

<i>Latin 2</i>	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>WL- Latin</i>	<i>2 terms</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>9-12</i>	<i>6/2023</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>Latin 1 or instructor approval</i>	<i>6/2023</i>
PRIMARY RESOURCE if applicable	
<i>Cambridge Elevate Latin, 5th edition</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<i>The second year Latin student, after a review of basic grammar, will expand his/her Latin vocabulary and move into the study of more advanced grammatical constructions. This study of the language and its application to English will be incorporated into a framework of cultural topics, which include Roman politics, the expansion of the Empire, Roman dining and food, entertainment, sports, and clothing. The application of the Roman ideals to the development of civilization will continue.</i>	
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	
<i>Students will know and be able to...</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.	
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	
<i>Students will know and be able to...</i>	
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: Pericula		
STAGE 1: DESIRED UNIT RESULTS <i>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</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:
How do language and culture influence and reflect each other? How do people, time and place affect language and culture? 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?	Literal and metaphorical dangers--industrial and societal (CLC 16-19, Suburani 14+)	Novice High - Intermediate mid 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 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>renarrate 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 provincial hierarchy and hospitality, students will <i>identify the main idea of the excerpt, identify key supporting details, and infer the texts meaning.</i>
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Given a reading on provincial hierarchy and hospitality, students will <i>rationalize antagonist and protagonist</i>
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>Given an authentic myth, students will retell using accurate vocabulary and pluperfect tense</i>
	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	
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>Creatures of Habit: Given extracurricular infinitives, students will present a slide</i> <i>"Soleo" about their customs</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>10/10 Highly Recommend: Students will promote a novella based on character descriptions</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>	<i>Given the septem miracula mundi, students will suggest modern wonders of the world</i>
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
<i>negotiate greetings and solicit permission (licetne mihi...)</i>	Neuter nouns	Nuntii Latini - modern news excerpts in Latin
<i>Describe pictorial realia</i>	Textbook character review	tres columnae - reading practice/narratives with visual support
<i>state opinions (volo, nolo, malo)</i>	four Tenses review (via ppt w/white boards)	podcasts quid es tu
<i>narrate in past tense (impf., pf., or both)</i>	Noun declension (via inductive sort, especially 3rd declension)	Quizlet.com (vocab games)
<i>circumlocution using relative pronouns</i>	Case usage (via "bag of rei" (sarcina rerum grammaticarum) demonstration or genitive possession circle)	Quizizz (vocab, grammar, culture review)
	vocative /imperative review	Laura Gibbs proverbs
	Demonstrative pronouns	Lexica suggestions
	Personal pronouns of the 3rd person	Lingua Latina (Orberg)
	Infinitive review via indirect statement	Canvas Vocab quizzes

		Cambridge Elevate
		https://www.magistrula.com/

Unit 2: Fortuna (crudelis)		
STAGE 1: DESIRED UNIT RESULTS <i>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. Participles begin to receive more emphasis</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:
How do language and culture influence and reflect each other? How do people, time and place affect language and culture? 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?	Cruel Fate (CLC stages 20-24, Suburani 17+)	Novice High - Intermediate high ACTFL I cans 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 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 cruel fate, 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 readings on fickle fortune, Antagonist/Protagonist character portrayals within narratives
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.	Students will use participles and relative clauses interchangeably.
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	symptom conversation and advice giving
	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.	Participial presentation related to course characters or self
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	SMS exchange featuring "fortuna crudelis"
	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.	Ancient Medicine Legacy anatomy: musculi et ossa--does the nomenclature make etymological sense?
	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.e.-Vocabulary, Grammatical Structures), Syntax)	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
negotiate greetings and solicit permission (licetne mihi...)	make a 3rd declension adjective agree with 1st, 2nd, and 3rd declension nouns	Nuntii Latini - modern news excerpts in Latin
Describe pictorial realia	Use genitive to show possession	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	identify and define derivatives of Latin words in anatomical context	podcasts quid es tu
narrate in past tense (impf., pf., or both)	use present, perfect, and future participles to modify nouns	Quizlet.com (vocab games)
circumlocution using relative pronouns	use participles to describe action related to a main clause in a sentence	Quizizz (vocab, grammar, culture review)
nascent exploraiton of participial usage	distinguish between perfect active infinitives and perfect participles both in form and usage. (nominal vs. adjectival/adjectival substantives).	Laura Gibbs proverbs

	recite numbers 1-20 both ordinal and cardinal.	Lexica suggestions
	explain how one forms numbers in the hundreds and thousands	Lingua Latina (Orberg)
	Passive intro (Suburani context)	Canvas Vocab quizzes
		Cambridge Elevate
		https://www.magistrula.com/

