

Latin 1

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>WL- Latin</i>	<i>2 Terms HS, 2 Years MS</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>9-12</i>	<i>6/2023</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>None</i>	<i>6/2023</i>

PRIMARY RESOURCE if applicable
Cambridge Elevate Latin, 5th edition

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Did you know that about 60% of your English has ancient Roman roots? Gladiators, graffiti, and Greek gods and goddesses open the door to investigating vice and virtue which form the core of civilization's most vexing questions.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	What is the importance of pursuing multiple languages?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	In what way does the study of Latin develop an individual's critical thinking skills?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	How does one both acquire and learn another language?
Culture and language are inseparable; they influence and reflect each other.	How do language and culture influence and reflect each other? How do people, time and place affect language and culture?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How will studying Latin enhance my life and open doors of opportunities?

PRIORITY STANDARDS

Students will know and be able to...

Standard 1 Interpretive Communication:

Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Standard 2 Interpersonal Communication:

Students use the target language and cultural knowledge to *negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Standard 3 Presentational Communication:

Students use the target language and cultural knowledge to *present information, concepts, and ideas* on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

SUPPORTING STANDARDS

Students will know and be able to...

Standard 4 Intercultural Communication

Students use the target language and cultural knowledge to *investigate, compare, explain, interact, and reflect* on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

Standard 5 Global Competence and Community Engagement

Students use the target language and cultural knowledge to *investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions* within their local and global communities.

Unit 1: VITA URBANA Students will begin to read fictional texts and learn basic communicative structures		
STAGE 1: DESIRED UNIT RESULTS What will students understand as a result of the unit?		STAGE 2: ASSESSMENT EVIDENCE By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What contributions to art, architecture, and engineering have the Romans made? How can learning Latin expand our knowledge of English vocabulary? How can the study of another language improve our understanding of English grammar? What are the effects of changing the suffix of a Latin word?	(sub)urban life in familiā	example: Novice Low-Mid Listening/Reading Writing/Speaking ACTFL Icons
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode Students may be given options to show their learning in varied ways.
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	Given a story board derived from a short film, students will narrate and recaption accurately.
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	Given readings on family, students will identify the main idea of the excerpt, identify key supporting details, and infer the texts meaning.
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Given a reading on family, students will rationalize antagonist and protagonist
		Interpretive Rubric
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given a mediterranean map, students will pronounce names appropriately and respond to questions
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
		Interpersonal Rubric
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Quis sum? Students will present an autobiographical sketch with a good range of comprehensible vocabulary
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	
		Presentational Rubric
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Bulla mea (amulet): Students will fabricate an authentic bulla to ward off invidia and show intercultural understanding.
		Presentational Rubric
Standard 5: Global Competence and Community Engagement (GCE) —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
Stage 3: PLAN LEARNING EXPERIENCES A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary, Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Ask and answer simple Quis est! / Quid facis (facit) questions	use the verb "to be" in present tense in any person	Nuntii Latini - modern news excerpts in Latin
negotiate greetings and solicit permission (licetne mihi...)	identify parts of speech in Latin and English	tres columnae - reading practice/narratives with visual support
	use the nominative case correctly for subjects or predicate nominatives	Quia.com (vocab games)
	use the accusative case correctly with direct objects	Quizlet.com (vocab games)
	identify the three genders of nouns (feminine, masculine, neuter)	Quizizz (vocab, grammar, culture review)
	identify and explain the importance of basic sites in the southern Italy; e.g. Rome and Pompeii	Laura Gibbs proverbs

	Mythology as narrative and aetiological staple	Lexica suggestions
		Lingua Latina (Orberg)
		Canvas Vocab quizzes
		Cambridge Elevate

