

Wilmette Public Schools, District 39
Grade 5 Latin Curriculum

Statement of Philosophy

District 39 believes in empowering students to become positive and empathic global citizens. Language and communication are at the heart of the human experience. Therefore, the ability to communicate in another language and to reflect upon cultures, both past and present, fosters an appreciation for one’s place in a global village. Through the use of authentic language and cultural exposure, students build foundations for experiencing meaningful connections and develop an appreciation of cultural similarities and differences. These authentic learning experiences equip our students to be linguistically, socially, and culturally competent members of society.

Goal Areas and Big Ideas	National World Readiness Standards for Learning Languages	
<p>Communication <i>Goal:</i> Communicate effectively in more than one language in order to function in a variety of situations and multiple purposes. <i>Big Idea:</i> Language is at the heart of all human interaction.</p>	<p>Interpretive Communication Learners read, understand, listen to, and interpret Latin or Greek.</p>	<p>Presentational Communication Learners present information, concepts, and ideas in writing on a variety of topics to various audiences as part of the language learning process.</p>
<p>Cultures <i>Goal:</i> Interact with cultural competence and understanding. <i>Big Idea:</i> Culture and language are inseparable; they influence and reflect each other.</p>	<p>Relating Cultural Practices to Perspectives Learners demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.</p>	<p>Relating Cultural Products to Perspectives Learners demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.</p>
<p>Connections <i>Goal:</i> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. <i>Big Idea:</i> The study of World Languages enhances learning and provides access to other content areas, strategies, and resources.</p>	<p>Connect with Other Disciplines Learners reinforce and further their knowledge of other disciplines through their study of classical languages.</p>	<p>Expand Knowledge Learners expand their knowledge through the reading of Latin and the study of ancient culture.</p>
<p>Comparisons <i>Goal:</i> Develop insight into the nature of language and culture in order to interact with cultural competence. <i>Big Idea:</i> Comparing and contrasting one’s own and other languages and cultures enable individuals to gain new insight about self and the world.</p>	<p>Language Comparisons Learners recognize and use elements of the Latin language to increase knowledge of their own language.</p>	<p>Cultural Comparisons Learners compare and contrast their own culture with that of the Greco-Roman world.</p>
<p>Communities <i>Goal:</i> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. <i>Big Idea:</i> The study of World Languages enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>Participate in Wider Communities of Culture Learners use their knowledge of Greco-Roman culture in a world of diverse cultures.</p>	<p>Participate in Wider Communities of Language Learners use their knowledge of Latin in a multilingual world.</p>

Theme: Greetings & Evolution of Latin Language Culture/History: Evolution of language in general; the origin, rise, and fall of Latin; Latin’s impact on the English language Essential Question: How has the Latin language and the Ancient Roman Monarchy impacted our modern lives?		Course Level: 5th Latin Year 1 Part 1	Unit 1 Approximate Time: Quarter 1, 4-5 weeks
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
Students will be able to: <ul style="list-style-type: none"> •Translate and respond to the phrases: “Quomodo sentis hodie?” “Sentio...” “Salve/te” “Vale/ete” “Gratias Ago Tibi” “Non debes” etc. •Review and translate different emotions based off of the “Quomodo Sentis Hodie?” poster. •Sing and translate the “Salve song” and identify the family roles: <i>pater, mater, soror, and frater.</i> •Match <i>sentit</i> or <i>sentiant</i> to clipart along with the appropriate adjective ending: <i>-us</i> vs. <i>-i</i> vs. <i>-a</i> vs. <i>-ae.</i> •Identify Roman territories in English & Latin on the European map. 		Students will be able to: <ul style="list-style-type: none"> •Understand the origin, rise, and fall of the Latin language. •Understand how a conquered city became “Roman.” •Review the origin of the Roman and English alphabet. •Review Indo-Europeans and the role of migration on language. •Understand how the Battle of Hastings 1066 impacted the English language. 	
Can Do Statements			
Interpretive Reading & Listening	<ul style="list-style-type: none"> •I can recognize the Latin alphabet. •I can understand learned Latin words and phrases when I read with or without visuals. •I can translate familiar Latin sentences. •I can sing songs and play games with spoken Latin words which were learned for a specific purpose. 		
Presentational	<ul style="list-style-type: none"> •I can understand vocabulary and can respond with English translation and/or related Latin words. •I can translate familiar Latin sentences with or without the support of a glossary. •I can play games with spoken Latin words which were learned for a specific purpose. 		