Unit 3: CURSUS (honorum?)		
STAGE 1: DESIRED UNIT RESULTS <i>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. Participles begin to receive more emphasis in addition to subordinate clauses for longer utterances.</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:
How do language and culture influence and reflect each other? How do people, time and place affect language and culture? 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?	Paths: military for some, political for others (CLC stages 25-28, Suburani 20-24+)	Novice High - Intermediate 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 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.	Re-speak and Re-write of screen shots derived from a short film
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	(Cambridge or otherwise) narrative comprehension tests
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Rationalizing Antagonist/Protagonist character portrayals within narratives
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.	Rationalizing why characters acted--Q&A (eliciting purpose clauses)
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Problem/solution negotiation using gerundives
	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.	Quid fecerunt?--presentation of responsibilities of various soldiers in a legion
	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.	You wouldn't want to be a soldier infographic creation
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.e.-Vocabulary, Grammatical Structures), Syntax)	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
negotiate greetings and solicit permission (licetne mihi...)	make a 3rd declension adjective agree with 1st, 2nd, and 3rd declension nouns	Nuntii Latini - modern news excerpts in Latin
Describe pictorial realia	Use subordinate clauses with the subjunctive	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	use participles to describe action related to a main clause in a sentence	podcasts quid es tu
narrate in past tense (impf., pf., or both)	Roman military hierarchy and economy	Quizlet.com (vocab games)
circumlocution using relative pronouns	purpose, result clauses, and indirect commands	Quizizz (vocab, grammar, culture review)
participial usage	Passive intro (Suburani context)	Laura Gibbs proverbs Lexica suggestions Lingua Latina (Orberg)
		Canvas Vocab quizzes

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Unit 4: Gloria et honor		
STAGE 1: DESIRED UNIT RESULTS		STAGE 2: ASSESSMENT EVIDENCE
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. Participles begin to receive more emphasis in addition to subordinate clauses for longer utterances.		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:
How do language and culture influence and reflect each other? How do people, time and place affect language and culture? 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?	Rome was self-aware of its symbolic majesty, but the externals were built on a complex web of assumptions of state-creation and maintenance (CLC 29-30, Suburani 23)	Novice High - Intermediate high 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.	Re-speak and Re-write of screen shots derived from a short film
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	(Cambridge or otherwise) narrative comprehension tests
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Rationalizing Antagonist/Protagonist character portrayals within narratives
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.	Rationalizing why characters acted-- Q&A (eliciting purpose clauses)
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Problem/solution negotiation using gerundives
	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.	Active/Passive skit with partner
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.	Active/Passive skit or storyboard
	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.	Why your teachers have beef with you (passive infographic creation)
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
negotiate greetings and solicit permission (licetne mihi...)	make a 3rd declension adjective agree with 1st, 2nd, and 3rd declension nouns	Nuntii Latini - modern news excerpts in Latin
Describe pictorial realia	Use subordinate clauses with the subjunctive	tres columnae - reading practice/narratives with visual support
state opinions (volo, nolo, malo)	use participles to describe action related to a main clause in a sentence	podcasts quid es tu
narrate in past tense (impf., pf., or both)	Passive intro (Suburani context)	Quizlet.com (vocab games)
circumlocution using relative pronouns	Roman assumptions about running a state	Quizizz (vocab, grammar, culture review)
participial usage	Emperor deification	Laura Gibbs proverbs
passive and active interchangeability		Lexica suggestions Lingua Latina (Orberg)
		Canvas Vocab quizzes

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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	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	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	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
	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> .				