PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM & INSTRUCTION

Latin
Level 2-1 & 2-H

Length of Course	Term
Elective/Required	Required
Schools	High Schools
Eligibility	Grades 9-12
Credit Value	5 credits
Date Approved	August 23, 2022

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Latin

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World Languages in the Edison Township Public Schools

Department Vision

The World Languages Department of Edison Township Public Schools envisions:

- Students who become culturally aware global citizens empowered with the skills necessary to **communicate** in more than one language, **appreciate** diversity, and **participate** in society.

Mission Statement

The mission of the World Languages Department of the Edison Township Public Schools is to prepare students to contribute to our interconnected world by:

- Designing meaningful and engaging language learning environments in which students are immersed in speaking, hearing, reading, writing, viewing, and collaborating in the target language
- Providing opportunities to access and interact with authentic cultural materials and resources
- Emphasizing student proficiency in using the target language to communicate for real world purposes and in real life situations
- Encouraging students to develop their own interests, define their own futures, and achieve their goals
- Fostering the critical thinking skills necessary to examine, compare, and connect societies and communities that are multifaceted, multilingual, and multicultural

Department Philosophy

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational, and interpersonal modes.

2. The study of another language leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.

3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.

4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

Statement of Purpose

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

New Jersey Student Learning Standards

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state's global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

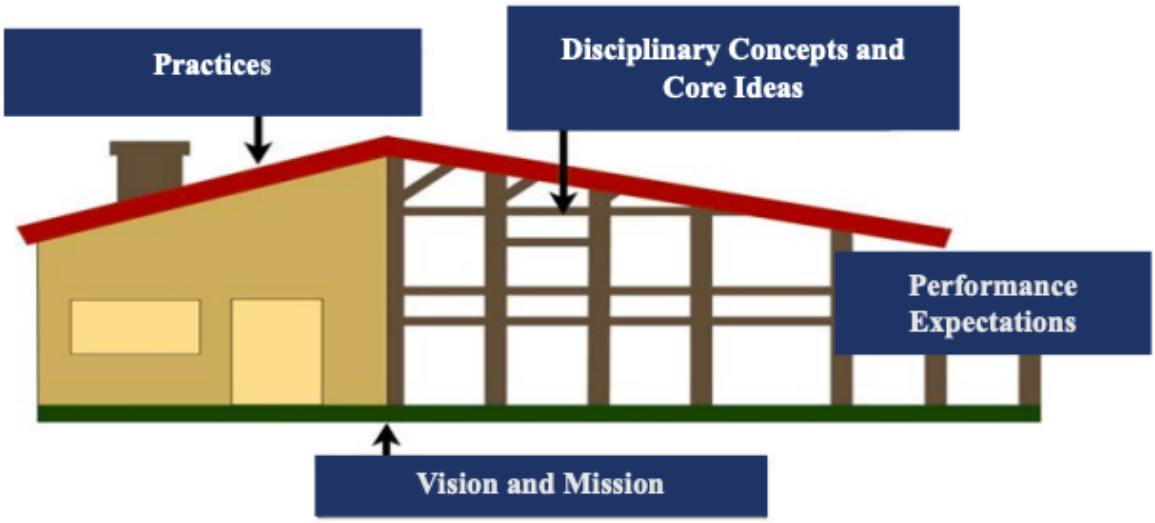
The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Framework for NJ Designed Standards

The design of this version of the NJ World Language Standard is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
- reflect the habits of mind central to world language studies that lead to post-secondary success.



In this diagram:

- The *Vision and Mission* serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e.,end of grades 2, 5, 8, and 12).

- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.

- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

Disciplinary Concepts

The New Jersey Student Learning standard for world languages includes three *disciplinary concepts*, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
• Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
• Novice Low • Novice Mid • Novice High • Intermediate Low	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

• Intermediate Mid • Intermediate High • Advanced Low	
• Intermediate Mid • Intermediate High • Advanced Low	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
• Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
• Intermediate Mid • Intermediate High • Advanced Low	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

World Languages Practices

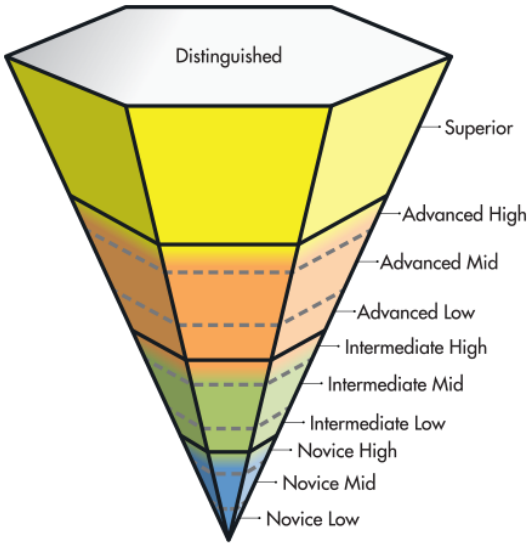
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Language Proficiency Levels

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.



