, May 4, 2023 11:26AM

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

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

## I - Venite ad Cenam

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

- Voice
  - Active
  - Passive
  
- Relative Clauses
  - Relative Pronouns
  
- Adjectives/Pronouns
  - Demonstrative
  - Indefinite
  
- Verbs
  - Prefixes
  
- Food
  - Dining customs
  - Recipes
  - Menus
  
- Urban Organization
  - Fires
  - Firefighting
  - Dense
  
- Politics
  - Conflict
  - Reform

Conceptual Lens:

Urban Life

G  
Generalizations / Enduring Understandings

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

Guiding Questions

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



to influence meaning.

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

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

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

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

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

7. *Political conflict* precipitates *reform*.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

economic reform in Rome? (C)

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

Standard(s)

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

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

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

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

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

**CULTURES GOAL**

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

**Intermediate Learners**

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

**Intermediate Learners in Middle School and High School**

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

**Intermediate Learners in Middle School and High School**

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

**CONNECTIONS GOAL**

**Intermediate Learners in Middle and High School**

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

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

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

**Intermediate Learners in Middle and High School**

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

by those roots

### **COMPARISONS GOAL**

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

#### **Intermediate Learners in Elementary School**

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

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

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

#### **Intermediate Learners in Middle School and High School**

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

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

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### **Critical Content & Skills**

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

#### **Students will:**

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

### **Core Learning Activities**

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

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

## Assessments

### Active and Passive Voice Practice

#### Formative: Other written assessments

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

[Chapter 29.pdf](#)

### Compound Verb Practice

#### Formative: Group Project

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

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

### Unit Test

#### Summative: Other written assessments

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

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

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

### Vocabulary Quiz

#### Summative: Other written assessments

Short assessment of vocabulary knowledge

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

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

[www.quizlet.com](http://www.quizlet.com)

[www.blooket.com](http://www.blooket.com)

[www.gimkit.com](http://www.gimkit.com)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

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

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

1989

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

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

### **Students' Resources**

Print resources:

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

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

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

Bolchazy-Carducci Publishers, Inc., 2008

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



# Unit Planner: II - Res Optima Latin II

Thursday, May 4, 2023, 11:22AM

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

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

## II - Res Optima

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

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

Conceptual Lens:

Communication

G

Generalizations / Enduring Understandings

Guiding Questions

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

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

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



## Standard(s)

*Connecticut Core Standards / Content Standards*

### **ACLCL: Classical Language Learning (2017)**

#### **ACLCL: Intermediate**

#### **INTERPRETIVE MODE**

#### **INTERPRETIVE READING**

##### **Global Statement:**

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

##### **Sample Indicators: Intermediate Low Learners can**

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

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

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

##### **Global Statement:**

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

##### **Global Statement:**

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

##### **Sample Indicators: Intermediate High Learners can**

understand accounts of familiar events or experiences

usually follow short, written descriptions or instructions supported by visuals

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

sometimes deduce meaning of unfamiliar Latin or Greek words from context

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

#### **PRESENTATIONAL MODE**

##### **Sample Indicators: Intermediate Mid Learners can**

write messages and announcements

write a short paragraph about something they have learned or researched

#### **CONNECTIONS GOAL**

##### **Intermediate Learners in Middle and High School**

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

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

#### **COMPARISONS GOAL**

##### **Intermediate Learners in Middle School and High School**

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

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

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

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

### **Intermediate Learners in Middle School and High School**

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

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

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### **Critical Content & Skills**

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

#### **Students will:**

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

### **Core Learning Activities**

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

- o a calendar of a Roman month

## Assessments

### Degrees of Adverbs Worksheet

#### Formative: Written Report

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

[Adverbs.pdf](#)

### Degrees of Adjectives Quiz

#### Summative: Other written assessments

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

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

### Degrees of Adjectives Poster

#### Summative: Personal Project

Students create a poster with original Latin sentences and visuals.

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

[www.quizlet.com](http://www.quizlet.com)

[www.blooket.com](http://www.blooket.com)

[www.gimkit.com](http://www.gimkit.com)

[Roman Dates.pdf](#)

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

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

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

### **Students' Resources**

Print resources:

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

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

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

Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 2,* edited

Technology resources:

Quizlet

Blooket

## Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

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

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



## Unit Planner: III - Ad Scholam Latin II

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

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

### III - Ad Scholam

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

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

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

Conceptual Lens:

Educational Systems

G

## Generalizations / Enduring Understandings

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

## Guiding Questions

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

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

numbers? (C)

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

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

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

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

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

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

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

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

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

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

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

12a. How did the threat of piracy impact life in Ancient Rome? (C)

12b. What can one learn about Caesar's character from accounts of his encounters with pirates? (P)

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

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

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



## Visuals

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

### **Sample Indicators: Intermediate Mid Learners can**

understand information in paragraph-length Latin or Greek texts related to familiar topics

read simple written exchanges between other people

### **INTERPERSONAL MODE**

### **Sample Indicators: Intermediate Low Learners can**

ask and answer questions on factual information that is familiar to them.

### **PRESENTATIONAL MODE**

### **PRESENTATIONAL WRITING**

#### **Global Statement:**

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

### **Sample Indicators: Intermediate Low Learners can**

write about people, activities, events, and experiences

### **Sample Indicators: Intermediate Mid Learners can**

write a short paragraph about something they have learned or researched

### **CULTURES GOAL**

#### **Intermediate Learners in Middle School and High School**

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

### **CONNECTIONS GOAL**

#### **Intermediate Learners in Middle and High School**

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

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

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

#### **Intermediate Learners in Middle and High School**

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

### **COMPARISONS GOAL**

#### **Intermediate Learners in Middle School and High School**

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

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

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

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

#### **Intermediate Learners in Middle School and High School**

Learners hypothesize about the relationship between cultural perspectives and expressive products (e.g., literature,

visual arts, music) by analyzing selected products from the cultures studied and their own.

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

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

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## Critical Content & Skills

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

### Students will:

- form the locative case in Latin.
- know when to use the locative and when to use a preposition with accusative or ablative to express the concept of place.
- recognize the locative case in Latin sentences.
- translate common expressions of time.
- understand what case to use with specific expressions of time.
- form the present participle.
- understand how participles and participial phrases function as verbal adjectives in Latin.
- know common Latin suffixes.
- hypothesize the meaning of unknown English words from their roots and suffixes.
- form the perfect active infinitive.
- recognize the perfect active infinitive in Latin sentences.
- understand the concepts of cardinal and ordinal numbers.
- recognize the cardinal and ordinal names for numbers up to 1,000.
- make connections between the Latin names for numbers and their corresponding Roman numerals.
- compare and contrast the Roman secondary education system with that of their own culture.
- understand the materials and process of creating books in Ancient Rome.
- identify places within the Roman Empire on an ancient map.
- compare and contrast ancient and modern maps.
- make connections between locative case and places on an ancient map.
- understand who Vergil was and what his literary contributions were to Rome and the history of Rome.
- discuss how literary figures earn a place of high esteem in a culture.
- compare and contrast the Roman Republic and the Roman Empire.
- analyze the political and social conditions that led to the rise of the Roman Empire.
- debate the significance of the Pax Romana.
- identify English medical terms with Latin roots.
- discuss the impact of piracy on life in Ancient Rome.

## Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman education systems. Drill and practice using vocabulary pertaining to ancient Roman education systems. Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
  - unit vocabulary
  - locative case/prepositions with place names
  - participles/participial phrases
  - cardinal/ordinal numbers
  - perfect active infinitive
  - expressions of time
- Identify English derivatives from the Latin vocabulary presented on ancient Roman communication.
- Discuss
  - Pax Romana
  - Rise of the Roman Empire
  - Piracy
  - Vergil

- Maps
- Roman education
- Create
  - school project

## Assessments

### Create Your Own School Project

#### Summative: Personal Project

Oral Report

Students use their knowledge of modern school systems and Ancient Roman and Greek school systems to combine and create a school of their own. It needs to include classical courses that align with its mission statement and philosophy.

#### Cardinal and Ordinal Number Worksheet

#### Formative: Group Project

Students work together connecting Roman numerals, cardinal numbers, and ordinal numbers.

#### Vocabulary Quiz

#### Summative: Other written assessments

Vocabulary quiz from Latin to English on chapters 38 & 39.

[\[Template\] Chapter 38 & 39 Honors Vocabulary Quiz.pdf](#)

[\[Template\] Chapter 38 & 39 CP Vocabulary Quiz.pdf](#)

#### Story Translation

#### Formative: Written Test

Students translate a story roughly 30 lines of Latin text into English.

[www.quizlet.com](http://www.quizlet.com)

[www.blooket.com](http://www.blooket.com)

[www.gimkit.com](http://www.gimkit.com)

[Ablatives.pdf](#)

[Augustus Reading & Discussion - Google Forms.pdf](#)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

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

### **Students' Resources**

Print resources:

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

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

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

Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 2*, edited

Technology resources:

Quizlet

	Blooket
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><u>Information Literacy</u>  <u>Critical Thinking</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <ol style="list-style-type: none"> <li>1. English - vocabulary, cognates, derivatives, participles, expressions of time, suffixes, infinitive, Vergil's Aeneid</li> <li>2. History - the birth of the Roman Empire, Augustus, geography, maps, pirates, education, Pax Romana</li> <li>3. Sociology - piracy, peace</li> <li>4. Math - cardinal numbers, ordinal numbers</li> <li>5. Art - creation of books</li> <li>6. Science - medicine</li> </ol>



# Unit Planner: IV - Iturus ad Thermas Latin II

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Last Updated: Thursday, June 23, 2022  
Week 21 - Week 26 by Gail Gay

## IV - Iturus ad Thermas

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Language
  - Mood
  - Attitude
  - Structure
  - Detail
- Adjectives
  - Nouns
  - Information
- Cultures
  - Leisure
  - Social Practices
  - Values
  - History
  - Myths
  - Storytelling
  - Literary Figures
  - Art

Conceptual Lens:

Myths and Storytelling

G

#### Generalizations / Enduring Understandings

1. *Language* indicates the *attitude* of the speaker using *mood*.
2. *Languages* have grammatical *structures* that add *detail* to a thought.
3. Verbal *adjectives* modify *nouns* to add *information* to a sentence.
4. *Leisure* and *social practices* of a *culture* demonstrate its *values*.

#### Guiding Questions

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

- 1a. How does one form the imperfect active subjunctive? (F)
- 1b. How does one form the pluperfect active subjunctive? (F)
- 1c. How does one form the imperfect passive subjunctive? (F)
- 1d. How does one form the pluperfect passive

5. *Cultures* document their *history* and *values* through *myths* and *storytelling*.

6. *Cultures* esteem *literary figures*.

7. *Cultures* express *values* and record *history* through *art*.

subjunctive? (F)

1e. How does the subjunctive mood function in Latin? (C)

1f. How do subordinate clauses that have their verbs in the subjunctive function together with the main clause of a sentence? (C)

2a. How is the ablative absolute formed? (F)

2b. What are the various translations of *qui* as a relative pronoun? (F)

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

2d. What is the concept of "linking *qui*" in Latin? (F)

2e. What is the function of the ablative absolute? (C)

2f. How do relative pronouns provide a link that connects a clause to an antecedent in a previous sentence in Latin? (C)

3a. How is the future active participle formed? (F)

3b. How does the future active participle function as a verbal adjective? (C)

4a. What was the physical layout of a public Roman bathing establishment? (F)

4b. What were the practices of Romans at public bathing establishments? (F)

4c. How did Roman citizens safeguard their possessions at bathhouses? (F)

4d. What was the role of public baths in Roman daily life? (C)

5a. What are some well-known stories and myths from the Ancient Mediterranean? (F)

5b. What do myths and stories reveal about the history and culture of a society? (P)

6a. Was Ovid an important literary figure in Ancient Rome? Why? (P)

7a. Where would one find vestiges of Roman graffiti? (F)

7b. What information about history and culture can graffiti offer? (P)

Standard(s)

Connecticut Core Standards / Content Standards

## **ACLCL: Classical Language Learning (2017)**

### **ACLCL: Intermediate**

#### **INTERPRETIVE MODE**

#### **INTERPRETIVE READING**

##### **Global Statement:**

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

##### **Sample Indicators: Intermediate Low Learners can**

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

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

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

##### **Global Statement:**

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

#### **INTERPRETIVE LISTENING**

##### **Global Statement:**

Intermediate Low Learners can understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear.

##### **Sample Indicators: Intermediate Low Learners can**

understand messages related to familiar topics in context

understand questions and simple statements on familiar topics when they are a part of the conversation

#### **INTERPERSONAL MODE**

##### **Sample Indicators: Intermediate Mid Learners can**

ask questions for clarification

#### **PRESENTATIONAL MODE**

#### **PRESENTATIONAL WRITING**

##### **Global Statement:**

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

##### **Sample Indicators: Intermediate Low Learners can**

write about people, activities, events, and experiences

#### **CONNECTIONS GOAL**

##### **Intermediate Learners in Middle and High School**

Learners use a text, article, or broadcast on a topic from the Greek or Roman world and chart how it compares to the same topic reported in the United States.

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

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

##### **Intermediate Learners in Middle and High School**

Learners identify Greek and Roman elements of a work of art, even when modified or modernized.

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



by those roots

Learners identify and correct corruptions of ancient mythology in modern culture.

### **COMPARISONS GOAL**

#### **Intermediate Learners in Middle School and High School**

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

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

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

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

#### **Intermediate Learners in Middle School and High School**

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

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

Learners compare the role of social networking and patronage in the cultures studied and their own.

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

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### **Critical Content & Skills**

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

#### **Students will:**

- form the imperfect active subjunctive.
- form the pluperfect active subjunctive.
- form the imperfect passive subjunctive.
- form the pluperfect passive subjunctive.
- recognize the imperfect and pluperfect active and passive subjunctive in Latin sentences.
- understand the meaning conveyed by the subjunctive mood.
- form the ablative absolute.
- recognize the ablative absolute in Latin sentences.
- distinguish the various uses of qui as a relative pronoun.
- know the relative pronouns in Latin.
- understand how relative pronouns can provide a link that connects a clause to an antecedent in a previous sentence.
- form the future active participle.
- understand how the future active participle function as a verbal adjective.
- recognize the difference between the various Latin participles learned up to this point.
- describe the layout and parts of a Roman public bathing establishment.
- explain who went to Roman baths and how their time there was spent.
- discuss the importance of Roman baths to social and cultural life.
- discuss the problem of security at public baths in Rome.
- explain the importance of myths and storytelling to the preservation of a culture's history.
- understand Ovid's standing as a literary figure of Ancient Rome.
- compare and contrast graffiti in ancient Rome to modern graffiti.

### **Core Learning Activities**

- Listen to and read aloud Latin passages describing the Ancient Roman public bathing establishments. Drill and practice using vocabulary pertaining to Ancient Roman public bathing establishments. Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
  - unit vocabulary
  - imperfect active subjunctive
  - pluperfect active subjunctive
  - imperfect passive subjunctive
  - pluperfect active subjunctive
  - ablative absolute
  - uses of qui
  - future active participles
  - subordinate clauses with subjunctive
- Identify English derivatives from the Latin vocabulary presented on ancient Roman public bathing establishments.
- Discuss
  - Roman baths
    - thieves
  - Stories and Myths
    - Pyramus and Thisbe
    - Ovid
      - Metamorphoses
        - Baucis and Philemon
        - Actaeon
        - Niobe
        - Callisto
        - Arachne and Minerva
  - Graffiti
- Create
  - An original myth

## Assessments

### Participle Quiz

#### Summative: Other written assessments

[Honors Participle Quiz.pdf](#)

[CP Participle Quiz.pdf](#)

### National Latin Exam Practice

#### Formative: Written Test

Students practice a variety of skills associated with vocabulary, grammar, reading comprehension, and translation.

