

CURRICULUM/CONTENT AREA		COURSE LENGTH	
World Language/ Latin		1 semester	
GRADE LEVEL		DATE LAST REVIEWED	
10-12		6/2023	
PREREQUISITE(s) if applicable		BOARD APPROVAL DATE	
Latin 3 or instructor approval		6/2023	
PRIMARY RESOURCE if applicable			
Vergil's Aeneid Selections From Books 1, 2, 4, 6, 10, 12 (2009), Balchazy-Carducci (978-0-86516-584-7)			
DESIRED RESULTS			
COURSE DESCRIPTION AND PURPOSE			
<p>The fourth year student will continue to expand proficiency through reading, comprehension and interpretation of Latin. Students will read Latin prose, which includes the works of Livy, Cicero, Julius Caesar, Apuleius, and Cornelius Nepos. In conjunction with the basic functions of the language, the student will continue to develop his/her command of Latin with composition using complex sentences and secondary tense subjunctives. Cultural topics including the legends of the early Republic, Roman social institutions of marriage, military service, will provide a basis for discussion and comparison between ancient world and modern equivalents. Special interest is taken in Caesar's role as biased journalist/military historian, xenophobia, Cicero's rhetorical stratagems, and ancient Greek love/hate relationship with one of their tyrant leaders of the 5th century B.C. Early novel via Apuleius exams the conflict between reason and desire as well as ancient narrative tropes.</p> <p>This course may be taken for dual credit through University of Minnesota's College in the Schools Program (CTS). Students must be in 11th or 12th grade to receive college credit.</p> <p>WEIGHTED GRADE</p>			
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Students will understand that...		Students will keep considering...	
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 <i>interpret, analyze, and demonstrate understanding</i> 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 <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.			
Standard 3 Presentational Communication:			
Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> 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 <i>investigate, compare, explain, interact, and reflect</i> 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: Virtutes Romanae		
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:
In what way does the study of Latin develop an individual's critical thinking skills?	Roman Virtues	Novice High-Intermediate/Mid
How does one both acquire and learn another language?		ACTFL 1 cans
		Listening/Reading
		Writing/Speaking
How do language and culture influence and reflect each other? How do people, time and place affect language and culture?		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
How will studying Latin enhance my life and open doors of opportunities?		<i>Given authentic readings on Mucius Scaevola, Lucretia, Cloelia, Horatius Cocles, etc., students will create a paraphrased vocab thesaurus.</i>
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.	
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	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.	<i>Given several authentic texts about ancient Roman heroes and virtues, students will substantiate "res publica" characters' virtue with detail from the text</i>
	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.	<i>Hidden in plain sight: students will present graphics to show how Livy's heroes live out their pietas</i>
	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,	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	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		
<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>		
<i>Students will be able to...</i> KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	<i>Students will know...</i> KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Produce short sentences explaining characters from Livy	Monarchy to Republic <i>Imen</i>	Nuntii Latini - modern news excerpts in Latin
Chunk readings into meaningful clauses	Etruscan and Roman conflict	Quomodo dicitur quid es tu
Explicate and rationalize narrative arc and	Historical context of the fledgling Republic	Fabulae Romanae (early Republic)
Note where author bias may reside linguistically	Review of subordinate clauses and major rhetorical devices	Quizlet.com (vocab games)
		Quizizz (vocab, grammar, culture review)
		Canvas Vocab quizzes
		Lexica suggestions
		https://www.magistrula.com/
		Virtutes
		Fabulae Faciles (Ritchie)

<i>res gestae Caesaris</i>		
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:
In what way does the study of Latin develop an individual's critical thinking skills? How does one both acquire and learn another language?	War crimina	Novice High-Intermediate/Mid
		ACTFL I cans Listening/Reading Writing/Speaking
How do language and culture influence and reflect each other? How do people, time and place affect language and culture? How will studying Latin enhance my life and open doors of opportunities?	Facinora: crimes/deeds	Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i> <i>Given a Caesar's Idioms summary, students will evaluate which usage is closest to the literal and which veers towards the more metaphorical.</i>
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 <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts, from diverse communities and contexts. 1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	Given Caesar's proclivity to Ablative 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 <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. 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 linguistically and culturally responsive interactions.	Character Q&A with partner Partner Geography Q&A 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. 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.	Late Republic Who's Who Presentation of Caesar unadapted 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 cultures and communities.	4.b. I can <u>investigate, explain, and reflect on the relationship</u> between cultural practices and perspectives.	Idiom's du jour (best of modern culture) 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 <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.	
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>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Produce short sentences explaining characters from de Bello Gallico	Historical context of the Late Republic (100-44 BCE)	Nuntii Latini - modern news excerpts in Latin
Chunk readings into meaningful clauses		Quomodo dicitur quid es tu
Explicate and rationalize narrative arc		Steadman College Caesar
Note where author bias may reside linguistically	Review of subordinate clauses and major rhetorical devices	Quizlet.com (vocab games)
		Quizizz (vocab, grammar, culture review)
		Canvas Vocab quizzes
		Lexica suggestions
		https://www.magistrula.com/
		Virtutes

