DE Latin 4	
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

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.

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.
WEIGHTED GRADE

ENDURING UNDERSTANDINGS *Students will understand that...*	**ESSENTIAL QUESTIONS** *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 *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Standard 2 Interpersonal Communication:
Students use the target language and cultural knowledge to *negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Standard 3 Presentational Communication:
Students use the target language and cultural knowledge to *present information, concepts, and ideas* on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

SUPPORTING STANDARDS
Students will know and be able to...

Standard 4 Intercultural Communication
Students use the target language and cultural knowledge to *investigate, compare, explain, interact, and reflect* on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

Standard 5 Global Competence and Community Engagement
Students use the target language and cultural knowledge to *investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions* within their local and global communities.

Unit I: Virtutes Romanae		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
In what way does the study of Latin develop an individual's critical thinking skills?	Roman Virtues	*Novice High-IntermediateMid*
How does one both acquire and learn another language?		*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?		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
How will studying Latin enhance my life and open doors of opportunities?		*Given authentic readings on Mucius Scaevola,Lucretia, Cloelia, Horatius Cocles, etc.,* *students will create a paraphrased vocab thesaurus.*
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.	*Given several authentic texts about ancient Roman heroes and virtues, students will substantiate "res publica" characters' virtus with detail from the text*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.*	*Hidden in plain sight: students will present graphics to show how Livy's heroes live out their pietas*
	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	*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 *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 unforld 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**
Produce short sentences explaining characters from Livy	Monarchy to Republic *limen*	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)

res gestae Caesaris		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
In what way does the study of Latin develop an individual's critical thinking skills?	War crimina	*Novice High-IntermediateMid*
How does one both acquire and learn another language?		*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?	**Facinora: crimes/deeds**	**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
How will studying Latin enhance my life and open doors of opportunities?		*Given a Caesar's Idioms summary, students will evaluate which usage is closest to the literal and which veers towards the more metaphrical.*
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 Caesar's proclivity to Ablative*
	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.	*Character Q&A with partner* *Partner Geography Q&A*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.*	*Late Republic Who's Who* *Presentation of Caesar unadapted*
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Presentational Rubric*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the	*4.b I can investigate, explain, and reflect on the relationship 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 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 unforld 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**
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 *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
In what way does the study of Latin develop an individual's critical thinking skills?	Legal Invective	*Novice High-IntermediateMid*
How does one both acquire and learn another language?		*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?		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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 *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.	*Who's who (major allusions) within* in Catalinam
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.*	*Gesturing a portion of Cicero.*
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Presentational Rubric*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	*Logic vs Emotion infographic (logos+ethos vs. pathos)* *in Aliquem*
		Presentational Rubric
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
Produce short sentences explaining characters from *in Catalinam, pro Manilia Lege,* or *pro Roscio Amerino,*	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 *In Catalinam reader*

"Soul"mates		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
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 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?		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
How will studying Latin enhance my life and open doors of opportunities?		*Re-tiering of Apuleius's prose (simplification for peers)*
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.	*Character Q&A - Who's Who; quis dixit?*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.*	*"coded" presentation of an unseen portion of chapter 6 to interact with audience* *Partner Skit to review scenes*
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Presentational Rubric*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	*Art critique (cupid's statue)*
		Presentational Rubric
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld 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**
Produce short sentences explaining characters from *in Catalinam, pro Manilia Lege,* or *pro Roscio Amerino,*	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 "theatrification"	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 *Asinus Aureus*		Canvas Vocab quizzes
		Lexica suggestions
		https://www.magistrula.com/
		Virtutes
		Fabulae Faciles (Ritchie)

Ancient History		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
In what way does the study of Latin develop an individual's critical thinking skills?	Cornelius Nepos Greek and Roman History	*Novice High-IntermediateMid*
How does one both acquire and learn another language?		*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?		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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 *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.	*Bias-ometer -students listen to author statements and label as (a) sympathetic to protagonist*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.*	*Alcibiades flight tracker*
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Presentational Rubric*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	*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 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 unforld 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**
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
Explicate and rationalize oration components		Krumpak, Hayes, Nimis
Note where author bias may reside linguistically		Quizlet.com (vocab games)
Identify textual allusions and intertexts used by Nepos		Quizizz (vocab, grammar, culture review)
		Canvas Vocab quizzes
		Lexica suggestions
		https://www.magistrula.com/
		Virtutes