[Intermediate Latin Exam 2022.pdf](#)

### Drawing Dictation Activity

#### Formative: Visual Arts Project

Students listen to sentences in Latin. Students draw and label what they hear. Students then compare their drawings to the images the sentences were based on.

[Drawing Dictation Activity.pdf](#)

[www.blooket.com](http://www.blooket.com)

[www.gimkit.com](http://www.gimkit.com)

[www.quizlet.com](http://www.quizlet.com)

[Ovid's Metamorphoses.pdf](#)

[Baucis & Philemon.pdf](#)

[Ablative Absolute Practice.pdf](#)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

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

### **Students' Resources**

Print resources:

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

	<p>Pearson Prentice Hall. (n.d.). <i>Ecce Romani II: Language Activity Book</i> (Fourth).</p> <p><i>From Romulus to Romulus Augustulus: Roman History for the New Millenium</i>, by Rose Williams, Bolchazy-Carducci Publishers, Inc., 2008</p> <p><i>The Romans Speak for Themselves, Book 2</i>, edited</p> <p>Technology resources:</p> <p>Quizlet</p> <p>Blooket</p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <ol style="list-style-type: none"> <li>1. English - vocabulary, cognates, derivatives, participles, storytelling, myth</li> <li>2. History - Metamorphoses</li> <li>3. Sociology - storytelling</li> <li>4. Art - graffiti, storytelling</li> <li>5. Health - health and wellness, hygiene</li> </ol>



# Unit Planner: V - Otium et Ludi ad Circum Maximum

## Latin II

Thursday, May 4, 2023, 11:25AM

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Week 27 - Week 32

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

### V - Otium et Ludi ad Circum Maximum

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

- Discourse
  - Indirect conversation
  - Narration
- Language
  - Verbs
  - Regular Verbs
  - Patterns
- Cultures
  - Places
  - Practices
  - Leisure
- History
  - Political rulers
  - Impact

Conceptual Lens:

Entertainment

G

#### Generalizations / Enduring Understandings

1. *Indirect discourse* embeds a character's thoughts into a *narration*.
2. *Languages* include *verbs* that do not follow *regular patterns* of conjugation.
3. *Cultures* maintain *places* and *practices* for *leisure* pursuits.
4. *Political rulers* make a lasting *impact* on the *history* of a place.

#### Guiding Questions

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

- 1a. How do indirect statements function in Latin? (F)
- 1b. How do indirect statements report a character's thoughts or speech? (C)
- 2a. What irregular verbs have Latin I and Latin II covered so far? (F)
- 2b. What does it mean for a verb to be irregular? (C)
- 3a. What did people do for fun in Ancient Rome? (F)

- 3b. Where did Ancient Romans spend their leisure time? (F)
- 3c. What do a society's leisure pursuits say about its culture and socioeconomic status? (P)
- 4a. Who were some of the noteworthy rulers of the Early Roman Empire? (F)
- 4b. What were the lasting contributions of Early Roman Emperors? (F)
- 4c. How does a political leader impact society? (C)
- 4d. Which emperor has the most lasting contribution? (P)

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

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

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

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

**Global Statement:**

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

**Sample Indicators: Intermediate Mid Learners can**

understand information in paragraph-length Latin or Greek texts related to familiar topics

**INTERPERSONAL MODE**

**Sample Progress Indicators**

Learners exchange information about personal events, school topics, or topics related to the Classical world.

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

write about people, activities, events, and experiences

prepare materials for a presentation

## **CULTURES GOAL**

### **Intermediate Learners in Middle School and High School**

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

## **CONNECTIONS GOAL**

### **Intermediate Learners in Middle and High School**

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

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

Learners create in the target language a historical timeline of key events in a specific historical period of the ancient world.

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

### **Intermediate Learners in Middle and High School**

Learners identify Greek and Roman elements of a work of art, even when modified or modernized.

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

## **COMPARISONS GOAL**

### **Intermediate Learners in Middle School and High School**

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

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

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

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

### **Intermediate Learners in Middle School and High School**

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

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

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

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## **Critical Content & Skills**

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

### **Students will:**

- identify infinitives and their various uses.
- translate indirect statements from Latin sentences.
- recognize patterns occurring among irregular verbs.
- conjugate the irregular verb *fio, fieri* in multiple tenses and moods.
- recognize the different uses of *audio, audire*.
- explain the various venues where Roman people spent their leisure time.
- describe the leisure activities of Roman people.
- make connections between the leisure activities and values of a society.
- know the leaders of the Early Roman Empire.

- discuss and compare the impact of political leaders on various societies throughout history.
- explain the contributions of Roman leaders to Roman culture and history.

## Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman leisure activities.
- Drill and practice using vocabulary pertaining to Ancient Roman leisure activities.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
  - unit vocabulary
  - indirect statement
  - uses of audio, audire
  - irregular verb: fio, fieri
- Identify English derivatives from the Latin vocabulary presented on ancient Roman leisure activities.
- Discuss
  - games
  - gambling
  - Circus Maximus
  - Colosseum
  - Gladiators
  - Treveri
  - Emperors
    - Claudius
    - Caligula
    - Nero
    - Vespasian
    - Domitian
    - Tragan
    - Hadrian
    - Titus Flavius
    - Marcus Aurelius
    - Commodus
- Research
  - An emperor from the Early Roman Empire

## Assessments

### Culture Reading and Questions

#### Formative: Other oral assessments

consider changing the attachment name to one that tells what it is  
[2076\\_001.pdf](#)

#### Indirect Statement Practice

##### Formative: Written Report

Students will practice working with indirect statements. We will work on some sentences as a class, in groups, and independently.

[Indirect Statement.pdf](#)

#### Roman Emperors Project

##### Summative: Oral Report

Technology Project, Group Project

Students will become experts on a particular emperor from the Early Roman Republic. They will then share their knowledge with the class in a multimedia presentation.

[roman\\_emperors\\_project.pdf](#)

#### Vocabulary Quiz

##### Summative: Written Test

[45 - 49 Vocabulary Quiz CP.pdf](#)

[Honors 45 - 49 Vocabulary Quiz.pdf](#)

<https://historicalgames.neocities.org/GreekRome/knucklebones.html>

[www.quizlet.com](http://www.quizlet.com)

[www.gimkit.com](http://www.gimkit.com)

[www.blooket.com](http://www.blooket.com)

## Resources

### Professional & Student

#### Professional Resources

Print resources:

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

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

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



(Fourth). Pearson.

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

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

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

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

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

### **Students' Resources**

Print resources:

*Ecce Romani II: A Latin Reading Program.*

Pearson, 2009.

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

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

Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 2*, edited

Technology resources:

Quizlet

Blooket

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

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

## Interdisciplinary Connections

1. English - vocabulary, cognates, derivatives, indirect discourse, irregular verbs, research, and oral presentations
2. History - Early Roman Empire, Emperors of the Roman Empire, Colosseum, Treveri, historical vestiges
3. Sociology - games, gambling, and leisure activities to reflect society
4. Art - public works, Circus Maximus, Colosseum, architecture



# Unit Planner: VI - Circulus Vitae

## Latin II

Newtown High School / 2022-2023 / High School / World Languages / Latin II / Week 33 - Week 38

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

### VI - Circulus Vitae

Gay, Gail; Kimberly, Catherine; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

- Language
  - Attitude
  - Mood
- Grammatical Rules
  - Categories
  - Intention
- Connections
  - Vocabulary
  - Grammar
  - Evolution
- Cultures
  - Rites
  - Rituals
- Political Rulers
  - Impact
  - History
- Prolonged Contact
  - Cultures
  - Traits
  - Practices

Conceptual Lens:

Cultural Practices

G

#### Generalizations / Enduring Understandings

1. *Language* indicates the *attitude* by the speaker's use of *mood*.
2. Languages establish *grammatical rules* to express

#### Guiding Questions

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

- 1a. How does one form the present active subjunctive?  
(F)
- 1b. How does one form the perfect active subjunctive?

categories of intention.

3. The *evolution* of language results in *connections* in *vocabulary* and *grammar* across languages.

4. *Cultures* celebrate *rites* and *rituals*.

5. *Political rulers* often make a lasting *impact* on the *history* of a place.

6. As a result of *prolonged contact*, *cultures* influence each other by adopting *traits* and *practices*.

(F)

1c. How does one form the present passive subjunctive? (F)

1d. How does one form the perfect passive subjunctive? (F)

1e. How do subordinate clauses that have their verbs in the subjunctive function together with the main clause of a sentence? (C)

2a. What connecting words are used in the main and subordinate clauses of a Latin sentence to join the two clauses to convey the result of an action? (F)

2b. What mood does a result clause in Latin use? (F)

2c. When are impersonal verbal phrases in Latin followed by the infinitive vs a clause in the subjunctive? (F)

2d. What are the uses of *ut*? (F)

2e. How are the main and subordinate clauses structured in Latin to convey the result of an action? (C)

2f. What is a result clause? (C)

2g. How is a result clause translated into English? (C)

2h. How does the sequence of tenses establish the relationship between the tense of the verb in the main clause and the tense of the subjunctive in the subordinate clause? (C)

2i. How are indirect commands structured in Latin? (C)

2j. How does one use *ut* plus the subjunctive to express purpose? (C)

2k. How is *ut* combined with mood and tense to create meaning? (C)

3a. What are the Romance languages? (F)

3b. How did Romance languages develop? (C)

3c. What are some of the linguistic commonalities among Romance languages? (C)

4a. What rites and rituals marked Roman marriage? (F)

4b. What ceremonies were observed to mark the coming of age of boys and girls in Ancient Rome? (F)

4c. What religious practices were maintained by the

Ancient Romans? (F)

4d. What social customs were associated with death and burial in Ancient Rome? (F)

4e. What do cultural practices reveal about the values of Ancient Romans? (P)

5a. Who were some of the noteworthy rulers of the Late Roman Empire? (F)

5b. How does a political leader impact a society? (C)

5c. What were the lasting contributions of Late Roman Emperors? (P)

6a. What aspects of other cultures did Rome subsume into its own? (F)

6b. What products and practices of Roman culture were adopted or adapted by other cultures? (F)

6c. How can one interpret the term "multiculturalism" as a facet of ancient Mediterranean life? (C)

6d. How did Rome's willingness to adopt, adapt, and develop products and practices from other places impact its own evolution? (P)

6e. Were Romans tolerant of differences? (P)

6f. Can the study of Rome and its outlook on multiculturalism aid in navigating today's effort toward diversity, equity, and inclusion? (P)

## Standard(s)

*Connecticut Core Standards / Content Standards*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

### INTERPRETIVE MODE

#### INTERPRETIVE READING

##### Global Statement:

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

##### Sample Indicators: Intermediate Low Learners can

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

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

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

### PRESENTATIONAL MODE

#### PRESENTATIONAL WRITING

##### Global Statement:

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

phrased simple sentences

**Sample Indicators: Intermediate Low Learners can**

write about people, activities, events, and experiences

prepare materials for a presentation

write basic instructions on how to do something

**CULTURES GOAL**

**Intermediate Learners in Middle School and High School**

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

**Intermediate Learners in Middle School and High School**

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

**CONNECTIONS GOAL**

**Intermediate Learners in Middle and High School**

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

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

Learners create in the target language a historical timeline of key events in a specific historical period of the ancient world.

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

**Intermediate Learners in Middle and High School**

Learners identify Greek and Roman elements of a work of art, even when modified or modernized.

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

Learners identify and correct corruptions of ancient mythology in modern culture.

**COMPARISONS GOAL**

**Intermediate Learners in Middle School and High School**

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

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

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

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

**Intermediate Learners in Middle School and High School**

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

Learners compare characteristics and attributes of Greek versus Roman gods and contrast them with religious figures and values in their own cultures.

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**Critical Content & Skills**

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

## Students will:

- form the present active subjunctive.
- form the perfect active subjunctive.
- form the present passive subjunctive.
- form the perfect passive subjunctive.
- recognize the present and perfect active and passive subjunctive in Latin sentences.
- understand how subordinate clauses that have their verbs in the subjunctive function together with the main clause of a sentence.
- Know the connecting words used in the main and subordinate clauses of Latin sentences to join the two clauses to convey the result of an action.
- recognize which mood a result clause in Latin uses.
- know when impersonal verbal phrases in Latin are followed by the infinitive vs a clause in the subjunctive.
- identify the uses of ut.
- understand how the main and subordinate clauses are structured in Latin to convey the result of an action.
- explain how the sequence of tenses establishes the relationship between the tense of the verb in the main clause and the tense of the subjunctive in the subordinate clause.
- translate a result clause into English.
- understand how indirect commands are structured in Latin.
- know how ut is used together with the subjunctive to express purpose.
- recognize how ut is combined with mood and tense to create meaning.
- list the Romance languages.
- explain how Romance languages developed.
- discuss the linguistic commonalities among Romance languages.
- explain the rites and rituals that marked Roman marriage.
- know the ceremonies that were observed to mark the coming of age of a boy in Ancient Rome.
- understand the religious practices maintained by the Ancient Romans.
- make connections between the practices of Roman religion and religions today.
- describe the social customs associated with death and burial in Ancient Rome.
- discuss what cultural practices reveal about the values of Ancient Romans.
- know noteworthy rulers of the Late Roman Empire.
- discuss how a political leader impacts a society.
- describe the lasting contributions of emperors from the Late Roman Empire.
- explain the aspects of other cultures that Rome subsumed into its own.
- discuss the products and practices of Roman culture which were adopted or adapted by other cultures.
- interpret the term "multiculturalism" as a facet of ancient Mediterranean life.
- evaluate Rome's willingness to adopt, adapt, and develop products and practices from other places and how that impacted its own evolution.
- debate whether Romans were tolerant of differences.
- consider how the study of Rome and its outlook on multiculturalism can aid in navigating today's effort toward diversity, equity, and inclusion.