Law & Order		
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:
In what way does the study of Latin develop an individual's critical thinking skills?	Legal Investive	Novice High-Intermediate/Mid
How does one both acquire and learn another language?		ACTFL Icons Listening/Reading Writing/Speaking
How do language and culture influence and reflect each other? How do people, time and place affect language and culture?		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
How will studying Latin enhance my life and open doors of opportunities?		Essay following FRQ (AP) format
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.	
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	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.	Who's who (major allusions) within in <i>Catalinam</i>
	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 linguistically and culturally responsive interactions.	Interpersonal Rubric
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>	<i>Gesturing a portion of Cicero.</i>
	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>	Presentational Rubric
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>	Logic vs Emotion infographic (logos+ethos vs. pathos) <i>in Aliquem</i> Presentational Rubric
	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		
<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...	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>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Produce short sentences explaining characters from <i>in Catalinam, pro Manilia Lege, or pro Roscio Amerino.</i>	Historical context of the Late Republic (100-44 BCE)	Nuntii Latini - modern news excerpts in Latin
Chunk readings into meaningful clauses	vita of Lucius Sergius Catalina	Quomodo dicitur quid es tu
Explicate and rationalize oration components	Preponderance of rhetorical devices used by Cicero	Cicero Text & Commentary (Steadman et al.)
Note where author bias may reside linguistically	Review of subordinate clauses and major rhetorical devices	Quizlet.com (vocab games)
Identify & use rhetorical devices commonly found in Cicero's speech	vita of Marcus Tullius Cicero	Quizizz (vocab, grammar, culture review)
		Canvas Vocab quizzes Lexica suggestions

		https://www.magistrula.com/
		Virtutes
		Cicero's personal letters
		Magister Webb <i>In Catalinam</i> reader

"Soulmates"		
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:
In what way does the study of Latin develop an individual's critical thinking skills?	Ancient Novel; Allegory	Novice High-IntermediateMid
How does one both acquire and learn another language?		ACTFL Icons Listening/Reading Writing/Speaking
How do language and culture influence and reflect each other? How do people, time and place affect language and culture?		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
How will studying Latin enhance my life and open doors of opportunities?		<i>Re-tiering of Apuleius's prose (simplification for peers)</i>
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.	
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Interpretive Rubric
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to <i>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.</i>	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	<i>Character Q&A - Who's Who: quis dixit?</i>
	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.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	
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 for diverse audiences within and beyond the learning environment.</i>	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>	<i>"coded" presentation of an unseen portion of chapter 6 to interact with audience</i>
	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>	<i>Partner Skit to review scenes</i>
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	Presentational Rubric
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</i>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	<i>Art critique (cupid's statue)</i>
		Presentational Rubric
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		
<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>		
<i>Students will be able to...</i> KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	<i>Students will know...</i> KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Produce short sentences explaining characters from <i>in Catalinam, pro Manilia Lege, or pro Roscio Amerino.</i>	the archetypes of the hero and assess Psyche's heroic characteristics	Nuntii Latini - modern news excerpts in Latin
Chunk readings into meaningful clauses	Augustan influence on second century Africa (Second Sophistic)	Quomodo dicitur quid es tu
Explicate and rationalize oration components	Pleonasm as prose "theatricalization"	Krumpak, Hayes, Nimis
Note where author bias may reside linguistically		Quizlet.com (vocab games)
Identify textual allusions and intertexts used by Apuleius		Quizizz (vocab, grammar, culture review)
place the Psyche episode in the context of the <i>Asinus Aureus</i>		Canvas Vocab quizzes Lexica suggestions https://www.magistrula.com/ Virtutes Fabulae Faciles (Ritchie)

Ancient History		
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:
In what way does the study of Latin develop an individual's critical thinking skills?	Cornelius Nepos Greek and Roman History	Novice High-Intermediate/Mid
How does one both acquire and learn another language?		ACTFL Icons Listening/Reading Writing/Speaking
How do language and culture influence and reflect each other? How do people, time and place affect language and culture?		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
How will studying Latin enhance my life and open doors of opportunities?		Hannibal Infographic
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.	
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	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.	Bias-ometer -students listen to author statements and label as (a) sympathetic to protagonist
	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 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 <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	Alcibiades flight tracker
	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>	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	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	Comparison of Alcibiades to modern cultural icons 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 <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		
<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...	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>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Produce short sentences explaining characters from Nepos	Greek History through a Roman lens	Nuntii Latini - modern news excerpts in Latin
Chunk readings into meaningful clauses	Understanding the conflict between Rome and Carthage (Punic wars)	Quomodo dicitur quid es tu Krumpak, Hayes, Nimis
Explicate and rationalize oration components		Quizlet.com (vocab games)
Note where author bias may reside linguistically		Quizizz (vocab, grammar, culture review)
Identify textual allusions and intertexts used by Nepos		Canvas Vocab quizzes Lexica suggestions https://www.magistrula.com/ Virtutes

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
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 <i>authentic informational texts</i> from diverse communities and contexts.	x	x	x	x	
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.		x			
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.					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	x	x		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	
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	x	x	x	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> .					
	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	