ACTFL

Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
    - interacting with native speakers of the language, or
    - immersed in a target language environment.

Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	**Independent of specific instruction or curriculum**: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	**Spontaneous**: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	**Broad content and context**: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	**Sustained performance across all the tasks and contexts for the level**: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

Novice Low	Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
Novice Mid	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
Novice High	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

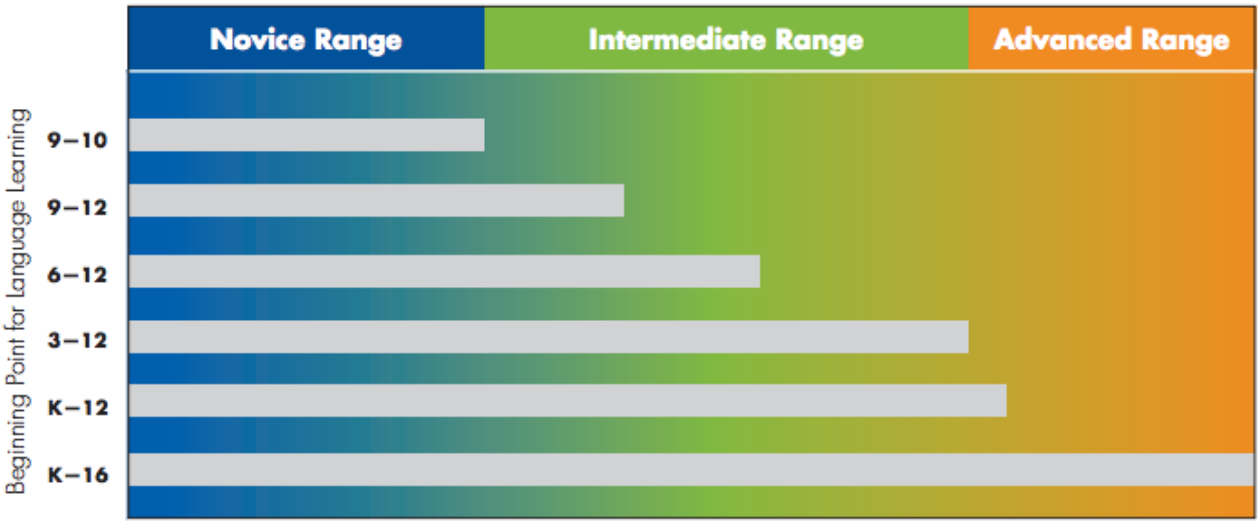
Intermediate Low	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate Mid	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate High	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
Advanced Low	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Performance Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the ACTFL Performance Descriptors for Language Learners 2012 and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.