## Core Learning Activities

- Listen to and read aloud Latin passages describing the Ancient Roman cultural practices.
- Drill and practice using vocabulary pertaining to Ancient Roman cultural practices.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
  - unit vocabulary
  - result clauses
  - present active subjunctive
  - present passive subjunctive
  - perfect active subjunctive
  - perfect passive subjunctive
  - sequence of tenses
  - indirect commands
  - impersonal verbs
  - purpose clauses

- uses of ut
- Identify English derivatives from the Latin vocabulary presented on Ancient Roman cultural practices.
- Discuss
  - Romance language connections
  - Coming of age
  - Marriage
  - Religion
  - Weddings
  - Funerals
  - Emperors
    - Caracalla
    - Diocletian
    - Constantine
  - Multi-cultural impact of Rome

## Assessments

### Final Review

### Formative: Self Assessment

[Latin II Final Review Packet.pdf](#)

### Sequence of Tenses Quiz

### Summative: Written Test

[Honors Sequence of Tenses Quiz.pdf](#)

[CP Sequence of Tenses Quiz.pdf](#)

### Result Clause and Sequence of Tenses Practice

### Formative: Other written assessments

[\[Template\] Sequence of Tenses & Result Clauses.pdf](#)

[www.gimkit.com](http://www.gimkit.com)

[www.quizlet.com](http://www.quizlet.com)

[www.blooket.com](http://www.blooket.com)

[SUBJUNCTIVE SUMMARY \(1\).pdf](#)

## Resources

### Professional & Student

### Professional Resources

Print resources:

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Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

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Bolchazy-Carducci Publishers, Inc., 2008

*The Romans Speak for Themselves, Book 2*, edited

	<p>Technology resources:</p> <p>Quizlet</p> <p>Blooket</p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <ol style="list-style-type: none"> <li>1. English - vocabulary, cognates, derivatives, mood, result, and purpose clauses, coming of age novels</li> <li>2. History - Late Roman Empire, Emperors of the Late Roman Empire, religious practices, marriage rites, funerals practices, coming of age rites</li> <li>3. Sociology - religion, coming of age, marriage, funerals, multiculturalism</li> <li>4. Art - tombs</li> <li>5. Linguistics - Romance languages</li> </ol>





## Unit Plan

### I - Cave Idus Martias

Newtown High School / High School / World Languages

Week 1 - Week 7 | 3 Curriculum Developers | Last Updated: Today by Kimberly, Catherine

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

This unit serves as a political overview of the time period covered in Latin III (63 BC - 14 AD). Students will gain an understanding of events and conditions that led to the end of the Roman Republic and the establishment of the Roman Empire.

Grammar Review: Subjunctive mood, participles, and indirect statement

New Grammar: abbreviations for first names, "et" and "-que", and dative case with intransitive verbs

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

#### Language

- Grammar
- Authentic Sources
- Comprehension
- Prior learning
- Capability

#### Historical Literature

- Authors
- Perception
- Historical Record
- Point of View
- Biases
- Finite Sources
- Events
- Motivations

#### Political Figures

- Role
- History

#### Political Conflict

- Status Quo
- Change

#### Conceptual Lens:

Political History

*comprehension.*

2. Reviewing and building on *prior learning* expands *capability*.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Expanding knowledge of *grammar*, used in *authentic sources*, aids

1a. How are people's first names sometimes abbreviated in America? (F)

3. *Authors of historical literature influence the reader's perception of the world.*
4. *Historical record reflects the author's point of view and biases.*
5. *Finite sources of ancient history limit people's ability to understand events and motivations.*
6. *Political figures play a role in impacting history.*
7. *Political conflict disrupts the status quo and may lead to change.*

Roman literary sources? (F)

- 1c. How does one use "-que" to connect two clauses? (F)
- 1d. What specific Latin verbs require use of the dative case? (F)
- 1e. How do "et" and "-que" differ in their usage in expressing "and"? (C)
- 1f. How do Latin intransitive verbs that require the dative case differ in construction from their English counterparts? (C)

2a. What do individual students remember about participles? (F)

2b. What do individual students remember about indirect statements? (F)

2c. What do individual students remember about the subjunctive mood? (F)

2d. How are the various types of participles formed, and how are they used? (C)

2e. How does one express the ablative absolute in English? (C)

2f. How is an indirect statement constructed? (C)

2g. How does one express indirect statements in Latin and English? (C)

2h. How are the various tenses of subjunctive formed, and how are they used? (C)

2g. How does one express the subjunctive mood in Latin and English? (C)

3a. What can modern readers learn from Eutropius' historical writing? (F)

3b. Does Eutropius' writing have relevance today? (P)

4a. Who was Eutropius? (F)

4b. How did the era in which Eutropius wrote influence his writing? (C)

4c. How does one evaluate sources to recognize and filter out biases? (C)

4d. Why did Eutropius choose specific individuals to include in his collection of books? (P)

4e. Is it important to evaluate sources for accuracy and bias? (P) 5. What is the consequence/outcome of having limited sources for historical information? (P)

6a. What were the contributions of Cicero, Caesar, Pompey, Octavian/Augustus, and Cleopatra to the history of the ancient world? (F)

6b. Are the contributions that these people made to history still relevant today? How? Why? (P)

7a. What were the details of conflicts among individuals that lead to the collapse of the Roman Republic? (F)

7b. How did the empire rise out of the ashes of the Republic? (F) 7c. How does the Roman Empire compare to prior ancient Roman governments? (C)

7d. How does political change affect different social classes? (P)

7e. Why did the USA base its political system on the Roman Republic? (P)

7f. Can one justify peace, if it comes at the cost of personal liberties? (P)

7g. What are the possible outcomes of forgetting the lessons of history? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

- 1b. How does one decode first name abbreviations in ancient

## Critical Skills

*Critical skills that students are expected to be able to DO at the end of the unit.*

Students will know:

- the first name abbreviations in ancient Roman literary sources
- the sophisticated Latin grammatical constructions to read and understand ancient Roman texts.
- Eutropius' contribution to the body of ancient Roman history
- the importance of evaluating sources for accuracy and bias
- the list of major contributions of Cicero, Caesar, Pompey, Octavian/Augustus, and Cleopatra to the history of the ancient world
- the contributing factors to the fall of the Roman Republic
- the structural components of the Roman Empire
- the similarities between the Roman Empire and prior forms of Roman rule
- the American political system is based on the Roman Republic and why

*The content standards that are taught and/or assessed in this unit.*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

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

**Sample Indicators: Intermediate Low Learners can**

- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

**Global Statement:**

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

**Sample Indicators: Intermediate Mid Learners can**

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

## PRESENTATIONAL MODE

### PRESENTATIONAL WRITING

#### Global Statement:

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

#### Sample Indicators: Intermediate Low Learners can

- write about people, activities, events, and experiences
- prepare materials for a presentation

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 3/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024%203/7)

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#### Global Statement:

- Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences

#### Sample Indicators: Intermediate Mid Learners can

- write a short paragraph about something they have learned or researched

### PRESENTATIONAL SPEAKING

#### Global Statement:

- Intermediate Low learners can present information in Latin or Greek on familiar topics using a series of properly phrased simple sentences.

#### Sample Indicators: Intermediate Low Learners can

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

#### Sample Indicators: Intermediate Mid Learners

- make a presentation on something they have learned or researched on Roman or Greek culture/history

## CULTURES GOAL

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

#### Intermediate Learners

- Learners participate in age-appropriate Roman or ancient Greek cultural practices such as games, sports, and entertainment (e.g., music, dance, drama).

#### Intermediate Learners in Middle School and High School

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

## CONNECTIONS GOAL

#### Intermediate Learners in Middle and High School

- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.
- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world

#### Intermediate Learners in Middle and High School

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

## COMPARISONS GOAL

#### Intermediate Learners in Middle School and High School

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

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

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

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Listen to and read aloud Latin passages describing the end of the Roman Republic and the establishment of the Roman Empire.

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Drill and practice using vocabulary pertaining to the end of the Roman Republic and the establishment of the Roman Empire

Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).

unit vocabulary

-que

abbreviations of first names

participles

use of dative with intransitive verbs

indirect statement

subjunctive

Identify English derivatives from the Latin vocabulary presented on the end of the Roman Republic and the establishment of the Roman Empire

Read Eutropius' *Breviarium*

Discuss

key historical people and their role in Roman history

Cicero

Caesar

Pompey

Octavian/Augustus

Cleopatra

collapse of the Roman Republic

establishment of the Roman Empire

Teacher and student resources used to support the learning.

### Professional Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

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

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

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis*: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's *Metamorphoses* by William S. Anderson and

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

### Academic Vocabulary

Participle

Mood

Infinitive

Indirect Statement

Intransitive and Transitive Verbs

Bias

Conflict

Reform

Change

### Student Vocabulary

*Ecce Romani III* Vocabulary: Pages 12 - 30 & 36 - 51

### Resources



Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024%205/7)  
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Ecce Romani online access  
<https://sso.rumba.pk12ls.com>

#### Students' Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*, Pearson, 2009.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis*: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's *Metamorphoses* by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Digital Review of Grammar and Vocabulary | Formative | Technology Project

No Standards Assessed

### Vocabulary Quiz | Summative | Written Test

[Template] Chapter 55 Vocabulary Quiz.docx

No Standards Assessed

### Julius Caesar Poster Project | Summative | Visual Arts Project

Written Report

[Template] Julius Caesar Activity.docx Rubric - Presentation with Writing and Visual.docx

No Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15752?backLinkId=unitCalendarYear&yearId=2024%206/7)

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## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

### Interdisciplinary Connections

English: vocabulary, grammar, roots, derivatives, cognates, literary forms, prefixes, suffixes, abbreviations

History: Ancient Roman Republic, Ancient Roman Empire, primary sources, source bias, governmental structure, ancient warfare, geography

Sociology: socioeconomic structure, values, political systems, socioeconomic status, conflict, resolution

Philosophy - governmental philosophies





## Unit Plan

### II - O Tempora, O Mores!

Newtown High School / High School / World Languages

Week 8 - Week 14 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

In this unit students will read selections from some of the important writers of the late Republic. The unit will explore characteristics of various literary genres employed by these writers.

Grammar review: cum clauses

New grammar: double dative, conditional sentences, hortatory subjunctive, jussive subjunctive, gerunds/gerundives

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

#### Language

- Grammar
- Authentic Sources
- Comprehension
- Prior learning
- Capability

#### Historical Ideas

- Authors
- Genres

#### The Past

- Tombstones
- Information

#### Poetry

- Literary Devices
- Thoughts

#### Conceptual Lens:

Genres of Historical Literature

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Reviewing and building on *prior learning* expands *capability*.
2. Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.
3. *Authors* choose different *genres* to express *historical ideas*.
4. *Tombstones* provide *information* about the *past*.
5. *Poetry* employs *literary devices* to embellish *thoughts*.

### Guiding Questions

- 1a. What do individual students remember about cum clauses? (F)
- 1b. How are the various types of cum clauses formed, and how are they translated? (F)
- 2a. When is the double dative used in Latin? (F)
- 2b. What is the hortatory subjunctive? (F)
- 2c. What is the jussive subjunctive? (F)
- 2d. What is a gerund? (F)
- 2e. What is a gerundive? (F)
- 2f. How does one form the gerund? (F)
- 2g. How does one form the gerundive? (F)

- literature and why they are used
- 2h. How do Latin double datives translate into English? (C) 2i. How are the subjunctive and conditional used to create if/then statements? (C)
- 2j. How does one use context clues to determine the gerund or gerundive's role in the sentence? (C)
- 3a. Who was Cicero? (F)
- 3b. What form of literature was Cicero most famous for? (F)
- 3c. Who was Catiline? (F)
- 3d. What were the details of the Catilinarian Conspiracy as alleged by Cicero's "In Catilinam"? (F)
- 3e. Who was Caesar? (F)
- 3f. What form of literature was Caesar most famous for? (F)
- 3g. What is a Roman legion? (F)
- 3h. Who was Catullus? (F)
- 3i. What form of literature was Catullus most famous for? (F)
- 3j. What types of poetry did Catullus write? (F)
- 3k. Why did Cicero write "In Catilinam"? (C)
- 3l. What does one learn from Caesar's "de Bello Gallico" about Gaul and the Gauls? (C)
- 3m. How does the format of a personal journal differ from an edited memoir? (C)
- 3n. What does one learn about historical figures from Catullus' poetry? (C)
- 3o. Did Catiline actually conspire to overthrow the Roman Republic? (P)
- 3p. What qualities does Julius Caesar exhibit in "de Bello Gallico" that contribute to his later success and failures? (P)
- 4a. What can one learn from information on tombstones that remain in Gaul from ancient Roman times? (C)
- 5a. What literary devices did Catullus commonly use in his poetry? (F)
- 5b. What is satire? (F)
- 5c. Is satire an effective means of communication in the ancient world and now? (P)
- 5d. How might the reasons an author used satire in ancient Rome differ from the reasons an author might use satire today? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will know:

- that Cicero was famous for his speeches
- the details of the Catilinarian Conspiracy
- that Julius Caesar was a military leader before he was an emperor
- that Caesar wrote detailed journals during his invasion of Gaul
- the structure and hierarchy of a Roman legion
- that Catullus was a famous poet
- how satire is used to express a point
- that inscriptions on tombstones can convey valuable information about the past
- that alliteration, metaphor, and hyperbole are devices used in

## Critical Skills

*Critical skills that students are expected to be able to DO at the end of the unit.*

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

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## Standards

*The content standards that are taught and/or assessed in this unit.*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

**Global Statement:**

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

**Sample Indicators: Intermediate Mid Learners can**

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

**Sample Indicators: Intermediate High Learners can**

- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

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

**Sample Indicators: Intermediate Low Learners can**

- write about people, activities, events, and experiences
- prepare materials for a presentation

**Global Statement:**

- Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences

**Sample Indicators: Intermediate Mid Learners can**

- write a short paragraph about something they have learned or researched

## Global Statement:

Intermediate High Learners can write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time frames about events, experiences, and people

## Sample Indicators: Intermediate High Learners can

write about history topics

## CULTURES GOAL

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

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

### Intermediate Learners in Middle School and High School

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

### Intermediate Learners in Middle School and High School

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

## CONNECTIONS GOAL

### Intermediate Learners in Middle and High School

Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

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

### Intermediate Learners in Middle and High School

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

## COMPARISONS GOAL

**LANGUAGE COMPARISONS:** To develop insight into the nature of language in order to interact with cultural competence  
Intermediate Learners in Elementary School

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

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

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Listen to and read aloud Latin passages from writers of the late Roman Republic.
- Drill and practice using vocabulary pertaining to the late Roman Republic
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
  - unit vocabulary
  - cum clauses
  - double datives
  - conditional sentences
  - hortatory subjunctives

jussive subjunctives  
gerunds  
gerundives

Identify English derivatives from the Latin vocabulary presented on the late Roman Republic

Read selections from the writings of Cicero, Caesar, and Catullus

Discuss

key historical people and their role in Roman historical literature

Cicero  
Caesar  
Catullus  
Catiline

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Clodia

Catilinarian Conspiracy

Roman legions

Literary Devices

Alliteration

Metaphor

Hyperbole

– Research

Catilinarian Conspiracy

Create and present

Point of view project on the Catilinarian Conspiracy

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

### Academic Vocabulary

Clauses  
Dative  
Subjunctive  
Hortatory  
Jussive  
Gerund  
Gerundive  
Conspiracy  
Legion  
Poetry  
Hyperbole  
Metaphor  
Alliteration

### Student Vocabulary

Ecce Romani III pgs. 55-64, 68-78, 84-94, 98-106, 110-124

## Resources

Teacher and student resources used to support the learning.

### Professional Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani, a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis*: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's *Metamorphoses* by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

Peardeck



Blooket

Ecce Romani online access  
<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024%205/7)

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Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Catullus Poetry Translation | Formative | Other oral assessments

Other written assessments

{Template} Catullus Poems.docx

11 Standards Assessed

### Catilinarian Conspiracy Project | Summative | Personal Project

Written Report

{Template} Cicero and Catiline Project Part I.docx    Level 2 Holistic Writing (1).pdf

17 Standards Assessed

### Catilinarian Conspiracy Point of View Activity | Formative | Other written assessments

Other Visual Assessments

Catilinarian Conspiracy.docx    Social Hierarchy in Ancient Rome.pptx

6 Standards Assessed

### Vocabulary Quiz | Summative | Written Test

CP Chapter 58 Vocabulary Quiz.docx

1 Standards Assessed

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15753?yearId=2024%206/7)

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### Interdisciplinary Connections

English: vocabulary, grammar, roots, derivatives, cognates, literary genres, literary devices, prefixes, suffixes, public speaking, rhetoric

History: Ancient Roman Republic, Ancient Roman Empire, primary sources, source bias, military structure, ancient warfare, geography

Sociology: values, political tension, conflict, sabotage, oratory, religious systems, love and friendship, betrayal Philosophy - personal philosophies

Health: interpersonal relationships, love, friendship

Art: tombstones





## Unit Plan

### III - Pugnae in Re Publica

Newtown High School / High School / World Languages

Week 15 - Week 23 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

This unit will explore the political forces and public personalities of the late Republic (53-52 B.C.) that fueled civil war. Students will read selections from Asconius, Cicero, and Horace. Literary forms of historical information examined include letters, oration, poetry, and eulogy.