Unit 2: otium (leisure) et negotium		
Students will be able to read fictional texts and use communicative structures while starting to show sensitivity to channel suffixes		
STAGE 1: DESIRED UNIT RESULTS	STAGE 2: ASSESSMENT EVIDENCE	
What will students understand as a result of the unit?	By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?	
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What contributions to art, architecture, and engineering have the Romans made? How can learning Latin expand our knowledge of English vocabulary? How can the study of another language improve our understanding of English grammar? What are the effects of changing the suffix of a Latin word? How did the Romans view their gods and religion? How does the context affect word choice and tone in writing and speaking?	leisure and business interaction (CLC stages 5-8, Suburani chap. 3-6)	example: Novice Low-Mid ACTFL Icons Listening/Reading Writing/Speaking
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode Students may be given options to show their learning in varied ways.
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	Given a story board derived from a short film, students will narrate and recaption accurately.
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	Given readings on family, students will identify the main idea of the excerpt, identify key supporting details, and infer the texts meaning.
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Given a reading on work and leisure, students will rationalize antagonist and protagonist
		Interpretive Rubric
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given a mediterranean map, students will pronounce names appropriately and respond to questions.
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given a problem or personal need, students will use appropriate vocabulary to advise an adequate response.
	2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
		Interpersonal Rubric
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Using past tense verbs, students will describe their weekend activities. Given readings on family, students will present an Arbor Familiae (or family tree of a famous historical/mythological figure)
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	Students will present a Roman Recipe using commands to showcase the steps to preparing an Apician inspired dish
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Students will use visuals to interpret a proverb for their classmates
		Presentational Rubric
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Given readings on gustatio, prima, and secunda mensa, students will design a multi-course menu in Latin. Given readings on authentic Roman Calendars, students will be able to annotate their birth month.
		Presentational Rubric
Standard 5: Global Competence and Community Engagement (GCE) —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
Stage 3: PLAN LEARNING EXPERIENCES		
A brief summary of the key learning activities: How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
Students will be able to...	Students will know...	Teachers will engage learners in the 3 modes and provide feedback with...
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary, Grammatical Structures), Syntax)	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Ask and answer simple Quis est(i) / Quid facis (facit) questions	Conjugating all regular verbs in the present tense, intro to impf/perf; imperfect forms of esse	Nuntii Latini - modern news excerpts in Latin
negotiate greetings and solicit permission (licetne mihi...)	Using prepositional phrases with accusative and ablativ case	tres columnae - reading practice/narratives with visual support

Describe pictorial realia	Explore the functions of various members of a society (mater, pater, liberi, servus, ancilla, senes, liberti etc.)	Quia.com (vocab games)
state opinions (volo, nolo, malo)	Nouns in the nominative & accusative plural	Quizlet.com (vocab games)
use/translate plural forms of the accusative case correctly in context	Superlative adjectives	Quizizz (vocab, grammar, culture review)
<i>for objects of prepositions per, ad, prope, trans, in, ante, post, circum, versus</i>	Roman institutions of slavery, theater, burials, & gladiators	Laura Gibbs proverbs
use superlative adjectives correctly in context	Neuter nouns	Lexica suggestions
conjugate a 1st-4th conjugation verb in the present tense.		Lingua Latina (Orberg)
explain the role and relationship of various family members in Latin		Canvas Vocab quizzes
give commands		Cambridge Elevate
explain my own familial relationships in Latin		

Unit 3 MÖRES (Romani)

Students will read and hear fictional texts in the past tense and use basic communicative structures

STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What contributions to art, architecture, and engineering have the Romans made? How can learning Latin expand our knowledge of English vocabulary? How can the study of another language improve our understanding of English grammar? What are the effects of changing the suffix of a Latin word? How did the Romans view their gods and religion? How does the context affect word choice and tone in writing and speaking?	(CLC stages 9-12, Suburani chap. 4-8)	example: Novice Low-High ACTFL Icons Listening/Reading Writing/Speaking
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts from diverse communities and contexts.	Given a story board derived from a short film, students will narrate and recaption accurately.
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	Given readings on school culture students will identify the main idea of the excerpt, identify key supporting details, and infer the texts meaning to elucidate a classroom debate
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	Given a reading on school systems, students will rationalize antagonist and protagonist
		Interpretive Rubric
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given options of food and entertainment culture, students will express preference for this or that using 1st and 2nd person pronouns.
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in	
		Interpersonal Rubric
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Students will share their holiday or break experiences with a reference to what may have been similar to Roman leisure activities.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	
		Presentational Rubric
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect on the relationship</u> between cultural practices and perspectives.	Imitating authentic Pompeian election & proverbial graffiti , students will create their own proverb or political slogan.
	5.e. I can <u>set goals and reflect on my use of language and intercultural skills</u> to maximize life-long learning, personal enrichment, and benefit to self and community.	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.		
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary , Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Ask and answer simple Quis est(i) / Quid facis (facit) questions	Imperfect tense/perfect to relate past/incomplete events	Nuntii Latini - modern news excerpts in Latin
negotiate greetings and solicit permission (licetne mihi...)	comparative/superlative adjectives	tres columnae - reading practice/narratives with visual support
Describe pictorial realia	Dative with special verbs, I.O, possession	Quia.com (vocab games)
state opinions (volo, nolo, malo)	Politics in Pompeii; graffiti	Quizlet.com (vocab games)
narrate in past tense (impf., pf., or both)	Pronouns first and second person	Quizz (vocab, grammar, culture review)
	Use comparative adjectives to describe qualities and answer quis/quid identification questions	Laura Gibbs proverbs