Theme: The Roman Family, Roman Naming System, Roman Education, and Roman Food and Dining Culture/History: Roles in the Roman Family; how Roman babies were named; who received schooling and what was taught; Roman meals, dishes, and the <i>cena (dinner party)</i> Essential Question: How has the Latin language and the Ancient Roman Monarchy impacted our modern lives?		Course Level: 5th Latin Year 1 Part 1	Unit 2 Approximate Time: Quarter 1-2, 8-10 weeks
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
Students will be able to: <ul style="list-style-type: none"> •State vocabulary related to the Roman family system. •Translate simple sentences using Latin family terms. 		Students will be able to: <ul style="list-style-type: none"> •Explain the basic role and expectation of different Roman family members in a typical Roman family. 	

<ul style="list-style-type: none"> •Identify the three to four parts of a Roman male’s name with the appropriate Latin term. •Identify Roman objects related to schools and education with the appropriate Latin term. •Translate simple sentences using Latin education terms. •Identify typical Roman food staples with target vocabulary. 	<ul style="list-style-type: none"> •Understand how social class impacts every aspect of your life from your name to family make-up to education to eventual employment. •Review the evolution of the naming system and the difference between male and female names. •Understand the four basic levels of education, what was taught, and who received the education. •Review the three main meals of the Romans. •Understand the components of <i>cenae</i> (dinner party) of richer Romans. •Understand how one’s social class may dictate how and what you eat.
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Can Do Statements

Interpretive Reading & Listening	<ul style="list-style-type: none"> •I can recognize the Latin alphabet. •I can understand learned Latin words and phrases when I read with or without visuals. •I can translate familiar Latin sentences with or without the support of a glossary. •I can sing songs and play games with spoken Latin words which were learned for a specific purpose.
Presentational	<ul style="list-style-type: none"> •I can understand vocabulary and can respond with English translation and/or related Latin words. •I can play games with spoken Latin words which were learned for a specific purpose.

Theme: Greek & Roman Mythology Culture/History: Etiological purpose of myths Essential Question: How has the Latin language and the Ancient Roman Monarchy impacted our modern lives?	Course Level: 5th Latin Year 1 Part 2	Unit 2 Approximate Time: Quarter 2, 5 weeks
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Grammar Goals/Learning Targets

Culture and History Goals/Learning Targets

Students will be able to:	Students will be able to:
<ul style="list-style-type: none"> •State the Greek and Roman name of the Olympians and some lesser gods. •Translate discrete sentences about mythological characters with support from a glossary. 	<ul style="list-style-type: none"> •Review general back stories of the 12 Olympian gods and some lesser gods. •Identify etiological explanations myths provide. (myths: Pandora’s Box, Demeter & Persephone, and Creation and Titanomachy) •Identify iconography that suggests a god’s identify included in artifacts of the Romans or later-period art. •Define <i>hubris</i> and provide modern examples of people who exhibit it. (myth: Athena and Arachne) •Explain how myths may be allegories for hated relationships. (i.e. Athens vs. Crete in Theseus and the Minotaur) •Define the “golden mean” and provide modern examples of situations it should be observed. (myth: Daedalus and Icarus) •Define what a “hero” is in mythology. (myth: Heracles and the 12 Labors)

Can Do Statements

Interpretive Reading & Listening	<ul style="list-style-type: none"> •I can recognize the Latin alphabet. •I can understand learned Latin words and phrases when I read with or without visuals. •I can translate familiar Latin sentences with or without the support of a glossary. •I can play games with spoken Latin words which were learned for a specific purpose.
Presentational	<ul style="list-style-type: none"> •I can understand vocabulary and can respond with English translation and/or related Latin words. •I can play games with spoken Latin words which were learned for a specific purpose. •I can make connections between mythology and its impact on ancient society along with the modern world.

Theme: Roman numerals and calendar system Culture/History: Origin of Roman numerals; origin of Roman calendar Essential Question: How has the Latin language and the Ancient Roman Monarchy impacted our modern lives?		Course Level: 5th Latin Year 1 Part 2	Unit 3 Approximate Time: Quarter 3, 4 weeks
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
Students will be able to: <ul style="list-style-type: none"> •Identify the following Roman numerals: I, V, X, L, C, D, M. •Evaluate Roman numerals. •State Latin terms for numbers 1-20. •State Latin terms for the 12 months. •State Latin terms for the days of the week. •State the special days for each month. 		Students will be able to: <ul style="list-style-type: none"> •Explain the origin of Roman numerals. •Explain the origin of Roman calendar and its three major mutations. •Compare and contrast the Latin terms for days of the week to Ancient German and Modern English and explain why the similarity. •Explain why modern-day countries still use <u>almost</u> the same calendar. 	
Can Do Statements			
Interpretive Reading & Listening	<ul style="list-style-type: none"> •I can recognize the Latin alphabet. •I can understand learned Latin words and phrases when I read with or without visuals. •I can translate familiar Latin sentences with or without the support of a glossary. •I can sing songs and play games with spoken Latin words which were learned for a specific purpose 		
Presentational	<ul style="list-style-type: none"> •I can understand vocabulary and can respond with English translation and/or related Latin words. •I can play games and sing songs with spoken Latin words which were learned for a specific purpose. 		
Theme: Roman Monarchy Culture/History: Legendary Origins of Rome and its kings Essential Question: How has the Latin language and the Ancient Roman Monarchy impacted our modern lives?		Course Level: 5th Latin Year 1 Part 2	Unit 4 Approximate Time: Quarter 3, 6 weeks
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
Students will be able to: <ul style="list-style-type: none"> •Translate sentences about the Roman kings with support from a glossary. •Identify the seven hills of Rome and major Roman landmarks. 		Students will be able to: <ul style="list-style-type: none"> •State the seven legendary kings of Rome. •State what the term “legendary” means and how it relates to these stories. •Understand that the kings’ lives may be allegories for relationships with neighboring tribes. •Understand that the stories may represent “ideals” that Ancient Romans should aspire to live by. 	
Can Do Statements			
Interpretive Reading & Listening	<ul style="list-style-type: none"> •I can recognize the Latin alphabet. •I can understand learned Latin words and phrases when I read with or without visuals. •I can translate familiar Latin sentences with or without the support of a glossary. •I can sing songs and play games with spoken Latin words which were learned for a specific purpose. 		
Presentational	<ul style="list-style-type: none"> •I can understand vocabulary and can respond with English translation and/or related Latin words. •I can play games and sing songs with spoken Latin words which were learned for a specific purpose. 		

<p>Theme: Roman Art, Parts of the Body, and Weather Terms Culture/History: The role of Roman art in daily life, why and how the Romans measured weather, and the Roman <i>medicus</i> (doctor) Essential Question: How has the Latin language and the Ancient Roman Monarchy impacted our modern lives?</p>	<p>Course Level: 5th Latin Year 1 Part 2</p>	<p>Unit 3 Approximate Time: Quarter 4, 8 weeks</p>
<p>Grammar Goals/Learning Targets</p>		<p>Culture and History Goals/Learning Targets</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> •Identify various body parts in Latin. •Identify various weather terms in Latin. •Translate simple sentences related to both weather and body parts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Identify major art types found in public and private buildings in Ancient Rome. •Explain how the Romans measured and observed weather and the motivations behind the measurements. •Explain the role of the Roman <i>medicus</i> (doctor) and some ways the Roman would receive medical attention. 	
<p>Can Do Statements</p>		
<p>Interpretive Reading & Listening</p>	<ul style="list-style-type: none"> •I can recognize the Latin alphabet. •I can understand learned Latin words and phrases when I read with or without visuals. •I can translate familiar Latin sentences with or without the support of a glossary. •I can sing songs and play games with spoken Latin words which were learned for a specific purpose. 	
<p>Presentational</p>	<ul style="list-style-type: none"> •I can understand vocabulary and can respond with English translation and/or related Latin words. •I can play games and sing songs with spoken Latin words which were learned for a specific purpose. 	