Grammar review: indefinite pronouns, indefinite adjectives

New grammar: gerundive of obligation, dative of agent

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

#### Language

Grammar

Authentic Sources

Comprehension

Prior learning

Capability

#### Historical Event

Insight

Analysis

Accounts

Compare

Contrast

#### Historical Knowledge

Correspondence

Source

#### Eulogies

Cultural Information

Daily Life

#### Conceptual Lens:

Chronicling History

4. *Correspondence* between individuals provides an important source of *historical knowledge*.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

1a. What do individual students remember about indefinite pronouns and indefinite adjectives? (F)

2a. When is the gerundive of obligation used in Latin? (F)

2b. What is the dative of agent? (F)

2c. How does one translate the gerundive of obligation into English? (C)

3a. Who was Asconius? (F)

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Reviewing and building on *prior learning* expands *capability*.  
Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.

3. *Comparing and contrasting* different *accounts* of a single *historical event* provide multiple opportunities for *insight and analysis* (e.g., into history, society, and author perspective).

5. Eulogies provide a source of cultural information about daily life. 3b. What did Asconius write about the murder of Clodius? (F) 3c. What did Cicero write about the murder of Clodius? (F)
- 3d. Who was Horace? (F)
- 3e. What did Horace write about Cleopatra? (F)
- 3f. How did Horace contribute to Cleopatra's enduring legacy? (C)
- 3g. How do the two accounts of the murder of Clodius differ? (C)
- 3h. .
- 4a. What makes personal correspondence a unique form of writing? (C)
- 4b. How do both parties (writer and audience) influence the content and perspective of correspondence? (C)
- 4c. What can one learn from Cicero's letters to Caesar and Pompey about trust and alliances during the late Republic civil war? (C)
- 4d. What can be gained from engaging in communication with an adversary? (C)
- 4e. Is personal correspondence subject to the same source bias as other historical writing? (P)
- 5a. What is a eulogy? (F)
- 5b. What is the tone and content of a eulogy? (F)
- 5c. What can one learn from the content of historical eulogies? (C)
- 5d. What can one learn about the life of a soldier, women's accomplishments, and exile as a form of punishment in ancient Rome from the anonymous eulogy read in class? (C)

*The content standards that are taught and/or assessed in this unit.*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

### Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will know:

- the differences in the accounts of the murder of Clodius as written by Asconius and Cicero
- the Roman perspective on the life of Cleopatra as recounted by Horace
- that personal correspondence provides a unique perspective on historical events and personalities
- the details and strategies of the late Republic civil war as recounted in the letters from Cicero to Julius Caesar and Pompey
- the characteristics of a eulogy
- the details of the life of a soldier, women's accomplishments, and exile as a form of punishment in ancient Rome as recounted in an anonymous eulogy

## Standards

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

**Sample Indicators: Intermediate Low Learners can**

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 2/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%20217)

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- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

**Global Statement:**

- Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

**Sample Indicators: Intermediate Mid Learners can**

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text
- read simple written exchanges between other people

**Global Statement:**

- Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

**Sample Indicators: Intermediate High Learners can**

- understand accounts of familiar events or experiences
- usually follow short, written descriptions or instructions supported by visuals
- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

## PRESENTATIONAL MODE

### PRESENTATIONAL WRITING

**Global Statement:**

Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

**Sample Indicators: Intermediate Low Learners can**

- write about people, activities, events, and experiences

- prepare materials for a presentation

#### Global Statement:

Intermediate Mid Learners can write on a variety of familiar topics using properly phrased, connected sentences

#### Sample Indicators: Intermediate Mid Learners can

write a short paragraph about something they have learned or researched

#### Global Statement:

- Intermediate High Learners can write on researched topics related to school, history, culture, and literature in a generally organized way. They can write connected sentences in various time frames about events, experiences, and people

#### Sample Indicators: Intermediate High Learners can

write about history topics

### CULTURES GOAL

**RELATING CULTURAL PRACTICES TO PERSPECTIVES:** Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024> 3/7

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**practices and perspectives of the cultures studied.**

#### Intermediate Learners

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

#### Intermediate Learners in Middle School and High School

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

**RELATING CULTURAL PRACTICES TO PERSPECTIVES:** Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

#### Intermediate Learners

- Learners experience (read, listen to, observe, perform) expressive products of Roman or ancient Greek culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.

#### Intermediate Learners in Middle School and High School

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

### CONNECTIONS GOAL

#### Intermediate Learners in Middle and High School

- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.
- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world
- Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

### ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

#### Intermediate Learners in Elementary School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections implied by those roots.

#### Intermediate Learners in Middle and High School

Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

## COMPARISONS GOAL

### Intermediate Learners in Middle School and High School

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.
- Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.
- Learners compare word order and syntactic systems in increasingly complex Latin or Greek sentences to their native languages.

### Intermediate Learners in Middle School and High School

Learners compare the role of social networking and patronage in the cultures studied and their own.

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Listen to and read aloud Latin passages from 53 - 52 BC during a time of violence and civil war.

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024-4/7>

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Drill and practice using vocabulary pertaining to the late Roman Republic (53 - 52 BC)

Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).

unit vocabulary

indefinite pronouns

indefinite adjectives

gerundive of obligation/passive periphrastic

dative of agent

Identify English derivatives from the Latin vocabulary presented on the late Roman Republic (53 - 52 BC)

Read selections from the writings of Cicero, Asconius, Horace, and an anonymous source Discuss

key historical people and their role in Roman historical literature

Cicero

Caesar

Pompey

Horace

Cleopatra

Terentia

Violence and civil war during the late Roman Republic (Caesar vs. Pompey)

Letters as historical writing

Funerals

Eulogies

Women's accomplishments

Exile

Research and Create

Eulogies

Violence

Civil war

Correspondence

Eulogy

Exile

Student Vocabulary

Ecce Romani III pgs. 140-146, 150-158, 162-170, 174-186

Resources

Teacher and student resources used to support the learning.

Professional Resources

Print resources:

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

### Academic Vocabulary

Pronouns

Adjectives

Gerundives

Dative

Agent



*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and

Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 5/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%205/7)

10/4/23, 12:45 PM Unit Plan

Peardeck

Blooket

Ecce Romani online access  
<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

Digital Review of Grammar and Vocabulary | Formative | Technology Project

5 Standards Assessed

Research and Write an Ancient Roman Eulogy | Summative | Personal Project

Other Visual Assessments | Other written assessments

RomanFuneralTeachernotes.pdf Presentation rubric.docx

15 Standards Assessed

Ides of March Choose Your Own Adventure | Formative | Other oral assessments

Group Project

Ides of March Choose Your Own Adventure.pptx

5 Standards Assessed

Roman Republic Activity | Formative | Visual Arts Project

GovernmentoftheRomanRepublicPrimarySourceActivity-1.pdf

6 Standards Assessed

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%206/7)

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## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

Interdisciplinary Connections:

English: vocabulary, grammar, roots, derivatives, cognates, literary forms, parts of speech, prefixes, suffixes, verb tenses  
History: Ancient Roman Republic, primary sources, source bias, Gaul, Governmental structure, armies, ancient life, ancient warfare, geography, Cleopatra, civil war, exile

Sociology: political structure, political turmoil, women in society, forms of communication, persuasion, eulogy, violence, laws

Philosophy - political philosophy

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024 7/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15754?yearId=2024%2077)



## Unit Plan

### IV - Ortus Imperii

Newtown High School / High School / World Languages

Week 24 - Week 30 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

In this unit, students will learn about the transition from war to peace with the establishment of the Roman Empire and the Pax Romana (27 B.C.-14 A.D.). The writings of Augustus, Suetonius, and Ovid reveal the character and accomplishments of emperor Augustus. Students will explore the role of propaganda in controlling and influencing citizens.

Grammar review: future passive participle

New grammar: the supine, synecdoche

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

#### Language

- Grammar
- Authentic Sources
- Comprehension
- Prior learning
- Capability

#### Government

- Propaganda
- Censorship
- Thought
- Behavior
- Peace
- Cost
- Public Works
- Fundamental Role

#### Conceptual Lens:

Propaganda and Censorship

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Reviewing and building on *prior learning* expands *capability*.
2. Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.
3. *Governments* can employ *propaganda* and *censorship* as a means of influencing *thought* and *behavior*.
4. *Governments* accept that *peace* is achieved at a *cost*.
5. *Public works* constitute a *fundamental role* of *government*.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What do individual students remember about future passive participles? (F)
- 1b. How does one identify Ancient Greek names in Ancient Roman literary sources? (F)
- 2a. What is synecdoche? (F)
- 2b. When does one use the supine? (F)
- 2c. How does one translate the supine into English? (C) 3a. What were characteristics of Augustus' rule as emperor? (F) 3b. What is propaganda? (F)

ACLCL: Classical Language Learning (2017)

ACLCL: Intermediate

INTERPRETIVE MODE

INTERPRETIVE READING

Global Statement:

3c. What is censorship? (F)

3d. Why was Julia the elder exiled? (F)

3e. How does someone's personal narrative differ from an outside perspective? (C)

3f. How did the fear of censorship influence Suetonius' and Ovid's writing? (C)

3g. How was the exile of Julia the elder emblematic of the changes that Augustus enacted during his rule? (C)

3h. Do censorship and propaganda have an impact on society? (P)

3j. How can one draw information from first person and third person accounts to arrive at a personal conclusion regarding a historical person? (P)

4a. What are the characteristics of the Pax Romana? (F) 4b. What did Roman citizens sacrifice to achieve a sustained period of peace? (C)

4c. Can one justify peace if it comes at the cost of personal liberties? (P)

5a. What are examples of public works that governments undertake? (F)

5b. What were noteworthy public works during the Roman Empire? (F)

5c. How did the Pax Romana enable major public works projects under the Roman Empire? (C)

5d. Did Augustus use public works projects as a form of propaganda during his rule to promote the idea that the empire was superior to the republic? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will know:

- the characteristics of Augustus' rule as emperor
- the definition of propaganda
- the definition of censorship
- that Augustus used censorship and fear of exile as a means to control his image
- the characteristics of the Pax Romana
- that the Pax Romana made major public works projects possible
- that there are benefits and costs to living in peace
- the types of public works typically undertaken by governments

## Standards

*The content standards that are taught and/or assessed in this unit.*

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

**Sample Indicators: Intermediate Low Learners can**

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024 2/6](https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024%202/6)

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- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

**Global Statement:**

Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

**Sample Indicators: Intermediate Mid Learners can**

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

**Global Statement:**

Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

**Sample Indicators: Intermediate High Learners can**

- understand accounts of familiar events or experiences
- usually follow short, written descriptions or instructions supported by visuals
- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

## PRESENTATIONAL MODE

### PRESENTATIONAL WRITING

**Global Statement:**

- Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

**Sample Indicators: Intermediate Low Learners can**

- write about people, activities, events, and experiences

**Sample Indicators: Intermediate Mid Learners can**

- write a short paragraph about something they have learned or researched

## CULTURES GOAL

**RELATING CULTURAL PRACTICES TO PERSPECTIVES:** Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Intermediate Learners**

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

**Intermediate Learners in Middle School and High School**

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

**Intermediate Learners in Middle School and High School**

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
- Learners create a model of e.g., a home, camp, sanctuary, bath, or basilica, and explain who was allowed in these spaces and what they did there.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024 3/6](https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024%203/6)

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**Intermediate Learners at the College Level**

- Learners identify, compare, and analyze perspectives reflected in creative works of Roman or ancient Greek culture (e.g., literature, art, and architecture).

## CONNECTIONS GOAL

**Intermediate Learners in Middle and High School**

- Learners explore political sentiments and discourse from the Greek or Roman world and compare them to recent and current political discourse in the United States and around the world
- Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.

**Intermediate Learners in Middle and High School**

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

## COMPARISONS GOAL

**Intermediate Learners in Middle School and High School**

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

**Intermediate Learners in Middle School and High School**

- Learners identify, describe and compare modern physical spaces to equivalents in the cultures studied (e.g., cityscapes, the house, theaters, sanctuaries)

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Listen to and read aloud Latin passages from the Roman Empire 27 B.C. - 14 A.D.
- Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).
  - unit vocabulary
  - future passive participle
  - supine
  - synecdoche

Identify English derivatives from the Latin vocabulary presented on the Roman Empire 27 B.C. - 14 A.D.  
Read selections from the writings of Augustus, Suetonius, and Ovid

Discuss

key historical people and their role in Roman historical literature

Augustus

Julia the Elder

Julia the Younger

Ovid

Agrippa

Roman Empire

Imperial Propaganda

Pax Romana

Public Works

Research and Create

A Roman Building

Resources

Teacher and student resources used to support the learning.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024 4/6](https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearId=2024%204/6)

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Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Academic Vocabulary

Greek Nouns

Participles

Supine

Synecdoche

Empire

Principate

Propaganda

Censorship

Public Works

Student Vocabulary

Ecce Romani III pgs. 192-202 and 206-216

Professional Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew

C. Aronson and Robert Boughner

Technology resources:

Quizlet

Gimkit

Peardeck

Blooket

Ecce Romani online access

<https://sso.rumba.pk12ls.com>

Students' Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket



## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Augustus Caesar Project | Summative | Personal Project

Other Visual Assessments | Other written assessments

[Template] Augustus Caesar Activity.docx   Rubric - Presentation with Writing and Visual.docx

No Standards Assessed

### Digital Review of Grammar and Vocabulary | Formative | Technology Project

5 Standards Assessed

### Vocabulary Quiz | Summative | Written Test

Test\_Ch 69 ecce romani.pdf

2 Standards Assessed

### Roman Building Project | Summative | Exhibition

Other Visual Assessments | Personal Project

This is a new assessment so I do not have any materials for it.

5 Standards Assessed

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

### Interdisciplinary Connections:

English: vocabulary, grammar, roots, derivatives, cognates, literary forms, parts of speech, prefixes, suffixes, verb tenses, poetry History:

Ancient Roman Empire, primary sources, source bias, Gaul, Governmental structure, censorship, ancient life, peace, exile, propaganda, public works

Sociology: political structure, women in society, laws, peace, morality, censorship, government roles and responsibilities

Philosophy - moral philosophy

Engineering: Architecture

Linguistics: Ancient Greek names

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearid=2024 6/6](https://newtownk12.rubiconatlas.org/develop/unit-planner/15755?yearid=2024%206/6)



## Unit Plan

### V - Noli Volare Propius Ad Solem

Newtown High School / High School / World Languages

Week 31 - Week 38 | 3 Curriculum Developers | Last Updated: Jun 21, 2023 by Kimberly, Catherine

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

In this unit students will explore works of three great poets who wrote during the reign of Augustus (27 B.C. - 14 A.D.): Vergil, Horace, and Ovid. Students will learn about various literary devices these poets employed; will consider the political backdrop during which they wrote, as well as their motivations for writing selected works; and will develop an appreciation for the enduring nature of selected works written in ancient Roman times.

