

Latin 3	
CURRICULUM/CONTENT AREA	COURSE LENGTH
World Language/ Latin	2 terms
GRADE LEVEL	DATE LAST REVIEWED
9-12	6/2023
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
Latin 2 or Instructor approval	6/2023
PRIMARY RESOURCE if applicable	
Cambridge Latin Cambridge Elevate Latin, 5th edition	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
The third year Latin student will continue to develop his/her ability to use the language through the reading, comprehension and interpretation of both original Latin and modern, fabricated Latin. Stories selected for reading and vocabulary expansion include fairy tales, Harry Potter, and Aesop's fables. Original authors selected for study, discussion and interpretation include Seneca, Quintilian, Ovid, and Catullus. In conjunction with the basic functions of the language, the student will continue to develop his/her command of Latin with composition using compound sentences and primary tenses of the subjunctive. Cultural topics including Roman emperors and their reigns will provide a basis for discussion and comparison between those facets of the ancient world and modern fine arts, political theory and structure.	
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 <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.	

Unit 1		
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 is the connection between the study of a world language and other content areas? What contributions to art, architecture, and engineering have the Romans made? How can the same notion be expressed in different ways? How does the concept of linguistic mood change how people communicate?	Fabulae et Philosophia (CLC 30-32)	Novice High-Intermediate/Mid ACTFL Icons
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 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 1st century Phaedrus version of an Aesop's fable, students will identify the main idea of the excerpt, identify key supporting details, and compare the language to a medieval variation.
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	Stoic Vibes: Given a moralistic fable "home pauper", students will identify which supporting details have a specific rhetorical effect
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse	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 visually supported narratives, students will create both the active and passive variation of the same scene.
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given common school and hobby activities, students will negotiate both active and passive expressions
	2.c. I can express, react to, and support ideas, preferences, and opinions 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 present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Prompt: Write your own Fabula (including moralitas) in the style of Aesop/Phaedrus
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	Everyone's a critic: present an Aesop/Phaedrus fable with it's medieval equivalent Prompt: Modernize a stoic tale for 21st century Elmbrook students
	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	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Prompt: All roads lead to... Students will create a Roma travel brochure featuring passive voice. Presentational Rubric 2
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
begin to use passive voice (regular and periphrastic forms)	Examination of different genres of literature	Nuntii Latini - modern news excerpts in Latin
Describe pictorial realia	Analyze fable for moral implication in order to reconstruct ancient value system	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	Deeper understanding of the subjunctive mood	podcasts quid es tu
narrate in past tense (impf., pf., or both)	Gerunds and gerundives	Quizlet.com (vocab games)
circumlocution using relative pronouns	Passive Voice (present, imperfect, perfect, pluperfect tenses)	Quizizz (vocab, grammar, culture review)
	Ancient Roman Forum	Laura Gibbs proverbs
	Ablative Absolute	Lexica suggestions
	Deponent verbs	Lingua Latina (Orberg)
	Examination of different philosophies & religions popular in 1st century Rome	Canvas Vocab quizzes
	Stoic, Epicurean, mystery religion hallmarks	Cambridge Elevate
	City of Rome	https://www.magistrula.com/

Unit 2		
STAGE 1: DESIRED UNIT RESULTS <i>Students will put themselves in the shoes of the inner circle of imperial elite to expose first century ambitions and fears</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 is the connection between the study of a world language and other content areas? What contributions to art, architecture, and engineering have the Romans made? How can the same notion be expressed in different ways? How does the concept of linguistic mood change how people communicate?	Imperial Intrigue (CLC 33-35, 37)	Novice High-Intermediate Mid ACTFL Icons
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 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.	Divine Comedy: Given authentic readings from Ovid, students will identify key similarities as they compare Paris and empress Domitia to Mars and Venus. Interpretive Rubric
	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	
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.	Whose line is it anyway: students will predicting which character would speak in certain ways given Entertainment/extracurricular partner Q&A Interpersonal Rubric
	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	
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.	Pantomime with narration partner skit (famous myth) Presentational Rubric
	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.	
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.	(Roman/modern) Entertainment Preference indicator/infographic
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>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
begin to use passive voice (regular and periphrastic forms)	Examination of different genres of literature	Nuntii Latini - modern news excerpts in Latin
Describe pictorial reality	Deeper understanding of the subjunctive mood	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	Gerunds and gerundives	podcasts quid es tu
narrate in past tense	future active participles	Quizlet.com (vocab games)
circumlocution using relative pronouns	future and future perfect tenses, active & passive	Quizizz (vocab, grammar, culture review)
	present passive infinitive	Laura Gibbs proverbs
	Roman entertainment	Lexica suggestions
	Flavian dynasty	Lingua Latina (Orberg)
	Indirect Statement	Canvas Vocab quizzes
	Perfect infinitives	Cambridge Elevate
	Patronage	https://www.magistrula.com/