Time as a critical component for developing language performance



NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

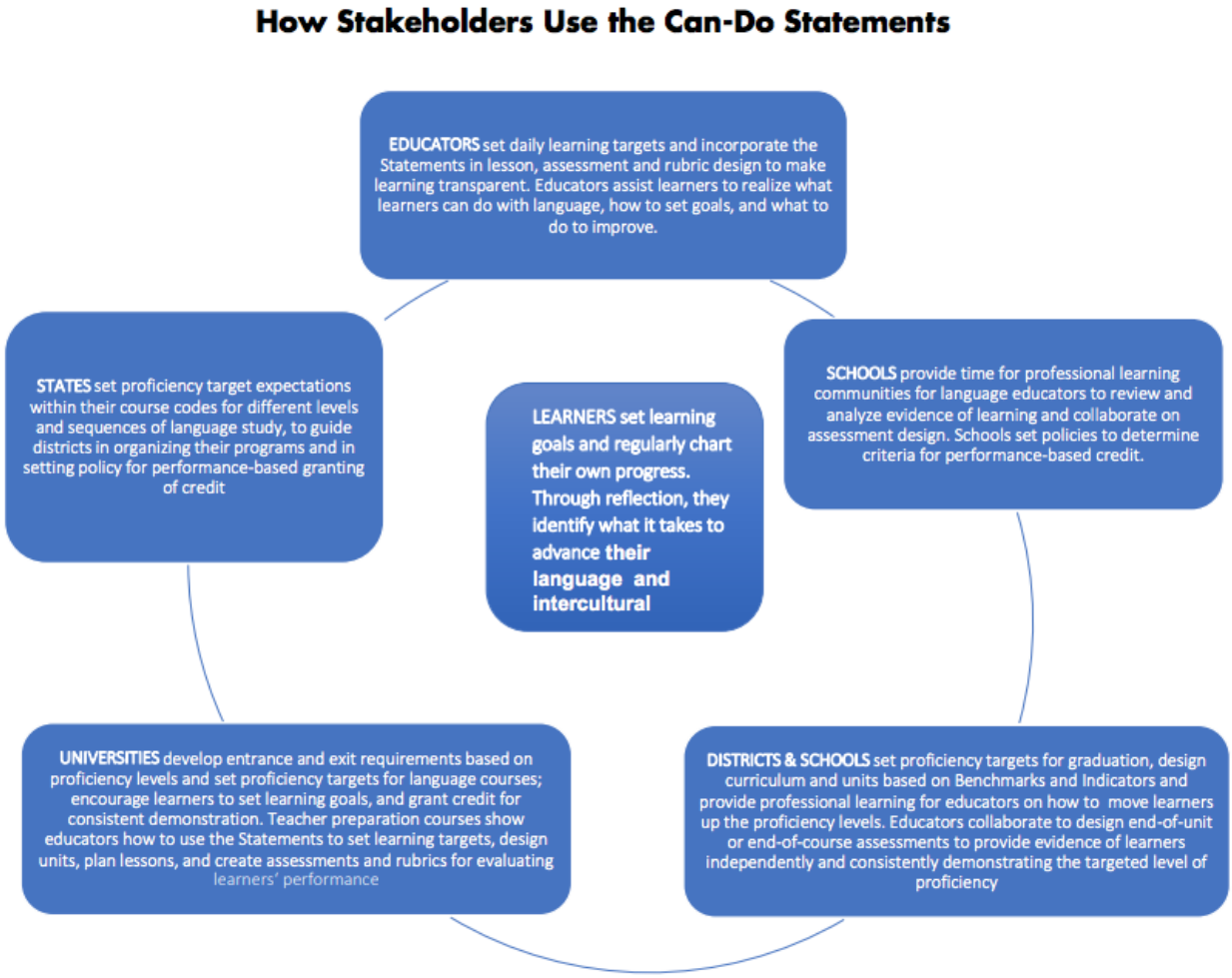
How Not to Use the Can-Do Statements

- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012 and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they "can do" with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements



See NCSSFL-ACTFL Can-Do Statements for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding
• Exit tickets • Think, Pair, Share (Write) • Speaking practice • Inside/Outside Circle • Information Gap activities • Class surveys • Rough drafts • Hand signals • White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

Sample Formative Assessments
• Ticket to leave • Quick oral checks • Information gap pair activity • Maintain the conversation (keep the conversation going) • Write captions • Finish a story • Rough draft

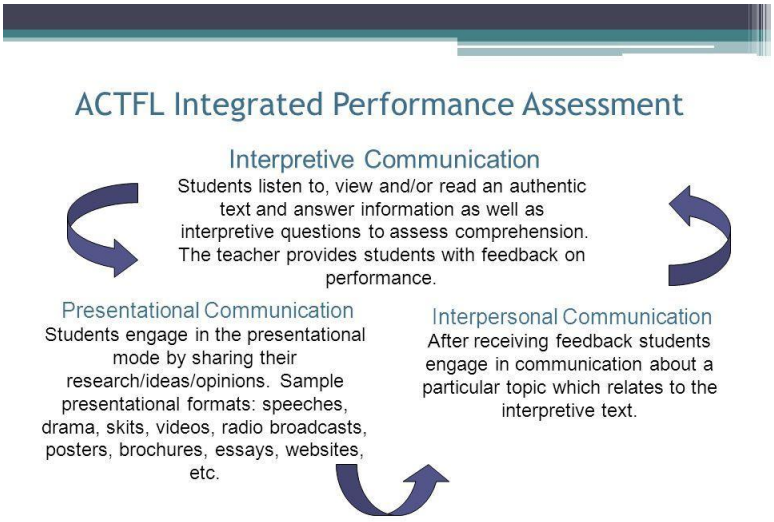
Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
    - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
    - Reflect how students USE the language and cultural knowledge in communicative tasks
    - Requires critical thinking skills:
        - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
    - Interpretive, Interpersonal, Presentational
- Integrated
    - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at “any point where that goal has been reached in the unit.” (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

Grading Policy

Recognizing the importance of directly linking students’ grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLS for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the majority of students’ grades in the course.

Student performance in class (class participation), at home (homework), and also on minor classroom assessments (quizzes) will also be criteria in determining students’ grades in the course.

Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "Instructional Adaptations for Students with Diverse Needs" (chapter 12) and “Appendix D: Instructional Strategies” of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Instructional Adjustments		
Accommodations	**Modifications**	**Higher Level Differentiation**
• Preferential seating • Repeating/simplifying of directions • Ample use of visuals • Use of manipulatives • Strategic/flexible grouping and pairing • Clear visual, verbal and demonstrative modeling • Kinesthetic activities • Use of graphic organizers • Ample wait time • Frequent repetition • Student setting of personal growth goals • Breaking down assignments • Learning centers	• Sentence starters • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Require lists instead of sentences • Provide graphic organizers • Provide choices • Provide visuals	• Use compacting • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Use tiered assignments that are more complex or abstract • Allow time with like-intellectual peers • Use open-ended questioning strategies

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Unit Sequence & Standards

Level 2-1 & 2-H Unit Sequence

Course Summary								
Unit #	AP Unit ⇨ / Unit Title ⇩	Literary Style and Genre	Roman Values	War and Empire	Leadership	Views of Non-Romans	History and Memory	Human Beings and the Gods
1	Gods and Humans	✓	✓		✓	✓	✓	✓
2	Roman Cities and Monuments		✓	✓	✓		✓	✓
3	Entertainment	✓	✓			✓		✓
4	A Changing Italy		✓	✓	✓	✓	✓	
	✓ = Unit of study addresses curricular theme(s) indicated.							

NJ Student Learning Standards	
Interpretive Mode of Communication	
Target Proficiency	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

	• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal Mode of Communication	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
Core Idea	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
Performance Expectations	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Presentational Mode of Communication	
Target Proficiency	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
Core Idea	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Performance Expectations	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency	Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

Interpersonal Mode of Communication

Target Proficiency	Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.
Core Idea	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
Performance Expectations	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

	• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
Presentational Mode of Communication	
Target Proficiency	Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.
Core Idea	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Performance Expectations	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

NJ Student Learning Standards

Interpretive Mode of Communication	
Target Proficiency	Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

	• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal Mode of Communication	
Target Proficiency	Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.
Core Idea	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. peakers and writers gain confidence and competence as they progress along the proficiency continuum.
Performance Expectations	7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Presentational Mode of Communication	
Target Proficiency	Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.
Core Idea	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
Performance Expectations	7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

	• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Unit 1

Course Information

Level(s)	2-1 & 2-H	**Performance Target**	Novice Mid - Novice High
Language(s)	Latin	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach To...*
Novice Low	**Novice Mid** 🎯	**Novice High**
Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	Gods and Humans
Essential Questions	What is a god? What defines myths and legends? What is the relationship between humans and supernatural beings? How does a belief in the divine affect all of life's journeys?
AP Aligned Themes	Literary Style and Genre, Roman Values, Leadership, Views of Non-Romans, History and Memory, Human Beings and the Gods

Evidence of Learning: Summative Assessments

Assessment Summary	Students will identify and describe divine beings and the stories connected to them and explain the relationships between the Romans and these beings.
Interpretive	Reading and/or listening to authentic materials in the target language about divine beings, the relationships between the Romans and these beings, and/or the journeys that they take.
Presentational	Students will create a product that represents the divine beings, the relationships between the Romans and these beings, and/or the journeys that they take.

Performance Target 1.1

Performance Information	
Unit Performance Target	I can identify supernatural beings and describe their relationships to humans in Roman myths and legends.
Performance Objective 1.1	I can interpret passages about divine and supernatural beings in the style of myths and/or legends. I can explain Roman beliefs about the origins of divine beings and/or natural phenomena based on Greco-Roman myths.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	Language Chunks & Vocabulary *What will learners need to know or understand?*	Level Up Language *How will learners be able to exceed expectations for their targeted performance level?*	Checks for Learning *How will learners demonstrate what they can do with what they know?*
-Interpret passages that describe divine and supernatural beings -Identify what is a myth or legend in the Greco-Roman tradition	-Names of divine and supernatural beings -Names of attributes of divine and supernatural beings -Present System and Perfect Tense of Irregular Verbs (sum, possum, volo, nolo, eo, fero) -Pluperfect and Future Perfect Tense -Demonstrative pronouns in the nominative, accusative, and ablative cases	-Interpreting demonstrative pronouns in the genitive and dative cases -Differentiating personal, possessive, reflexive pronouns	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe divine and supernatural beings of Greco-Roman mythology and legend.
Presentational	Students will describe divine and supernatural beings of Greco-Roman mythology and legend.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Greco-Roman mythology and legend

	Explore online resources about Greco-Roman mythology and legend Look at divine family trees Examining/Analyzing artifacts/artwork for character Quizlet, Quia, Kahoot, GimKit activities Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 1.2