Grammar review: intransitive verbs with genitive

New grammar: tricolon, onomatopoeia, simile, poetic plurals

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

#### Language

Grammar  
Authentic Sources  
Comprehension  
Prior learning  
Capability

#### Poetry

Literary Genre  
vehicle  
historical information  
cultural information

#### Conceptual Lens:

Poetry as a Historical Source

*questions that lead to the generalizations. Label each questions (F), (C) or (P).*

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Reviewing and building on *prior learning* expands *capability*.
2. Expanding knowledge of *grammar*, used in *authentic sources*, aids *comprehension*.
3. *Poetry* as a *literary genre* can function as a *vehicle* to convey important *historical* and *cultural information*.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P)*

- 1a. What do individual students remember about Latin intransitive verbs? (F)
- 1b. How do Latin intransitive verbs that require the genitive case differ in construction from their English counterparts? (C)
- 2a. What do individual students remember about literary devices used in poetry? (F)
- 2b. What is tricolon? (F)
- 2c. What is onomatopoeia? (F)
- 2d. What is a simile? (F)
- 2e. What are poetic plurals? (F)
- 2f. What is the effect of tricolon in poetry from the reader's perspective? (C)

- the mythological aspects of these stories.
- the definition of an ode.
- the meaning and origin of the phrase "carpe diem",
- 2g. What is the effect of onomatopoeia in poetry from the reader's perspective? (C)
- 2h. What is the effect of simile in poetry from the reader's perspective? (C)
- 2i. How does one recognize poetic plurals and adjust the meaning? (C)
- 3a. What do individual students remember about Vergil? (F) 3b. What do individual students remember about Horace? (F) 3c. What do individual students remember about Ovid? (F) 3d. What do individual students remember about Aeneas and his journey? (F)
- 3e. What do individual students remember about the Metamorphoses? (F)
- 3f. Where was Carthage? (F)
- 3g. Where is Carthage on a modern map? (F)
- 3h. Who was Dido? (F)
- 3i. What is an ode? (F)
- 3j. What does carpe diem mean? (F)
- 3k. What was the political climate during which Ovid was writing? (F)
- 3l. How does the mythological aspect keep the story moving forward? (C)
- 3m. Are Horace's Odes relatable to today? (P)
- 3n. What was Augustus' motive for commissioning Vergil to write the Aeneid? (P)
- 3o. Was Dido a feminist or a victim? (P)
- 3p. How does the story of Aeneas and Dido mirror Rome's journey to the Pax Romana? (P)
- 3q. Why has carpe diem emerged as one of the most recognized Latin phrases? (P)
- 3r. How are the stories of Midas and Daedalus and Icarus cautionary tales? (P)
- 3s. Are the morals of the stories of Midas and Daedalus and Icarus relevant in the modern world? (P)
- 3t. Are the stories in the Metamorphoses praising or criticizing Augustus? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will know:

- how to recognize tricolons, onomatopoeias, similes, and poetic plurals in poetry.
- that the writer's intent in using a tricolon, onomatopoeias, similes, and poetic plurals in poetry is to create a specific impact on the reader.
- that Vergil, Horace, and Ovid were three of ancient Rome's most renowned poets, living and working during the reign of the emperor Augustus.
- the political climate of the reign of the emperor Augustus.
- important geographical facts about Aeneas' journey.
- the story of Aeneas' encounter with Dido.
- the story of Midas.
- the story of Daedalus and Icarus.

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

## Standards

*The content standards that are taught and/or assessed in this unit.*

**ACLCL: Classical Language Learning (2017)**

**ACLCL: Intermediate**

**INTERPRETIVE MODE**

**INTERPRETIVE READING**

**Global Statement:**

- Intermediate Low Learners can understand the main idea of short and simple Latin or Greek texts when the topic is familiar.

**Sample Indicators: Intermediate Low Learners can**

- understand messages in which the writer tells or asks them about familiar topics
- read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals
- use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text

**Global Statement:**

- Intermediate Mid Learners can understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies.

**Sample Indicators: Intermediate Mid Learners can**

- understand information in paragraph-length Latin or Greek texts related to familiar topics
- understand more nuanced questions related to a familiar text

**Global Statement:**

- Intermediate High Learners can easily understand the main idea of paragraph-length Latin or Greek texts related to familiar topics, personal interests, and studies. They can usually follow stories and descriptions about events and experiences in various time frames

**Sample Indicators: Intermediate High Learners can**

- understand accounts of familiar events or experiences
- usually follow short, written descriptions or instructions supported by visuals
- understand the main idea of and supporting facts in paragraph-length Latin or Greek texts about famous people, well-known myths, and historic events
- sometimes deduce meaning of unfamiliar Latin or Greek words from context
- sometimes use their knowledge of Latin or Greek prefixes and roots to expand their understanding of the text

**PRESENTATIONAL MODE**

**PRESENTATIONAL WRITING**

**Global Statement:**

- Intermediate Low learners can write briefly about most familiar topics and present information using a series of properly phrased simple sentences.

**Sample Indicators: Intermediate Low Learners can**

write about people, activities, events, and experiences

- prepare materials for a presentation

**Sample Indicators: Intermediate Mid Learners can**

- write a short paragraph about something they have learned or researched

**Sample Indicators: Intermediate High Learners can**

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024-3/7>

10/4/23, 12:47 PM Unit Plan

- write about history topics

## CULTURES GOAL

**RELATING CULTURAL PRACTICES TO PERSPECTIVES:** Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Intermediate Learners**

- Learners observe, analyze, and exchange information on patterns of typical behavior in Roman or ancient Greek culture (e.g., observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people).

**Intermediate Learners in Middle School and High School**

- Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.

**RELATING CULTURAL PRACTICES TO PERSPECTIVES:** Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Intermediate Learners**

- Learners experience (read, listen to, observe, perform) expressive products of Roman or ancient Greek culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.

**Intermediate Learners in Middle School and High School**

- Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.

**Intermediate Learners at the College Level**

- Learners identify, compare, and analyze perspectives reflected in creative works of Roman or ancient Greek culture (e.g., literature, art, and architecture).

## CONNECTIONS GOAL

**Intermediate Learners in Middle and High School**

- Learners research how a major figure from history, science, or the arts is described in a Latin or Greek text and use it to expand what they already know.

## ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**Intermediate Learners in Elementary School**

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections implied by those roots.

**Intermediate Learners in Middle and High School**

- Learners identify the roots of words that are Latin or Greek in origin and explain the connections and/or biases implied by those roots

## COMPARISONS GOAL

**Intermediate Learners in Middle School and High School**

- Learners identify words in Latin or Greek that have no direct or simple translation in their native languages.

- Learners hypothesize about the similarities between Latin or Greek and their native languages, based on their analysis of cognates, derivatives, and affixes.

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024\\_4/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024_4/7)

10/4/23, 12:47 PM Unit Plan

Listen to and read aloud Latin poetry from the Roman Empire 27 B.C. - 14 A.D.

Participate in games to reinforce learning of (e.g. Gimkit, Peardeck, Quizlet, flashcards).

unit vocabulary

intransitive verbs with genitive

tricolon

onomatopoeia

simile

poetic plurals

Identify English derivatives from the Latin vocabulary presented in poetry from the Roman Empire 27 B.C. - 14 A.D.

Read selections from the writings of Vergil, Horace, and Ovid

Discuss

key historical and mythological people and their role in Roman poetry

Augustus

Ovid

Horace

Aeneas

Dido

Midas

Daedalus

Icarus

Odes

Metamorphoses

Aeneid

Iliad

Odyssey

Print resources:

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

### Academic Vocabulary

Intransitive Verb

Tricolon

Onomatopoeia

Simile

Poetic Plural

Poetry

Ode

### Student Vocabulary

Ecce Romani III pgs. 220-238, 242-258, 262-282

## Resources

Teacher and student resources used to support the learning.

### Professional Resources

*Ecce Romanj III: A Latin Reading Program*. Pearson, 2009.

Lawall, G., Abney, T. S., Palma, R. B., & Perry, D. J. (2009). *Ecce Romani III Teacher's Guide* (Fourth). Pearson.

Hands Up Education Community Interest Company. (2020). *Suburani. a Latin reading course*.

Cicero and Sallust: On the Conspiracy of Catiline by E.J. Barnes and John T. Ramsey

Cicero's Somnium Scipionis: The Dream of Scipio by Sally Davis and Gilbert Lawall

Selections from Ovid's Metamorphoses by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: Selections from Their Lyric Poetry by Andrew C. Aronson and Robert Boughner

Technology resources:

Gimkit

Quizlet

<https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024-5/7>

10/4/23, 12:47 PM Unit Plan

Peardeck

Blooket

Ecce Romani online access  
<https://sso.rumba.pk12ls.com>

#### Students' Resources

Print resources:

*Ecce Romani III: A Latin Reading Program*. Pearson, 2009.

Cicero and Sallust: *On the Conspiracy of Catiline* by E.J. Barnes and John T. Ramsey

Cicero's *Somnium Scipionis: The Dream of Scipio* by Sally Davis and Gilbert Lawall

Selections from *Ovid's Metamorphoses* by William S. Anderson and Mary Purnell Frederick

Catullus and Horace: *Selections from Their Lyric Poetry* by Andrew C. Aronson and Robert Boughner

Technology resources:

Quizlet

Blooket

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Ovid and Horace Quiz | Summative | Written Test

Latin III Horace & Ovid Quiz.docx

9 Standards Assessed

### Metamorphoses Translation | Formative | Technology Project

Other written assessments

Ovid's Metamorphoses Midas.pptx Level 2 Holistic Writing (1).pdf

3 Standards Assessed

### Digital Review of Grammar and Vocabulary | Formative | Technology Project

2 Standards Assessed

Ovid.docx



## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024 6/7](https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024%206/7)

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## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

### Interdisciplinary Connections

English - vocabulary, cognates, derivatives, Vergil's Aeneid, myth, poetry

History - the birth of the Roman Empire, Augustus, geography, maps, Pax Romana, Metamorphoses, Early Roman Empire, propaganda

Sociology - peace, interpersonal connections, exile

Art - storytelling, public works

[https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024 77](https://newtownk12.rubiconatlas.org/develop/unit-planner/15756?yearId=2024%2077)

# **Student Performance Overview 2022-2023**

***Newtown Public Schools  
Board of Education  
November 8, 2023***

***Presented by:  
Anne Uberti  
Assistant Superintendent***

“Without continual growth and progress, such words as improvement, achievement and success have no meaning.”

~Benjamin Franklin



# The following table illustrates each of the state assessments administered to students in the spring of 2023:

	3	4	5	6	7	8	10	11
CT Smarter Balanced Summative Assessment – English Language Arts/Math	X	X	X	X	X	X		
NGSS Assessment			X			X		X
CT SAT – Reading, Writing and Language, Math								X

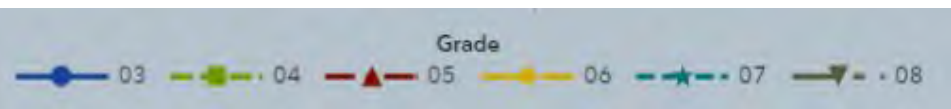
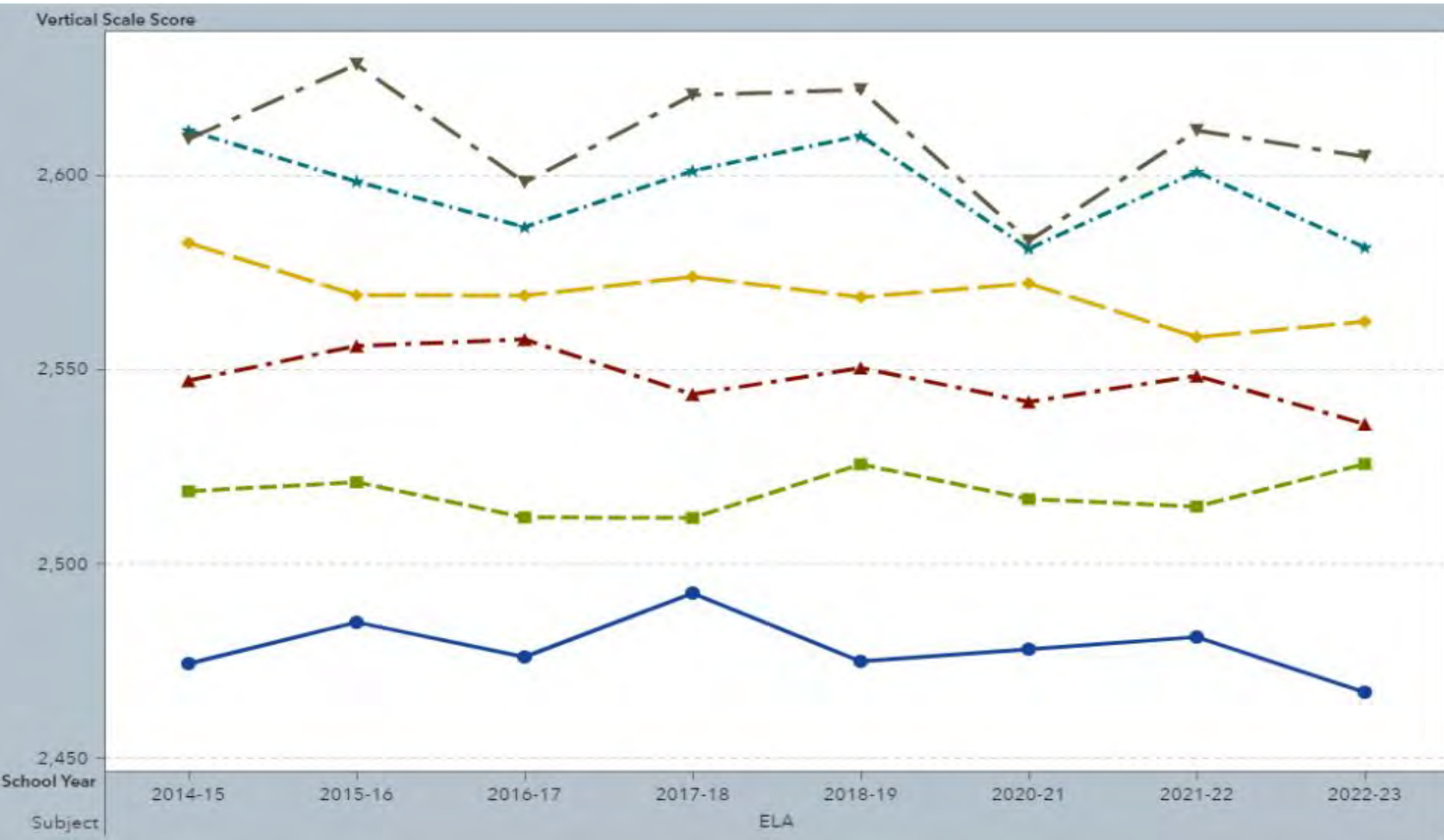
# Smarter Balanced Summative Assessment – ELA

Grade	Level 1	Level 2	Level 3	Level 4	Levels 3 and 4		
					<i>% Meets or Exceeds Achievement Level</i>		
					<b>2023</b>	<b>2022</b>	<b>2019</b>
<b>3</b>	11	26	20	43	63	74	71
<b>4</b>	13	11	24	52	76	72	76
<b>5</b>	13	21	32	34	66	71	76
<b>6</b>	10	23	41	26	67	64	69
<b>7</b>	12	21	47	21	68	77	78
<b>8</b>	12	21	41	27	68	73	77
<b>Newtown avg</b>	11	17	35	37	<b>68</b>	<b>72</b>	<b>74</b>
<b>CT State avg</b>	30	22	27	22	49	49	58