Unit 3		
STAGE 1: DESIRED UNIT RESULTS		STAGE 2: ASSESSMENT EVIDENCE
Students will begin to appreciate the intersection between form (meter) and function/sound in Latin poetry		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 is the connection between the study of a world language and other content areas? What contributions to art, architecture, and engineering have the Romans made? How can the same notion be expressed in different ways? How does the concept of linguistic mood change how people communicate?	Introduction to Poetry: Martialis et Ovidius (CLC 36,38,39)	Novice-Mid to Intermediate Mid ACTFL Icons
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode
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.	Students may be given options to show their learning in varied ways. Given authentic disticha, students will interpret key details which inhabit the punchline
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	Mic Drop: Students will evaluate the most humorous or acerbic of a series of epigrams Given the poem Catullus 8, students will explain how Carl Orff's choral rendition encapsulates Catullus' composition
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> 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 <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given an authentic podcast, students will interview each other about key details which inform the topic
	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 describe their lives, experiences, and events.	Top 10: Students will critique satirical genius as they evaluate a sampling of Martial's epigrams
	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.	Given authentic epigrams from Martial, students will identify key differences between lyric and Epic poetry. So I married a lictor: Students will compare ancient and modern nuptial rituals
		Interpretive 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.e.-Vocabulary, Grammatical Structures), Syntax)	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
begin to use passive voice (regular and periphrastic forms)	Examination of different genres of literature (poetry)	Nuntii Latini - modern news excerpts in Latin
Describe pictorial realia	Deeper understanding of the subjunctive mood: present & perfect tenses	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	Gerunds and gerundives	podcasts quid es tu
narrate in all tenses	Sequence of tenses	Quizlet.com (vocab games)
circumlocution using relative pronouns	Scansion	Quizizz (vocab, grammar, culture review)
	Elegiac Couplets	Laura Gibbs proverbs
	Dactylic Hexameter	Lexica suggestions
	Vita et opera: Marcus Valerius Martialis	ad Usum Delphini commentaries for Martial

	Vita et opera: Publius Ovidius Naso	Canvas Vocab quizzes
	Identify several rhetorical devices	Cambridge Elevate
		https://www.magistrula.com/

Unit 4 - Studia		
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 is good education? What is a good student?	studia - zealous pursuits (for good?) (CLC 39, Quintilian excerpts)	Novice mid - Intermediate Mid ACTFL Icons
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 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.	Prompt: Are you the ideal student according to Quintilian? Students will rate themselves based on several factors
	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.	
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.	Interpretive Rubric
	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.	
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.	Given a sampling of Roman virtues, students will explain a key Latin "virtus" through an example
	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.	
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.	Designers Showcase: Students will create an Infographic re: Roman vs. American virtues
		Interpretive 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>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
begin to use passive voice (regular and periphrastic forms)	Deeper understanding of indirect statement	Nuntii Latini - modern news excerpts in Latin
Describe pictorial realia	Gerunds and gerundives	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	Sequence of tenses	podcasts quid est tu
narrate in all tenses	infinitives: all tenses, active & passive	Quizlet.com (vocab games)
circumlocution using relative pronouns	Supines	Quizizz (vocab, grammar, culture review)
	Deeper understanding of the subjunctive: fear clauses	Laura Gibbs proverbs Lexica suggestions ad Usum Delphini commentaries for Martial
		Canvas Vocab quizzes
		Cambridge Elevate
		https://www.magistrula.com/

Neolatin (unadapted) & Roman authors		
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?	Survey of Latin literature: neolatin and extant Roman texts	<i>example: Novice Low, Novice High, Intermediate Low, etc.</i> ACTFL Icons
		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: <i>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.</i>	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	<i>Given a neo-Latin source, students will summarize narrative events in their own words.</i> Interpretive Rubric
	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.	
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 a neo-Latin source, students will explain major events in their author</i> Interpersonal Rubric
	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.	
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>Prompt: 10 minute expert. Student will comment on both form and style of their selected neo-Latin author.</i> Presentational Rubric
	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.	
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.	
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
<i>begin to use passive voice (regular and periphrastic forms)</i>	Deeper understanding of indirect statement	Harrius Potter
<i>Describe pictorial realia</i>	Gerunds and gerundives	Diarius inepto puero
<i>state opinions (volo, nolo, malo)</i>	Sequence of tenses	mimicam avem interficere
<i>narrate in all tenses</i>	infinitives: all tenses, active & passive	ille Hobbitus
<i>circumlocution using relative pronouns</i>	Supines	Alicia in terra mirabili
	Deeper understanding of the subjunctive: conditional sentences	novellae (tier one readers)
		Richie's fabulae faciles
		Ecce Scriptores

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	x
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.	x		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			
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	
	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				
	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		x