Performance Information	
Unit Performance Target	I can identify supernatural beings and describe their relationships to humans in Roman myths and legends.
Performance Objective 1.2	I can interpret passages that describe the relationships between Romans and supernatural beings. I can compare different myths based on style, genre, and/or version.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	Language Chunks & Vocabulary *What will learners need to know or understand?*	Level Up Language *How will learners be able to exceed expectations for their targeted performance level?*	Checks for Learning *How will learners demonstrate what they can do with what they know?*
-Interpret passages that describe the relationships between Romans and supernatural beings -Differentiate styles, genres, and/or versions of myth	-Present System and Perfect Tense of Irregular Verbs (sum, possum, volo, nolo, eo, fero) -Pluperfect and Future Perfect Tense -Demonstrative pronouns in the nominative, accusative, and ablative cases	-Interpreting demonstrative pronouns in the genitive and dative cases -Differentiating personal, possessive, reflexive pronouns	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe the relationship between Romans and supernatural beings.
Presentational	Students will retell and/or recreate the relationship between Romans and supernatural beings.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Greco-Roman mythology and legend Explore online resources about Greco-Roman mythology and legend Look at divine family trees Examining/Analyzing artifacts/artwork for character Quizlet, Quia, Kahoot, GimKit activities

	Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 1.3

Performance Information 3	
Unit Performance Target	I can identify supernatural beings and describe their relationships to humans in Roman myths and legends.
Performance Objective 1.3	I can identify the impact of religion on the lives of Greco-Roman peoples. I can describe the impact of religion on a Roman's journey.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	Language Chunks & Vocabulary *What will learners need to know or understand?*	Level Up Language *How will learners be able to exceed expectations for their targeted performance level?*	Checks for Learning *How will learners demonstrate what they can do with what they know?*
-Interpret passages that describe the journeys heroes take -Interpret passages that describe religious influence on daily life	-Present System and Perfect Tense of Irregular Verbs (sum, possum, volo, nolo, eo, fero) -Pluperfect and Future Perfect Tense -Demonstrative pronouns in the nominative, accusative, and ablative cases	-Interpreting demonstrative pronouns in the genitive and dative cases -Differentiating personal, possessive, reflexive pronouns	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe the impacts of religion on the lives of Greco-Roman peoples and their journeys.
Presentational	Students will compare and contrast the journeys of Greco-Romans and/or the religious impacts on those journeys.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Greco-Roman mythology and legend Explore online resources about Greco-Roman mythology and legend Look at divine family trees Examining/Analyzing artifacts/artwork for character Quizlet, Quia, Kahoot, GimKit activities Drawing prompts

	Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Latin – Unit 1

Core Content	
Priority Vocabulary	**Supporting Vocabulary & Enrichment**
-Names of divine and supernatural beings -Names of attributes of divine and supernatural beings	- High frequency vocabulary - Ecce Romani vocabulary lists from chapters 1 - 27

Language Resources	
Essential & Supplementary Materials, Links, etc	The Ecce Romani Series Rufus: A Slave's Tale The Romans Speak for Themselves Latin for the New Millennium Series Learning Latin Through Mythology Lingua Latina Latin for Americans Series Latin Via Ovid The Cambridge Latin Course Series www.youtube.com www.quizlet.com www.quia.com www.gimkit.com Teacher-created graphics and materials, digital or hard-copy
Technology Integration	Technology is integrated through use of 1:1 devices and use of the above mentioned district approved applications.

Unit 2

Course Information

Level(s)	2-1 & 2-H	**Performance Target**	Novice High - Intermediate Low
Language(s)	Latin	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach To...*
Novice Mid	**Novice High** 🎯	**Intermediate Low**
Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	Roman Cities and Monuments
Essential Questions	What is the Roman experience of living in an urban setting? How do Roman cities compare to modern ones? Why and how did Romans memorialize certain people and events?
AP Aligned Themes	Roman Values; War and Empire; Leadership; History and Memory; Human Beings and the Gods

Evidence of Learning: Summative Assessments

Assessment Summary	Students will identify and describe key aspects of Roman cities and urban life and compare the Roman urban experience with the modern day one.
Interpretive	Reading and/or listening to authentic materials in the target language about Roman cities and urban life.
Presentational	Students will create a product that represents Roman cities and urban life.

Performance Target 2.1

Performance Information	
Unit Performance Target	I can identify and describe urban life in a Roman city and their associated monuments.
Performance Objective 2.1	I can demonstrate comprehension of passages describing urban life in a Roman city. I can compare and contrast physical and social aspects of a Roman city.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Interpret passages that describe aspects of a Roman city -Identify the aspects of life in a Roman city	-Vocabulary for buildings and urban infrastructure -Present System of the Passive Voice -Present Passive Infinitive -All cases of Demonstrative pronouns, personal pronouns, possessive adjectives, reflexive pronouns	-Differentiating interpretations of demonstrative, personal, possessive, reflexive, relative, and indefinite pronouns with precision	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe aspects of and/or life in a Roman city.
Presentational	Students will compare and contrast the products and practices of a Roman city..