# 5-Year SBA Comparison - ELA

	2023	2022	2021	2020	2019
Grade 3	63%	74%	----	----	70%
Grade 4	76%	72%	----	----	76%
Grade 5	66%	71%	----	----	76%
Grade 6	67%	64%	----	----	69%
Grade 7	68%	77%	----	----	78%
Grade 8	68%	73%	----	----	77%

# Vertical Scale Score Trends - ELA - 2014 to 2022



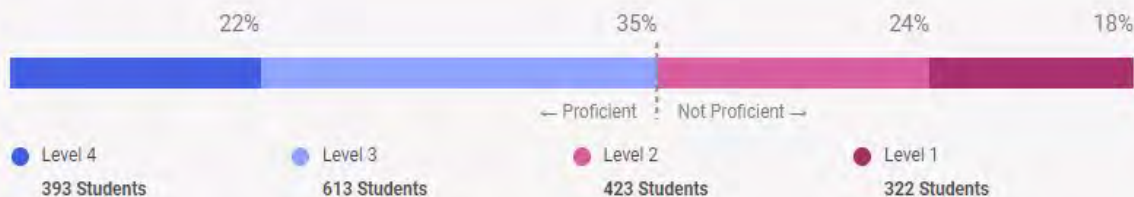


## ELA - iReady Fall Results

### Proficiency if Students Show No Additional Growth

Students with Projection/Total: 1,751/1,766

Proficient: **57%**  
(Level 4 + 3)



### Projection if Students Achieve Typical Growth

Students with Projection/Total: 1,751/1,766

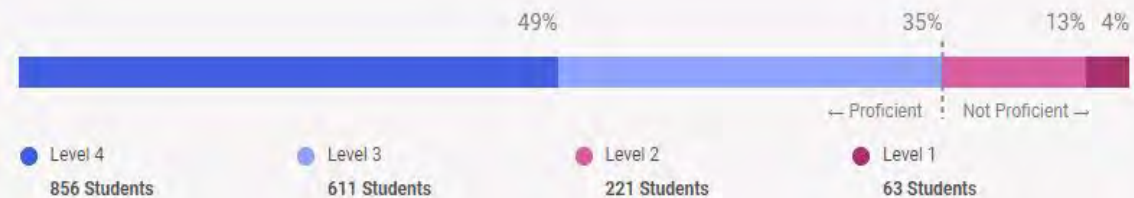
Proficient: **69%**  
(Level 4 + 3)



### Projection if Students Achieve Stretch Growth

Students with Projection/Total: 1,751/1,766

Proficient: **84%**  
(Level 4 + 3)



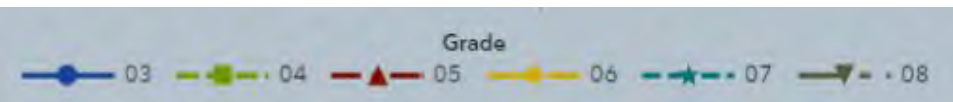
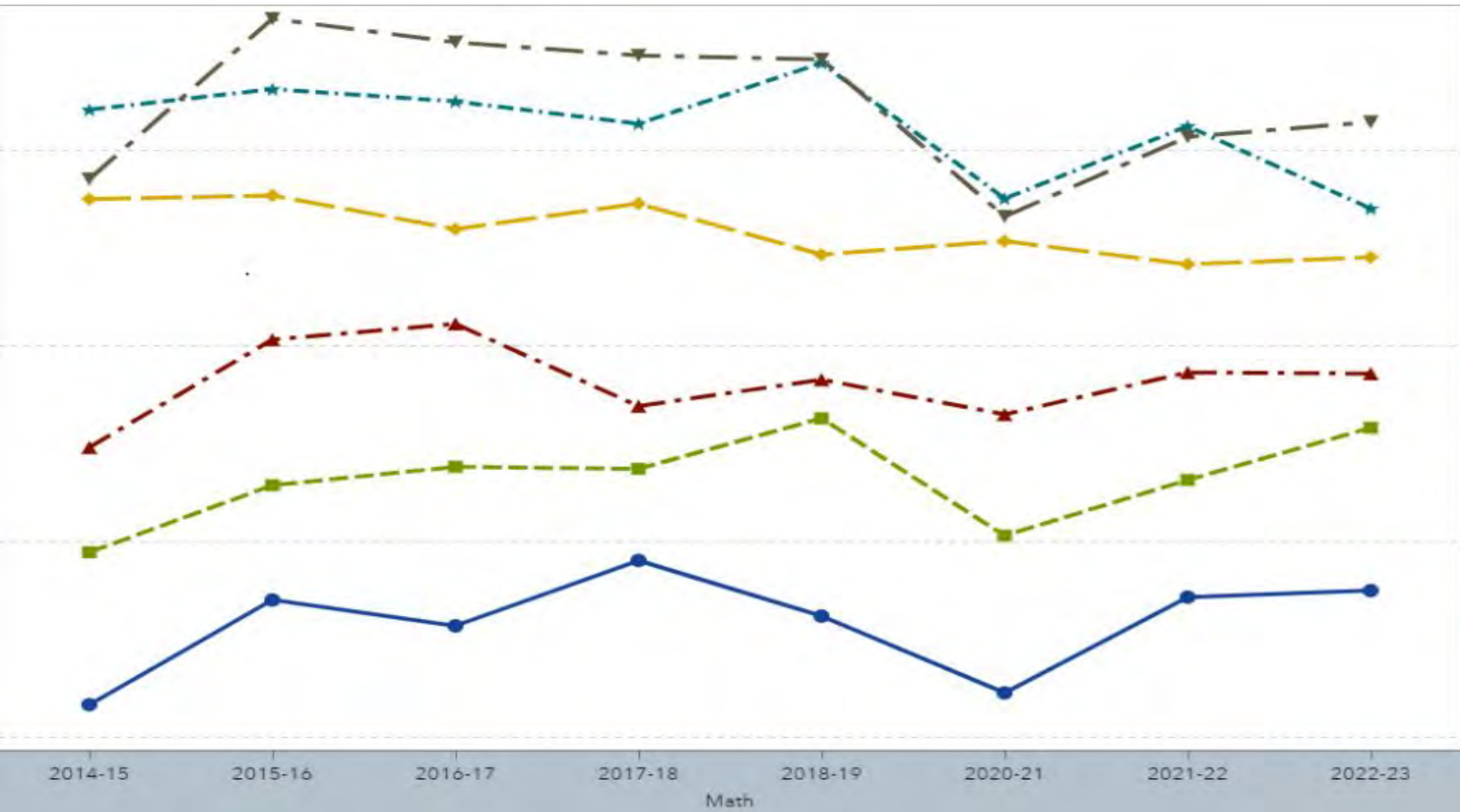
# Smarter Balanced Summative Assessment – Math

Grade	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4		
					<i>% Meets or Exceeds Achievement Level</i>		
					2023	2022	2019
<b>3</b>	8	14	35	44	79	78	73
<b>4</b>	7	19	31	43	74	68	76
<b>5</b>	14	26	25	36	61	58	55
<b>6</b>	11	28	29	32	61	60	60
<b>7</b>	17	23	26	34	60	66	74
<b>8</b>	16	27	19	38	57	56	67
<b>Newtown avg</b>	12	24	27	37	65	64	67
<b>CT State avg</b>	34	24	21	22	43	40	43

# 5-Year SBA Comparison - Math

	2023	2022	2021*	2020	2019
Grade 3	79%	78%	73%	---	73%
Grade 4	74%	68%	69%	---	76%
Grade 5	61%	58%	68%	---	55%
Grade 6	61%	60%	68%	---	60%
Grade 7	60%	66%	66%	---	74%
Grade 8	57%	56%	61%	---	67%

# Vertical Scale Score Trends - Math - 2014 to 2021



# MATH - iReady Fall Results

1

2

3

4

5

## Proficiency if Students Show No Additional Growth

Students with Projection/Total: 1,748/1,766

Proficient: **38%**  
(Level 4 + 3)



## Projection if Students Achieve Typical Growth

Students with Projection/Total: 1,748/1,766

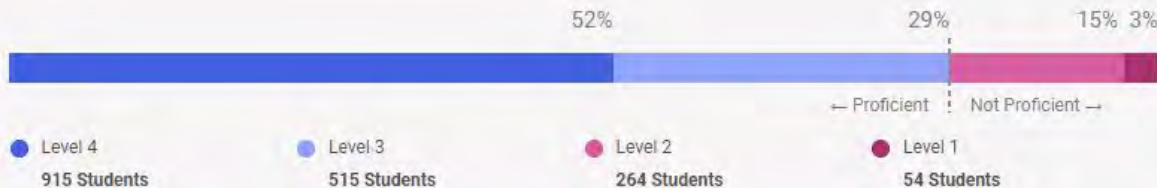
Proficient: **68%**  
(Level 4 + 3)



## Projection if Students Achieve Stretch Growth

Students with Projection/Total: 1,748/1,766

Proficient: **82%**  
(Level 4 + 3)



# Next Generation Science Standards Assessment 22-23

## % At Level 3 and 4

**2023**

**2022**

**2019**

**Grade 5**

**64**

**66**

**69**

**Grade 8**

**70**

**67**

**74**

**Grade 11**

**70**

**51**

**60**

**Smarter Balanced English Language Arts  
All Grades Combined - Percent at Levels 3 and 4**

<b>DRG B Districts</b>	<b>% Level 3 &amp; 4 - Met or Exceeded</b>
Woodbridge (PK-6)	81.7
Madison	78.4
Region 5 (7-12)	76.5
Cheshire	76.4
Simsbury	75.6
Farmington	75.1
Trumbull	74.4
Greenwich	74.1
Glastonbury	73.0
Guilford	73.0
Monroe	72.9
Fairfield	72.6
Avon	69.5
Orange (PK-6)	69.5
South Windsor	69.3
<b>Newtown</b>	<b>67.9</b>
Granby	65.6
New Fairfield	64.9
West Hartford	64.1
Brookfield	61.5
Region 15	59.3

**Smarter Balanced Mathematics**  
**All Grades Combined - Percent at Levels 3 and 4**

<b>DRG B Districts</b>	<b>% Level 3 &amp; 4 - Met or Exceeded</b>
Woodbridge (PK-6)	80.7
Madison	79.2
Cheshire	73.7
Farmington	72.9
Glastonbury	72.9
Trumbull	71.6
Simsbury	71.9
Greenwich	70.3
Region 5 (7-12)	69.1
South Windsor	67.8
New Fairfield	67.2
Fairfield	67.1
Guilford	66.3
Orange	65.9
<b>Newtown</b>	<b>64.9</b>
Monroe	64.4
Avon	62.5
Region 15	60.6
West Hartford	59.4
Brookfield	54.9
Granby	53.3



# Connecticut SAT School Day


		18-19 Level 3 and 4 Met or Exceeded		21-22 Level 3 and 4 Met or Exceeded		22-23 Level 3 and 4 Met or Exceeded	
Newtown	Count	%	Count	%	Count	%	
	Newtown ELA	403	86.8	345	72.5	326	76.3
Newtown Math	403	71.8	345	57.7	326	58.8	
CT State Avg - ELA						52.4	
CT State Avg - Math						34.1	

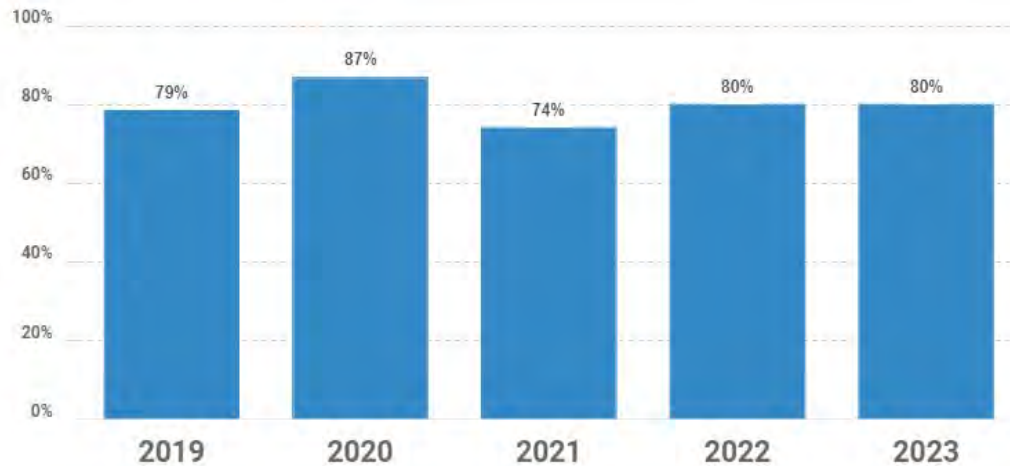
# Connecticut School Day SAT - Percent at Levels 3 and 4 DRG B Comparison

ELA	
DRG B Districts	Percent Level 3 & 4/Met or Exceeded
Avon	83.0
Guilford	80.3
Madison	80.1
Farmington	79.3
Region 5	78.6
Fairfield	77.7
Granby	76.8
Greenwich	76.8
Simsbury	76.7
<b>Newtown</b>	<b>76.1</b>
Glastonbury	74.7
Trumbull	72.3
Cheshire	71.1
Region 15	70.8
Monroe	70.7
New Fairfield	69.8
West Hartford	69.7
Brookfield	67.4
South Windsor	65.9

Mathematics	
DRG B Districts	Percent Level 3 & 4/Met or Exceeded
Avon	69.7
Madison	69.7
Guilford	63.6
Greenwich	63.3
Fairfield	60.6
Region 5	60.6
Farmington	60.5
Glastonbury	60.5
Trumbull	60.5
<b>Newtown</b>	<b>58.8</b>
West Hartford	58.0
Monroe	57.7
Simsbury	56.9
Granby	55.8
Region 15	54.2
Cheshire	52.1
New Fairfield	51.5
South Windsor	50.3
Brookfield	40.6

# 5-Year AP Score Summary

 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	453	444	349	372	378
Number of Exams	832	836	639	700	701
AP Students with Scores 3+	356	386	259	298	303
% of Total AP Students with Scores 3+	78.59	86.94	74.21	80.11	80.16

# Next Generation Accountability System

1. Academic Achievement
2. Academic Growth
3. Participation Rate
4. Chronic Absenteeism
5. College and Career Readiness - Rigorous Courses
6. College and Career Readiness - Exams
7. On Track to High School Graduation
8. Four Year Graduation Rate
9. Six Year Graduation Rate
10. Post Secondary Entrance
11. Physical Fitness
12. Participation in the Arts

