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| **Grade** | **Theme** | **Activity** | **Vocabulary** | **Assessment** |
| K-1 | Forests/ Plains, Plants (based on Science Lessons) | Songs, Drama, Coloring Sheets Literature: The Busy Tree | Flower, mountain, tree, bird, squirrel | Teacher/student verbal one on one |
| K-1 | Vocabulary – review based on Arbor Day | Whiteboard activity/drawing, Literature: The Frog on a Bog | Tree, sun, rain, bear, mountain, bird, flower  | Teacher/student verbal one on one |
| K-1 | Numbers 1-10 and introduce 11-20 |  CD: number song in Latin/white-boards, and buttons activity : 1 to 1 correspon- dence and even/odd | The numbers One to 10 for KOne to 20 for 1st grade | Teacher checks white boards and buttons to see if students are correct |
| K-1 | Review of Color words and family words throughMother’s day/planting themes | Songs, Drama, Color Sheets, Beach ball activityLiterature: Does Kangoroo Have a Mother? | Red, green blue, yellow, white, brown, black, orange, purple, mother, father, girl, boy, familia | Teacher/student verbal one on oneUsing beach ball to identify colors |
| K-1 | Writing Unit 2x per quarter | Students will write about spring time. | Spring: verTree – arborVarious animals. | Writing Assignment shown to classroom teacher for assessing. |
| K-1 | Review of animal words | Singing,movement, clapping/rhythmLiterature: If I Ran the Dog Show | Dog, cat, elephant, bear, bird, horse, fish, frog introduced | Teacher/student verbal one on one |
| 2 | Latin Language Immersion | Rosetta Stone | Varies according to individual | Rosetta Stone individual assessment (repeat lesson if less than 80% |
| 2 | REVIEW of colors, numbers | CD – song taught with posterStudents use rhythm sticks and body formations to teach each other | All of the colors and numbers 1-21 | Whiteboard checks as the lesson proceeds and the sheet. |
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| 2 | REVIEW Nature words | Students listen as Arbor Day is explained. Whiteboards, markers | Mountain, rain, snow, tree, water, bear, bird, sun, moon, star, flower | Whiteboard drawings of the words…teacher checks each time |
| 2 | Writing Unit | Class makes a list of familiar Latin words and then writes/edits a story | Varies between classes | Story is evaluated by class |
| 3 and 4 | Poetry | In groups students write translate poetry to Latin  | Various Latin words  | Writings and presentations |
| 3, 4, and 6 | Latin Language Immersion | Rosetta Stone Curriculum | Varies because lessons are individualized | Rosetta Stone individual assessment |
|  3, 4, and 6 | Latin Vocabulary | Review Games such as charades, Pictionary, drama, Interactive Projector Games | Various Latin Words studied this year | Moving around room assess indiv. Progress. |
| 3, 4, and 6 | Root Words | Worksheets and Posters, Bingo -6th Grade only | Varies depending on grade level | Worksheets, posters, and class participation |
| 3, 4, and 6 | Ancient Alphabet | Handout Students determine how to write their names and notes using the ancient alpha. | No new vocab. | Students’ writings. |
| 6th | Videos in Latin | Students listen to and translate children’s videos.Also write endings to some videos | Varies according to the video | Vocabulary quiz |
| 6th | Ancient Rome Culture Unit | Students read, watch video, prepare power points | Varies | Power point presentation graded |
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