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Roman cities Explore online resources about Roman cities Look at maps and/or site plans of Roman cities and monuments Examining/Analyzing artifacts/artwork for architecture Quizlet, Quia, Kahoot, GimKit activities Drawing prompts Games - Bingo, Pictionary Vocabulary

Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 2.2

Performance Information	
Unit Performance Target	I can identify and describe urban life in a Roman city and their associated monuments.
Performance Objective 2.2	I can demonstrate comprehension of passages about Roman buildings and/or cities and differentiate the Roman features from modern ones. I can compare and contrast Roman buildings and/or cities to modern ones.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Interpret passages that describe Roman buildings and/or cities -Name or label aspects of Roman buildings and/or cities	-Present System of the Passive Voice -Present Passive Infinitive -All cases of Demonstrative pronouns, personal pronouns, possessive adjectives, reflexive pronouns	-Differentiating interpretations of demonstrative, personal, possessive, reflexive, relative, and indefinite pronouns with precision	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe Roman buildings and/or cities.
Presentational	Students will compare and contrast the buildings and/or cities of the Romans with modern ones.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Roman cities Explore online resources about Roman cities Look at maps and/or site plans of Roman cities and monuments Examining/Analyzing artifacts/artwork for architecture Quizlet, Quia, Kahoot, GimKit activities

	Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 2.3

Performance Information	
Unit Performance Target	I can identify and describe urban life in a Roman city and their associated monuments.
Performance Objective 2.3	I can demonstrate comprehension of passages that memorialize significant people and/or events. I can express why and how Romans memorialized significant people and/or events.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	Language Chunks & Vocabulary *What will learners need to know or understand?*	Level Up Language *How will learners be able to exceed expectations for their targeted performance level?*	Checks for Learning *How will learners demonstrate what they can do with what they know?*
-Interpret passages that memorialize significant people/and or events through monuments -Label types of Roman monuments	-Present System of the Passive Voice -Present Passive Infinitive -All cases of Demonstrative pronouns, personal pronouns, possessive adjectives, reflexive pronouns	-Differentiating interpretations of demonstrative, personal, possessive, reflexive, relative, and indefinite pronouns with precision	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe Roman memorials and/or memorialize significant people and events.
Presentational	Students will retell why and how Romans memorialized significant people and/or events.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Roman cities Explore online resources about Roman cities Look at maps and/or site plans of Roman cities and monuments Examining/Analyzing artifacts/artwork for architecture Quizlet, Quia, Kahoot, GimKit activities

	Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Latin – Unit 2

Core Content	
Priority Vocabulary	**Supporting Vocabulary & Enrichment**
-Vocabulary for buildings and urban infrastructure	- High frequency vocabulary - Ecce Romani vocabulary lists from chapters 1 - 31

Language Resources	
Essential & Supplementary Materials, Links, etc	The Ecce Romani Series Rufus: A Slave's Tale The Romans Speak for Themselves Latin for the New Millennium Series Lingua Latina Latin for Americans Series Latin Via Ovid The Cambridge Latin Course Series www.youtube.com www.quizlet.com www.quia.com www.gimkit.com Teacher-created graphics and materials, digital or hard-copy
Technology Integration	Technology is integrated through use of 1:1 devices and use of the above mentioned district approved applications.

Unit 3

Course Information

Level(s)	2-1 & 2-H	**Performance Target**	Novice High - Intermediate Low
Language(s)	Latin	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach To...*
Novice Mid	**Novice High** 🎯	**Intermediate Low**
Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	Entertainment
Essential Questions	How did Romans spend leisure time? How does social status influence how leisure time is spent? How does leisure time and/or entertainment compare between Romans and Non-Romans?
AP Aligned Themes	Literary Style and Genre, Roman Values, Views of Non-Romans, Human Beings and the Gods

Evidence of Learning: Summative Assessments

Assessment Summary	Students will identify and describe the ways Romans spent leisure time and examine how class and culture affect forms of leisure and entertainment.
Interpretive	Reading and/or listening to authentic materials in the target language about Roman leisure time and/or entertainment.
Presentational	Students will retell or recreate a form of leisure and/or entertainment.

Performance Target 3.1

Performance Information	
Unit Performance Target	I can identify various Roman leisure/entertainment activities, differentiate how Romans of different social standing spend their leisure time, and describe the difference of leisure and/or entertainment between Romans and Non-Romans.
Performance Objective 3.1	I can demonstrate comprehension of passages that describe Romans at leisure. I can describe different leisure activities and forms of entertainment.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	Language Chunks & Vocabulary *What will learners need to know or understand?*	Level Up Language *How will learners be able to exceed expectations for their targeted performance level?*	Checks for Learning *How will learners demonstrate what they can do with what they know?*
-Interpret passages describing Romans at leisure and/or Roman entertainment -Recognizing different forms of Roman entertainment	-Vocabulary of Roman Comedy -4th principal part of verbs of each conjugation -Perfect System of the Passive Voice -Perfect Passive Participle -Positive, Comparative, and Superlative Degrees of Adjectives	-Differentiating degrees of adjectives and adverbs -Student can interpret a participle with the precise attributes of a noun (gender, number, and case)	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe Romans at leisure and/or Roman entertainment.
Presentational	Students will reenact various forms of Roman entertainment.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Roman entertainment Explore online resources about Roman entertainment Examining/Analyzing artifacts/artwork for leisure and/or entertainment activities Quizlet, Quia, Kahoot, GimKit activities Drawing prompts Games - Bingo, Pictionary

	Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 3.2

Performance Information	
Unit Performance Target	I can identify various Roman leisure/entertainment activities, differentiate how Romans of different social standing spend their leisure time, and describe the difference of leisure and/or entertainment between Romans and Non-Romans.
Performance Objective 3.2	I can demonstrate comprehension of passages that describe the leisure activities of various Roman social classes. I can describe the leisure activities of various Roman social classes.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Interpret passages describing the leisure activities of various Roman social classes -Infer a Roman's social class based on the accessibility to leisure activities and/or entertainment	-4th principal part of verbs of each conjugation -Perfect System of the Passive Voice -Perfect Passive Participle -Positive, Comparative, and Superlative Degrees of Adjectives	-Differentiating degrees of adjectives and adverbs -Student can interpret a participle with the precise attributes of a noun (gender, number, and case)	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe the leisure activities of various Roman social classes.
Presentational	Students will provide the perspectives of the Roman social classes based on products and practices.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Roman entertainment Explore online resources about Roman entertainment Examining/Analyzing artifacts/artwork for leisure and/or entertainment activities Quizlet, Quia, Kahoot, GimKit activities

	Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 3.3

Performance Information	
Unit Performance Target	I can identify various Roman leisure/entertainment activities, differentiate how Romans of different social standing spend their leisure time, and describe the difference of leisure and/or entertainment between Romans and Non-Romans.
Performance Objective 3.3	I can demonstrate comprehension of passages describing the leisure activities of Non-Romans in addition to Romans. I can compare and contrast the leisure activities and forms of entertainment of Romans and Non-Romans.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
What will learners be able to do?	*What will learners need to know or understand?*	*How will learners be able to exceed expectations for their targeted performance level?*	*How will learners demonstrate what they can do with what they know?*
-Interpret passages describing the leisure activities of Non-Romans -Identify whether a leisure and/or entertainment activity is Roman or Non-Roman	-4th principal part of verbs of each conjugation -Perfect System of the Passive Voice -Perfect Passive Participle -Positive, Comparative, and Superlative Degrees of Adjectives	-Differentiating degrees of adjectives and adverbs -Student can interpret a participle with the precise attributes of a noun (gender, number, and case)	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe the leisure activities of Non-Romans.
Presentational	Students will compare and contrast various forms of Non-Roman entertainment with Roman entertainment..

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe Roman entertainment Explore online resources about Roman entertainment Examining/Analyzing artifacts/artwork for leisure and/or entertainment activities

	Quizlet, Quia, Kahoot, GimKit activities Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Latin – Unit 3

Core Content	
Priority Vocabulary	**Supporting Vocabulary & Enrichment**
-Vocabulary of Roman Comedy	- High frequency vocabulary - Ecce Romani vocabulary lists from chapters 1 - 34

Language Resources	
Essential & Supplementary Materials, Links, etc	The Ecce Romani Series Rufus: A Slave's Tale The Romans Speak for Themselves Auricula Meretricula Latin for the New Millennium Series Lingua Latina Latin for Americans Series Latin Via Ovid The Cambridge Latin Course Series www.youtube.com www.quizlet.com www.quia.com www.gimkit.com Teacher-created graphics and materials, digital or hard-copy
Technology Integration	Technology is integrated through use of 1:1 devices and use of the above mentioned district approved applications.

Unit 4

Course Information

Level(s)	2-1 & 2-H	**Performance Target**	Novice High - Intermediate Low
Language(s)	Latin	**Approx Unit Length/Timeline**	1 quarter

Performance Continuum

Below Expectations	*Lowest Acceptable Performance*	*Teach To...*
Novice Mid	**Novice High** 🎯	**Intermediate Low**
Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	A Changing Italy
Essential Questions	How did the rise of Rome influence the Italian peninsula? How did time influence Roman civilization? How did geographical location influence Roman civilization?
AP Aligned Themes	Roman Values, War and Empire, Leadership, Views of Non-Romans, History and Memory

Evidence of Learning: Summative Assessments

Assessment Summary	Students will identify and describe the ways geography and time affected Roman civilization.
Interpretive	Reading and/or listening to authentic materials in the target language about Roman civilization.
Presentational	Students will create a product that represents the influences of geography and/or time on Roman civilization.

Performance Target 4.1

Performance Information	
Unit Performance Target	I can identify and describe the various forces that initiated change within the Italian peninsula.
Performance Objective 4.1	I can interpret passages about historical narratives of the Italian peninsula. I can describe how perspectives and practices changed the Italian peninsula.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Interpret passages describing the activities of Romans in the Italian peninsula -Recognize the events that defined the rise of Rome and its influence on the Italian peninsula	-The Roman Calendar -Positive, Comparative, and Superlative Degrees of Adverbs	-Differentiating interpretations of passive voice verbs from deponent verbs	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe historical narratives located within the Italian peninsula.
Presentational	Students will describe the perspectives and practices that changed the Italian peninsula.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe the Italian peninsula Explore online resources about the Italian peninsula Examining/Analyzing artifacts/artwork from the Italian peninsula Maps of Italy and the Mediterranean World Quizlet, Quia, Kahoot, GimKit activities Drawing prompts

	Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 4.2

Performance Information	
Unit Performance Target	I can identify and describe the various forces that initiated change within the Italian peninsula.
Performance Objective 4.2	I can interpret passages about historical narratives of the Italian peninsula over a period of time. I can compare and contrast different time periods of the Italian peninsula.

Skill Development			
Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Recognize the events that defined the rise of Rome and its influence on the Italian peninsula during different time periods -Interpret passages that differentiate chronology of events and identify who is being acted upon	-The Roman Calendar -Positive, Comparative, and Superlative Degrees of Adverbs	-Differentiating interpretations of passive voice verbs from deponent verbs	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments	
Interpretive	Students will read and/or listen to authentic materials that describe historical narratives located within the Italian peninsula during different time periods.
Presentational	Students will describe the different time periods of the Italian peninsula.

Instructional Activities	
Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe the Italian peninsula Explore online resources about the Italian peninsula Examining/Analyzing artifacts/artwork from the Italian peninsula Maps of Italy and the Mediterranean World Quizlet, Quia, Kahoot, GimKit activities Drawing prompts

	Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Performance Target 4.3

Performance Information	
Unit Performance Target	I can identify and describe the various forces that initiated change within the Italian peninsula.
Performance Objective 4.3	I can interpret passages that describe the geographical and cultural influences on the Italian peninsula. I can compare and contrast the different cultures of the Italian peninsula that influenced Roman civilization.

Skill Development

Learning Targets (Language Functions) *What will learners be able to do?*	**Language Chunks & Vocabulary** *What will learners need to know or understand?*	**Level Up Language** *How will learners be able to exceed expectations for their targeted performance level?*	**Checks for Learning** *How will learners demonstrate what they can do with what they know?*
-Recognize the geographical and cultural influences of the Italian peninsula on Roman Civilization -Interpret passages that differentiate chronology of events and identify who is being acted upon	-Major sites in the Italian peninsula -The Roman Calendar -Positive, Comparative, and Superlative Degrees of Adverbs	-Differentiating interpretations of passive voice verbs from deponent verbs	-Oral Questioning -Do Now -Exit Tickets -Cooperative Learning (peer work) -Pronunciation/ Enunciation practice -Input Activities -Graphic Organizers -Sentence Building Practice

Formative Performance Assessments

Interpretive	Students will read and/or listen to authentic materials that describe historical narratives located in different geographical locations within the Italian peninsula.
Presentational	Students will describe the different geographical regions of the Italian peninsula.

Instructional Activities

Interpretive	Read authentic texts and respond to comprehensive questions Watch video clips that describe the Italian peninsula Explore online resources about the Italian peninsula Examining/Analyzing artifacts/artwork from the Italian peninsula Maps of Italy and the Mediterranean World Quizlet, Quia, Kahoot, GimKit activities

	Drawing prompts Games - Bingo, Pictionary Vocabulary
Presentational	Oral Speaking Brief Writing/Scripting Labeling Diagrams/Infographics Play Acting

Latin – Unit 4

Core Content	
Priority Vocabulary	**Supporting Vocabulary & Enrichment**
-The Roman Calendar -Major sites in the Italian peninsula	- High frequency vocabulary - Ecce Romani vocabulary lists from chapters 1 - 36

Language Resources	
Essential & Supplementary Materials, Links, etc	The Ecce Romani Series Rufus: A Slave's Tale The Romans Speak for Themselves Latin for the New Millennium Series Lingua Latina Latin for Americans Series Latin Via Ovid The Cambridge Latin Course Series www.youtube.com www.quizlet.com www.quia.com www.gimkit.com Teacher-created graphics and materials, digital or hard-copy
Technology Integration	Technology is integrated through use of 1:1 devices and use of the above mentioned district approved applications.