# Newtown Report: 2021-22 to 2022-23

		21-22	22-23		
1a.	ELA Performance Index – All Students	99.2	98.3	↓	
1b.	ELA Performance Index – High Needs Students	81.1	81.1	→	
1c.	Math Performance Index – All Students	95.8	96.4	↑	
1d.	Math Performance Index – High Needs Students	77.2	78.5	↑	
1e.	Science Performance Index – All Students	91.9	96.9	↑	
1f.	Science Performance Index – High Needs Students	73.2	79.4	↑	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	64.9	57.9	↓	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	57.0	52.9	↓	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	74.6	64.3	↓	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	67.9	55.6	↓	
2e.	Progress Toward English Proficiency- Literacy	77.8	66.6	↓	
2f.	Progress Toward English Proficiency-Oral	75.9	64.0	↓	
4a.	Chronic Absenteeism – All Students	78.9	80.0	↑	
4b.	Chronic Absenteeism – High Needs Students	43.0	52.5	↑	
5	Postsecondary Preparation	100.0	100.0	→	
6	Postsecondary Readiness	77.6	77.4	↓	
7	On-track to High School Graduation	97.3	100.0	↑	
8	4-year Graduation All Students	100.0	100.0	→	
9	6-year Graduation - High Needs Students	98.1	100.0	↑	
10	Postsecondary Entrance	100.0	100.0	→	
11	Physical Fitness	40.2	77.4	↑	
12	Arts Access	53.4	55.0	↑	
		78.9	78.1	↓	

# Newtown High School Rankings



## Newtown High School Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Best High Schools for Athletes in Connecticut  
#9 of 249

Best Public High Schools in Connecticut  
#28 of 202

Best College Prep Public High Schools in Connecticut  
#42 of 192



2023

### All Rankings

- #1,645 in National Rankings
- #36 in Connecticut High Schools
- #13 in Bridgeport, CT Metro Area High Schools



SILVER

AP 2023 School Honor Roll  
Newtown High School

# Newtown School District Rankings



## Newtown School District Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Best School Districts for  
Athletes in Connecticut

**#6 of 119**

Best School Districts in  
Connecticut

**#18 of 122**

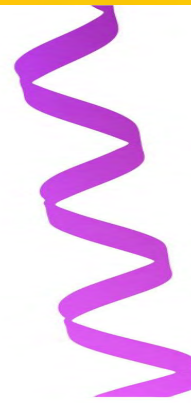
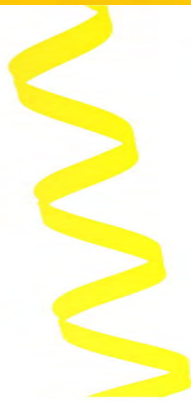
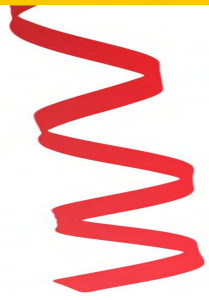
# High-Level Takeaways & Action Steps

- Overall, the District continues to perform at a consistently high level
- Areas to focus on: student growth, attendance
- Major Curriculum Changes within the past 3 years:
  - Year 3 of new K-5 Math Curriculum (Bridges), early indications that it is improving student outcomes
  - Year 2 of new 6-8 Math Curriculum (Into Math)
  - Year 1 of new K-5 Language Arts Curriculum (EL Imagine Learning)
  - Pilot year of new 6-8 Language Curriculum



# High-Level Takeaways & Action Steps

- Consistent use of DIBELS Composite for early identification of foundational reading skills
- Shifting school goals to focus on Smarter Balanced, using iReady as a formative assessment to drive student growth
- Principals are engaging in more data-driven conversations with teachers
- Shifting learning walks to buildings so teachers can identify high-leverage instructional practices
- Working with principals at individual schools to specifically focus on unique needs
- Ongoing professional learning focused on high-leverage instructional strategies



*Celebrate what you've  
accomplished but raise the bar  
a little higher each time you  
succeed.*

*-Mia Hamm*

## **Students**

### **Administration of Student Medications in the Schools**

#### A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or after school program means any child care program operated and administered by the [Newtown](#) Board of Education (the “Board”) and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or Board enhancement programs and extracurricular activities.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by the Board to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before or after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

## **Students**

### **Administration of Student Medications in the Schools**

Error means:

- (1) the failure to do any of the following as ordered:
  - (a) administer a medication to a student;
  - (b) administer medication within the time designated by the prescribing physician;
  - (c) administer the specific medication prescribed for a student;
  - (d) administer the correct dosage of medication;
  - (e) administer medication by the proper route;
  - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA),

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which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational therapist means an occupational therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

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Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the Board who meets the requirements of the Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the Board as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

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Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

#### **B. General Policies on Administration of Medications**

- (1) Except as provided below in Sections D and E, no medication, including non-prescription drugs, may be administered by any school personnel without:
  - (a) the written medication order of an authorized prescriber;
  - (b) the written authorization of the student's parent or guardian or eligible student; and
  - (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Except as provided in Sections D and E, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:
  - (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.

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- (b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:
  - (i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
  - (ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
  - (iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
  - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;
  - (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
  - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and
  - (vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in



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extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.

- (c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
  - (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
  - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
  - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
  - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

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- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
  - (i) an authorized prescriber provides a written order requiring the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
  - (ii) there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
  - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
  - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-

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administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:

- (i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and
  - (ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- (f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
- (i) the school nurse has determined that a self-administration plan is not viable;
  - (ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
  - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
  - (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.

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- (g) an identified school paraprofessional who has been trained in the administration of medication, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, and the following additional conditions are met:
  - (i) there is written authorization from the student's parents/guardian to administer the medication in school;
  - (ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;
  - (iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;
  - (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
  - (v) the paraprofessional shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.
  
- (h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's

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individual seizure action plan, and the following additional conditions are met:

- (i) there is written authorization from the student's parents/guardians to administer the medication;
  - (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
  - (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
  - (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and
  - (v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.
- (i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:
- (i) only to a child enrolled in such program; and
  - (ii) in accordance with Section L of this policy.

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- (j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:
  - (i) training in administration of medications as part of their basic nursing program;
  - (ii) successful completion of a pharmacology course and subsequent supervised experience; or
  - (iii) supervised experience in the administration of medication while employed in a healthcare facility.
- (4) Medications may also be administered by a parent or guardian to the parent or guardian's own child on school grounds and on field trips, provided that no parent or guardian will be required to attend a field trip for this purpose.
- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

**C. Diabetic Students**

- (1) The Board permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by children diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a

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physician or an advanced practice registered nurse stating that such child is capable of conducting self-testing on school grounds.

- (3) The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a child using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted: (1) as ordered by the student's physician or advanced practice provider; (2) if it appears that the continuous glucose monitor is malfunctioning; or (3) in an urgent medical situation.
- (4) The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose monitors of students with Type 1 diabetes to dedicated receivers, smartphone/tablet applications, or other appropriate technology on such equipment.
- (5) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment or nasal delivery device used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
  - (a) The student's parent or guardian has provided written authorization;
  - (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
  - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional;
  - (d) The school nurse shall provide general supervision to the selected school employee;

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- (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment or nasal delivery device used to administer glucagon;
- (f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
- (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment or nasal delivery device used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

#### D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
  - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.
  - (b) In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
- (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) to maintain and administer the epinephrine in cartridge injectors for the



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purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.

- (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
  - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid.
  - (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.
- (a) The school principal, in consultation with the school nurse supervisor, shall determine the ~~level of nursing services and~~ number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
  - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage

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and disposal of medication, and the Regulations adopted by the Department of Education.

- (6) The parent or guardian of any student may submit, in writing, to the school nurse or ~~school medical advisor, if any,~~ **Nursing Supervisor** that epinephrine shall not be administered to such student pursuant to this section. The school medical advisor will be made aware of any students that parent or guardian has opted not to allow administration of emergency Epinephrine.
  - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
  - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.
- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
  - (a) Such emergency administration shall be reported immediately to:
    - (i) The school nurse **and Nursing Supervisor** or school medical advisor, if any, by the personnel who administered the epinephrine; and
    - (ii) The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.
  - (b) A medication administration record shall be:
    - (i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
    - (ii) filed in or summarized on the student's cumulative health record, in accordance with the Document and Record Keeping section of this policy.

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- E. Opioid Antagonists for Purposes of Emergency First Aid Without Prior Authorization
- (1) For purposes of this Section E, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day. “Regular school hours” does not include after-school events such as athletics or extracurricular activities that take place outside the posted hours.
  - (2) For purposes of this section, an “opioid antagonist” means naloxone hydrochloride (e.g., Narcan) or any other similarly acting and equally safe drug that the FDA has approved for the treatment of a drug overdose.
  - (3) In accordance with Connecticut law and this policy, a school nurse may maintain opioid antagonists for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist.
    - (a) The school nurse, in consultation with the Board’s medical advisor, shall determine the supply of opioid antagonists that shall be maintained in the individual school.
    - (b) In determining the appropriate supply of opioid antagonists, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
    - (c) The school nurse shall be responsible for the safe storage of opioid antagonists maintained in a school and shall ensure any supply of opioid antagonists maintained is stored in a secure manner, in accordance with the manufacturer’s instructions, and in a location where it can be obtained in a timely manner if administration is necessary.

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- (d) The school nurse shall be responsible for maintaining an inventory of opioid antagonists maintained in the school, tracking the date(s) of expiration of the supply of opioid antagonists maintained in a school, and, as appropriate, refreshing the supply of opioid antagonists maintained in the school.
- (4) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of opioid antagonists in the event of a known or suspected opioid overdose.
- (5) A school nurse shall be approved to administer opioid antagonists for the purpose of emergency first aid, as described in Paragraph (3) above, in the event of a known or suspected opioid overdose, in accordance with this policy and provided that such nurse has completed a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
- (6) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), coach(es), school paraprofessional(s), and/or licensed physical or occupational therapist(s) employed by the Board to maintain and administer the opioid antagonists for the purpose of emergency first aid as described in Paragraph (3) above, in the absence of the school nurse.
  - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
  - (b) The selected personnel, before administering an opioid antagonist pursuant to this section, must complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of

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- Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
- (c) All school personnel shall be notified of the identity of qualified school employees authorized to administer an opioid antagonist in the absence of the school nurse.
- (7) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (6) above, shall be on the grounds of each school during regular school hours.
- (a) The school principal, in consultation with the school nurse supervisor, shall determine the ~~level of nursing services and~~ number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
  - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (6) above shall be responsible for the emergency administration of opioid antagonists.
  - (c) If a Board employee becomes aware of a student experiencing a known or suspected opioid overdose on school grounds but outside of regular school hours and opioid antagonists and/or the school nurse or other qualified school employee is not available to administer opioid antagonists for the purpose of emergency first aid, the Board employee will call 9-1-1.
- (8) The administration of opioid antagonists pursuant to this policy must be effected in accordance with this policy and procedures regarding the

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acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.

- (9) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.
  - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.
  - (b) The Board shall annually notify parents or guardians of the need to provide such written notice of refusal.
- (10) Following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section:
  - (a) Immediately following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section, the person administering the opioid antagonist must call 911.
  - (b) Such emergency administration shall be reported immediately to:
    - (i) The school nurse or school medical advisor, if any and Nursing Supervisor, by the personnel who administered the opioid antagonist;
    - (ii) The Superintendent of Schools; and
    - (iii) The student's parent or guardian.
  - (c) A medication administration record shall be:

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- (i) Created by the school nurse or submitted to the school nurse by the personnel who administered the opioid antagonist, as soon as possible, but no later than the next school day; and
  - (ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.
- (11) In the event that any provisions of this Section E conflict with regulations adopted by the Connecticut State Department of Education concerning the use, storage and administration of opioid antagonists in schools, the Department's regulations shall control.]

### **F. Documentation and Record Keeping**

- (1) Each school ~~or before or after school program and school readiness program~~ where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
  - (a) the name of the student;
  - (b) the student's state-assigned student identifier (SASID);
  - (c) the name of the medication;
  - (d) the dosage of the medication;
  - (e) the route of the administration, (e.g., oral, topical, inhalant, etc.);
  - (f) the frequency of administration;
  - (g) the name of the authorized prescriber;
  - (h) the dates for initiating and terminating the administration of medication, including extended-year programs;
  - (i) the quantity received at school and verification by the adult delivering the medication of the quantity received;
  - (j) the date the medication is to be reordered (if any);
  - (k) any student allergies to food and/or medication(s);
  - (l) the date and time of each administration or omission, including the reason for any omission;
  - (m) the dose or amount of each medication administered;
  - (n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and

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- (o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
- (2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.
- (3) Written orders of authorized prescribers, written authorizations of a parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before or after school programs and school readiness programs, in the child's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
  - (a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities upon receipt of a signed approval form (RC-075) from the Office of the Public Records Administrator, so long as such record is superseded by a summary on the student health record.
  - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.



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- (6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
  - (a) a medication administration record for each student shall be maintained in the athletic offices;
  - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
  - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
  - (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

#### **G. Errors in Medication Administration**

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
  - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this policy if necessary;
  - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and
  - (c) the principal shall notify the Superintendent or the Superintendent's designee.

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### **Administration of Student Medications in the Schools**

- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before or after school programs and school readiness programs, in the child's program record.
- (4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

### **H. Medication Emergency Procedures**

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
  - (a) use of the 911 emergency response system;
  - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
  - (c) administration of emergency medication in accordance with this policy;
  - (d) contact with a poison control center; and
  - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or

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- (4) being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

#### **I. Supervision**

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to, the following:
  - (a) availability on a regularly scheduled basis to:
    - (i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;
    - (ii) set up a plan and schedule to ensure medications are given properly;
    - (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
    - (iii)** support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;

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- (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and
  - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.
- (b) In addition, the school nurse shall be responsible for:
- (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
  - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
  - (iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,
  - (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

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#### **J. Training of School Personnel**

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.
- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:
  - (a) the general principles of safe administration of medication;
  - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
  - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.
- (5) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) who administer epinephrine as emergency first aid, pursuant to Section D above, shall annually complete the training

## **Students**

### **Administration of Student Medications in the Schools**

program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid

- (6) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s), coach(es) and/or school paraprofessional(s) who administer opioid antagonists as emergency first aid, pursuant to Section E above, shall annually complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.]
- (7) The Board shall maintain documentation of medication administration training as follows:
  - (a) dates of general and student-specific trainings;
  - (b) content of the trainings;
  - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
  - (d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.
- (6) Licensed practical nurses may not conduct training in the administration of medication to another individual.

### **K. Handling, Storage and Disposal of Medications**

- (1) All medications except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine ~~if applicable:~~ or naloxone] to be used for emergency first aid in accordance with Sections D ~~if~~

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### Administration of Student Medications in the Schools

~~applicable: and E]~~ above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.

- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D ~~[if applicable: and E]~~ above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine ~~[if applicable: and naloxone]~~ intended for emergency first aid in accordance with Sections D ~~[if applicable: and E]~~ above.
- (4) Emergency Medications
  - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
  - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (6) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be

## **Students**

### **Administration of Student Medications in the Schools**

stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

- (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before or after school program and school readiness program shall maintain a current list of such authorized persons.
- (7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
- (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before or after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
- (9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.
- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
  - (a) non-controlled drugs shall be destroyed in the presence of at least one witness;
  - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and



## **Students**

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- (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
  - (a) in containers for the exclusive use of holding medications;
  - (b) in locations that preserve the integrity of the medication;
  - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
  - (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.
- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

#### **L. Review and Revision of Policy**

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

**Students**

**Administration of Student Medications in the Schools**

Legal References:

Connecticut General Statutes:

Public Act No. 22-80, “An Act Concerning Childhood Mental and Physical Health Services in Schools”

Section 10-206

Section 10-212

Section 10-212a

Section 10-212c

Section 10-220j

Section 14-276b

Section 19a-900

Section 21a-240

Section 21a-286

Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Storage and Administration of Opioid Antagonists in Schools: Guidelines for Local and Regional Boards of Education, Connecticut State Department of Education (October 1, 2022)

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

10/20/2022



# Newtown Public Schools

3 Primrose Street  
Newtown, CT 06470

## REFUSAL TO PERMIT ADMINISTRATION OF EPINEPHRINE FOR EMERGENCY FIRST AID

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child: \_\_\_\_\_

Name of Parent(s): \_\_\_\_\_

Address of Parent(s): \_\_\_\_\_  
(if different from child)

Connecticut law requires the school nurse and other qualified school personnel in all public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of administering emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that epinephrine shall not be administered to such student in emergency situations. **This form is provided for those parents who refuse to have epinephrine administered to their child.** The refusal is valid for only for the 20\_\_-20\_\_ school year.