	Chart the differences in practices of and attitudes towards modern and ancient education	Lexica suggestions
	describe action in the imperfect and perfect tense (tempus imperfectum/perfectum)	Lingua Latina (Orberg)
	Explain why dative would be used with credo/faveo/noceo/necesse/mihi nomen est/placet	Canvas Vocab quizzes
	describe the political condition of Pompeii and Rome	Cambridge Elevate
	identify the major divisions of Roman government (Monarchy, Republic, Empire)	
	describe the Roman institution of public baths	
	identify prominent figures of the Roman monarchy and early Republic	
	create graffiti which is modeled after authentic Pompeian artifacts	
	Describe the archaeological contributions of both Herculaneum and Pompeii to our understanding	

Unit 4 Britannia perdomita		
Students will read and hear fictional texts in the past tense and use basic communicative structures as they lengthen out their discourse to longer sentences and short paragraphs		
STAGE 1: DESIRED UNIT RESULTS What will students understand as a result of the unit?		STAGE 2: ASSESSMENT EVIDENCE By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What contributions to art, architecture, and engineering have the Romans made? How can learning Latin expand our knowledge of English vocabulary? How can the study of another language improve our understanding of English grammar? What are the effects of changing the suffix of a Latin word? How did the Romans view their gods and religion? How does the context affect word choice and tone in writing and speaking?	Diaspora of Roman influence (CLC stages 13+, Suburani chap. 6+)	example: Novice Low-Intermediate Low ACTFL Icons Listening/Reading Writing/Speaking
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode Students may be given options to show their learning in varied ways.
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Given a story board derived from a short film, students will <i>rearrange and recaption accurately.</i>
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	Given readings on Roman Britain, students will identify the main idea of the excerpt, identify key supporting details, and infer the text's meaning
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	<i>It's always raining!</i> Given a reading on ancient provincial life, students will rationalize antagonist and protagonist
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<i>Should and/or Could?</i> Students will express their hobbies or extracurricular activities and work obligations
	2.b. I can <u>meet my needs</u> or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate</i> for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	Students will share their holiday or break experiences with a reference to what may have been similar to Roman leisure activities.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	Election graffiti/Wall proverb graffiti creation myth composition/summary
	Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</i>	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>
Stage 3: PLAN LEARNING EXPERIENCES		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
Students will be able to...	Students will know...	Teachers will engage learners in the 3 modes and provide feedback with...
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary, Grammatical Structures), Syntax)	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Ask and answer simple <i>Quis est(t) / Quid facis (facit) questions</i>	make reasonable deductions about case, number, and gender based on story pairings.	Nuntii Latini - modern news excerpts in Latin
<i>negotiate greetings and solicit permission (licetne mihi...)</i>	recognize and translate correctly in context verbs in the pluperfect tense	tres columnae - reading practice/narratives with visual support
Describe pictorial realia	express wanting/being able/and necessity using infinitives	Quia.com (vocab games)
state opinions (volo, nolo, malo)	discuss the lasting impact of Rome's occupation of Britain	Quizlet.com (vocab games)
narrate in past tense (impf., pf., or both)	Locate major provinces of the Roman Empire	Quizizz (vocab, grammar, culture review)
circumlocution using relative pronouns	analyze textbook narrative from both native Celt and Roman perspectives	Laura Gibbs proverbs
	recognize the relative pronouns qui, quae quod (quem, quam, quod) in context	Lexica suggestions

	make a 3rd declension adjective agree with 1st, 2nd, and 3rd declension nouns	Lingua Latina (Orberg)
	Recognize a complementary infinitive and translate it correctly in context	Canvas Vocab quizzes
	Use genitive to show possession	Cambridge Elevate
	comparing future tense to impf.	
	material culture: mosaics, flammable architecture	

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	x	x		
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	x	x	x	x
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	x	x	x	x
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.				x
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x			
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	x	x	x	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .				x
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .		x		x
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	x		x	