I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_,  
Print name of parent/guardian Print name of student

refuse to permit the administration of epinephrine to the above named student for purposes of emergency first aid in the case of an allergic reaction.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Please return the completed original form to your child's school nurse or school medical advisor,**  
\_\_\_\_\_ *[Insert name of medical advisor]* at

\_\_\_\_\_ *[Insert address of medical advisor].*

10/2017



# Newtown Public Schools

3 Primrose Street  
Newtown, CT 06470

## REFUSAL TO PERMIT ADMINISTRATION OF OPIOID ANTAGONISTS FOR EMERGENCY FIRST AID

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child: \_\_\_\_\_

Name of Parent(s): \_\_\_\_\_

Address of Parent(s): \_\_\_\_\_  
(if different from child)

Connecticut law authorizes the school nurse and other qualified school personnel in all public schools to maintain opioid antagonists (Narcan) for the purpose of administering emergency first aid to students who experience an opioid-related drug overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of opioid antagonists. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that opioid antagonists shall not be administered to such student in emergency situations. **This form is provided for those parents who refuse to have opioid antagonists administered to their child.** The refusal is valid for only for the 20\_\_-20\_\_ school year.

I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_,  
Print name of parent/guardian Print name of student  
refuse to permit the administration of opioid antagonists to the above named student for purposes of emergency first aid in the case of an opioid-related drug overdose.

\_\_\_\_\_  
Signature of Parent/Guardian Date

**Please return the completed original form to your child's school nurse or school medical advisor,**  
\_\_\_\_\_ *[Insert name of medical advisor]* at \_\_\_\_\_ *[Insert address of medical advisor].*  
6/2022

**Please Note: These minutes are pending Board approval.**  
**Board of Education**  
**Newtown, Connecticut**

Minutes of the Board of Education meeting held on October 17, 2023 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair (absent)	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	2 Staff
A. Plante	31 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian	
G. Petertonjes (absent)	

Ms. Zukowski called the meeting to order at 7:01 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Longobucco, Principal at Newtown High School, recognized eight students as commended students and two as semi-finalists in the 2024 National Merit Scholarship Program. She explained that 24,000 commended students throughout the nation are being recognized for their exceptional academic promise. Commended students placed among the top 50,000 students who entered the 2024 competition by taking the 2022 PSAT National Merit Scholarship Qualifying Exam. She introduced the eight commended students: Glenn Adams, Grace Chiriatti, James Guerrieri, Braden Macey, Puma Marx, Thomas Milligan, Lauren Smiley and Tyler White. Dr. Longobucco continued by stating that 160,000 talented high school seniors were named as National Merit Semi-Finalists and have the opportunity to continue in the competition of roughly 7,000 scholarships worth nearly \$28 million. To be considered for a Merit Scholarship Award, semi-finalists must fulfill several requirements to advance to the finalist level. She recognized two semifinalists: Andrew Arena and Adrian Totir.

Ms. Zukowski asked if there was any objection to move the agenda item “Discussion and Possible Action on the Newtown Association of School Administrators Contract” after the first public participation. There was no objection.

Item 3 – Consent Agenda

MOTION: Ms. Plante moved that the Board of Education approve the consent agenda which includes the correspondence report. Mr. Higgins seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 8 – New Business

Newtown Association of School Administrators Contract:

Ms. Plante moved that the Board of Education approved the ratified Newtown Association of School Administrators Contract. Mr. Cruson seconded.

Mr. Melillo said that the contract is a fair three-year contract. The administrators worked cooperatively with Board of Education, Legislative Council and Board of Finance representatives on the negotiating committee. He stated that Newtown has a strong administrative team and this contract falls within the average of the area. Motion passes unanimously.

Item 5 – Reports

Chair Report: Ms. Zukowski reported that despite the rain on the weekend, she was able to attend the Grasso Festival with Mr. Melillo and Mr. Ramsey. She also thanked all of the Newtown teams who have been playing in the rainy weekend weather for their dedication to our schools.

Superintendent Report: Mr. Melillo reported that Reed Intermediate, Newtown Middle School and Newtown High School principals presented their school success plans to the Administrative Team. The school success plans are aligned with our overarching strategic plan designed to address the four core strategic priorities. As part of the work, schools have developed teams of teachers to participate in learning walks. The learning walks improve instruction by providing opportunities for educators to observe and learn from their colleagues. Mr. Melillo also reported that he attended the Sandy Hook Walkathon on Monday. He said it was a great time for all. Also, Head O' Meadow is having their annual Halloween Hop and Trunk o' Treat on Friday. Lastly, on October 24<sup>th</sup>, the World Language Department classes at NHS will be celebrating the 20<sup>th</sup> annual Italian Day Festival.

## Committee Reports:

Mr. Cruson reported that the Policy Subcommittee met on October 11, 2023. The committee reviewed the policies that are on tonight's agenda for second read and made the changes that had Board comments on them. The committee also worked on Policy 3160, Policy 1700 and discussed including supporting documents on publicly posted agendas.

Ms. Plante reported that the CFF subcommittee met prior to the Board meeting. Transportation continues to be a challenging issue for the District but Mr. Melillo and Ms. Vadas are on top of it and staying in tight sync with All-Star on how we can address it. She also reported that there was a plan to use funds from the non-lapsing account in the spring for the Reed Intermediate chiller, however, Mr. Barlow advised the committee that the funds are needed to order the parts now.

Mr. Ramsey reported that he attended a PTA meeting at Newtown Middle School. He praised all of the PTAs for all of the support that they offer to the teachers and staff. Newtown Middle School will have a Field of Flags event sponsored by the PTA and will be displayed in front of the school until October 25<sup>th</sup>.

## Student Report:

Ms. Khazadian reported that students have begun completing their college applications and attending the college rep visits hosted by the college and career center. Last week, boys' soccer won their senior night game against Stratford 5-0 and this week, students are celebrating five senior nights with field hockey on Wednesday, girls' soccer on Thursday and football, dance and cheer on Friday after the pep rally. Students across all grades have been participating in Spirit Week with today being Decade's Day. The week will conclude with the Barbie and Ken themed Pep Rally. She concluded her report stating that Homecoming will be on November 6<sup>th</sup> and ticket sales should be starting in the coming weeks.

## Financial Report:

MOTION: Ms. Plante moved that the Board of Education approve the financial report and transfers for the month ending September 30, 2023. Mr. Ramsey seconded.  
Ms. Vadas presented the financial report.

Ms. Tomai asked how many Behavioral Therapist jobs were filled at this point.

Ms. Vadas said the District has done a great job at filling those positions and only have two or three spots open.

Motion passes unanimously.

#### Item 6 – Presentations

Grants Update:

Judit DeStefano, Grant Specialist for Newtown Public Schools, presented the Grant Update.

Mr. Higgins asked if the Title I grant was the only grant that is targeted at supporting services directed at low income families.

Ms. DeStefano answered that it is the only grant for the state.

Mr. Higgins understands that this grant supports two reading teachers and asked if those are targeted services towards low income families.

Ms. DeStefano said the reading teachers would support any student who needs it in the school.

Mr. Higgins asked if the grant sets parameters on how you deploy the funds.

Ms. DeStefano said they do not.

Mr. Melillo said that the grant recognizes which schools qualify as a Title I school and then the supports go to the school.

Mr. Ramsey asked if an RFP had to be submitted to receive the funds for the entitlement grant.

Ms. DeStefano said that they have to complete an application in EGMS.

Mr. Melillo said it is not a competitive grant. When Title I, II, III, IV are allocated to school districts, the number of funds is given to the district through data that they've collected. The district then has to submit an application plan to the State Department of Education for approval in order to access those funds.

Ms. Tomai asked if they gave some direction on why Newtown was denied for the Hawley HVAC Grant.

Ms. DeStefano said that the grant opened after we had undertaken the project so much of what we did was retroactive and didn't meet requirements and specifications of the grant.

Mr. Melillo said that the grant requires that we have a building committee but we have a commission which is by Charter.

Ms. Zukowski added that the Board has now created a building committee.

Ms. Tomai asked if Ms. DeStefano needed more funding for the backpack program.

Ms. DeStefano said that the need is growing with more students each year and the food is getting more expensive. Right now the funding is being absorbed by one donor so it would be beneficial to find other support for it.

Mr. Ramsey complimented the Perkins Enhancement Supplemental Grant that is involved with the new food truck. He loves the multi-department participation. He asked if this grant was only for the high school and the middle school.

Ms. DeStefano answered that is it almost exclusively for the high school because it is a career readiness program.

Mr. Higgins asked about the parameters for the dual credit grant and the amount of fees.

Ms. DeStefano said that is a capacity building grant and does not allow us to cover that fee.

Mr. Higgins said that this ties to the subject about how Newtown is targeting support for low income students.

Mr. Melillo said Mr. Higgins made a good point about access and cost of programming and we will look into support for these students who may fall into the low-income category.

Ms. Plante asked if Ms. DeStefano felt she was at capacity with the amount of work load.

Ms. DeStefano said she was not.

Mr. Cruson asked if there are any other sources of grants that she was working on and how she finds private grants.

Ms. DeStefano said that Newtown uses a grant seeker and there are grant databases. She is also on different lists and google searches are always helpful.

Mr. Ramsey asked if Ms. DeStefano receives feedback from teachers regarding potential grants.

Ms. DeStefano answered that she does.

Ms. Zukowski said that she is very impressed with the detailed presentation and believes it will help during the budget process.

#### Item 7 – Old Business

Budget Assumptions and Priorities:

MOTION: Ms. Plante moved to approve the discussion and possible approval of the 2024-2025 Board of Education Budget Assumptions and Priorities. Mr. Ramsey seconded.

Ms. Plante asked Mr. Melillo to clarify the process and the goal of the document.

Mr. Melillo said the document is used to be a focus for budget discussions moving forward. It highlights areas that we need to support, areas that our budget dollars will bring value, and areas that have been identified through data analysis that we can improve.

Mr. Higgins added that he collaborated with Mr. Melillo and Ms. Zukowski for several weeks to make sure that the assumptions are actually operating assumptions that drive the priorities and then for the priorities to actually tie back to the assumptions.

Ms. Plante said that she asked the question because she assumed that this was Mr. Melillo's document that he was asserting to us. However, she believes that this is the Board's document that we are giving to the Administration to show what our priorities are before crafting the budget.

Ms. Zukowski said that her understanding is different. She believes that this document is supposed to be available to the staff prior to them starting their work on the budget. There is also a new strategic plan that our priorities are based on.

Mr. Melillo hopes that this document will not have to change yearly. He believes that the priorities should remain somewhat constant over time for continued success.

Mr. Ramsey believes that the original document was not bad but agrees that the new proposed draft is superior.

Mr. Cruson added that there has been a shift in the purpose of this document from past years. It has always been a BOE document and the Board Chair would work on the document and present the draft to the Board. The Board would then work on it and bring it back for approval.

Ms. Zukowski said that it is still a Board of Education plan and told the Superintendent that it needs to reflect the strategic plan.



Mr. Higgins added that the previous document did not have any value and the assumptions and priorities were vague and general. He believes that this document shows very clear priorities and assumptions.

Ms. Plante agrees with Mr. Higgins. She also believes that they should go a step further on the priorities and arrange them with the framework of the strategic plan.

Mr. Melillo said it was a very collaborative process and worked from scratch. The first two hours were spent discussing about what we want and what we think we need for the district.

Mr. Ramsey complimented the work that was done on this document. It shows the community what is being done in terms of the strategic plan all the way down to the implementation and delivery of instruction in the classrooms.

Mr. Cruson appreciates the work that has been done to the document; however, he wishes the Board had more time to provide input.

Ms. Zukowski said that there is time and asked for a motion to postpone the approval of this document. She asked the Board to send all of their input to her so she can include them in the draft document.

MOTION: Ms. Plante moved to postpone the discussion and possible approval of the 2024-2025 Board of Education Budget Assumptions and Priorities until the next Board of Education meeting. Mr. Cruson seconded. Motion passes unanimously.

Second Read of Grades 5 and 6 Health Curriculum:

MOTION: Ms. Plante moved that the Board of Education approve the grades 5 and 6 Health Curriculum. Mr. Ramsey seconded. Motion passes unanimously.

Second Read on Policies:

MOTION: Ms. Plante moved that the Board of Education approve Policy 9100 Organization Meeting of the Board. Mr. Cruson seconded.

Mr. Cruson said that this policy had some concerns raised at the last Board meeting so he made edits to incorporate new language. Motion passes unanimously.

MOTION: Ms. Plante moved that the Board of Education approve Policy 9221 - Method of Filling Vacancies. Mr. Cruson seconded.

Mr. Cruson said that they did not have any feedback on this policy. Motion passes unanimously.

MOTION: Ms. Plante moved that the Board of Education approve Policy 6000 -Instruction. Mr. Cruson seconded.

Mr. Cruson said that they did not have any feedback on this policy. Motion passes unanimously.

MOTION: Ms. Plante moved that the Board of Education approve Policy 6111- School Calendar. Mr. Higgins seconded. Motion passes unanimously.

MOTION: Ms. Plante moved that the Board of Education approve Policy 6146 Requirements for Graduation. Mr. Higgins seconded.

Mr. Cruson said that they struck the duplicated language that made the sentence awkward. Motion passes unanimously.

Item 8 – New Business (continued)

First Read of Policy 5141.21 – Administration of Student Medication in the Schools:

Mr. Cruson said that the policy subcommittee worked with Karen Powell and Anne Dalton on this policy. There was a lot of back and forth with attorneys. If this policy is adopted, it will replace Policy 4-608.1 – Administration of Medications.

MOTION: Ms. Plante moved that the Board of Education approve the minutes of October 3, 2023. Mr. Ramsey seconded. Motion passes unanimously.

Item 9 – Public Participation

Randa Alzubi, 47 Horseshoe Ridge Road, spoke about the concerns from the Muslim and all other communities about the events that are happening in the Middle East. Hate speeches and crimes are on the rise. She asked the Board if they had a plan to work with the children to eliminate them. All children need to feel included and a part of this community.

Mr. Melillo said that Newtown does have a plan in place. Newtown is working with our Diversity, Equity, and Inclusion Coordinator and will be at our schools next week to work directly with our Equity Leaders. Newtown also has incorporated discussions about unity and peace in our SEL lessons. We are working with building leaders to make sure that we have processes and supports in place. If children are feeling that they are a victim of bullying or hate crimes, they can report the incident through Anonymous Alerts on our website. Mr. Melillo also provided information and links on how we can handle hate situation in our schools. He added that they will continue to work hard to ensure that our students are safe and hate is eradicated within our school community and community at large.

Ms. Zukowski assured Ms. Alzubi that she has the Board's commitment to supporting all of the students and embracing one another's diversity.

MOTION: Ms. Plante moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:14 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary