DE Latin 5	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
World Language	*2 Terms*
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	*6/2023*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Latin 4 (Recommended C or above)	*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 fifth year student will continue to develop his/her proficiency through reading, comprehension and interpretation of original Latin. Students will read Vergil's Aeneid. In conjunction with refining his/her skills in the basic functions of the language, the student will polish his/her command of Latin with composition in a variety of styles, employing multiple sentence structures and a variety of grammatical constructions. In addition, the course will include the study of the cultural, social and political context of the literature including, but not limited to, Roman religion, government, art, architecture, military aspects and the role of women in ancient society.

This course may be taken for dual credit through University of Minnesota's College in the Schools Program (CTS).
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 reading an original source compared to reading a published translation?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	In what way does the study of epic poetry 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.	Why isn't a dictionary or an online translator enough in a poetry course?
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 Vergil 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.

Book I		
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 epic poetry develop an individual's critical thinking skills? How will studying Vergil enhance my life and open doors of opportunities?	Whatta Vir: Book 1 *Aeneid*	*Intermediate Mid-High Reading and Listening;* *Novice High-Intermediate Low Speaking, Writing* *proficiency rubric*
		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. 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.	*"Prosify" Vergil's Poetry*
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. 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.	*"Ego sum" Character identification and description based on knowledge of the poem introduction and thematic elements.*
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.* 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.*	*Create and present a graphic organizer for major deities and roles (Graeci vs. Trojani)*
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.*	*Analysis of Aeneas' conflicted hero speech*
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**
use complex and compound-complex sentences to express myself (prosification of Vergil's poetry) in Latin	place Vergil in the canon of Augustan age authors and discuss the politics behind the composition of the Aeneid	
look at an artistic rendering of the storm and compare it to pertinent lines in the text for discrepancies.	relate the story of Aeneas and how he came to be shipwrecked at Carthage	Nuntii Latini - modern news excerpts in Latin
summarize the events in the book	identify 8 poetic devices employed by Vergil	quizlet.com
		(vocab both Eng->Lat and Latin->Latin)
	articulate the role of the gods in the plot	Lexica suggestions
	articulate the fundamental components of dactylic hexameter	Vergil project @ UPenn
	identify Homeric allusion and intertext in the Aeneid	Tiered Readings via Operation Lapis
		Ad usum Delphini P Vergilius Maro

Book II		
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 epic poetry develop an individual's critical thinking skills? How will studying Vergil enhance my life and open doors of opportunities?	It's the End of the World as We Know It - Book II, Aeneid	*Intermediate Mid-High Reading and Listening;* *Novice High-Intermediate Low Speaking, Writing*
		proficiency rubric
		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.	*"Prosify" Vergil's Poetry*
	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.	*"Ego sum" Character identification and description based on knowledge of the poem and thematic elements.* *create comprehension "stations" for other students* *(Map, Phil. Chairs, Semantic Domains, Grammar, Rhetorical Devices)*
	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.	
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.*	*Art Critique: Laocoon composition to show what details might be derived from primary source*
	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.*	*Comparing speeches of main characters*
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**
	place Vergil in the canon of Augustan age authors and discuss the politics behind the composition of the Aeneid	Nuntii Latini - modern news excerpts in Latin
use complex and compound-complex sentences to express myself in Latin	comprehend the story of the fall of Troy	quizlet.com
		(vocab both Eng->Lat and Latin->Latin)
summarize the events in the book	identify more than 10 poetic devices employed by Vergil	Lexica suggestions
translate sight passages	articulate the role of the gods in the plot	Vergil project @ UPenn
debate the veracity of Laocoon's claims from the Trojan perspective	articulate the fundamental components of dactylic hexameter	Tiered Readings via Operation Lapis
	identify Homeric allusion and intertext in the Aeneid	Ad usum Delphini P Vergilius Maro

Book IV		
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 epic poetry develop an individual's critical thinking skills? How will studying Vergil enhance my life and open doors of opportunities?	What is Love? – Book IV, Aeneid	*Intermediate Mid-High Reading and Listening;* *Novice High-Intermediate Low Speaking, Writing*
		proficiency rubric
		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.	*"Prosify" Vergil's Poetry* *-Compare Dido's speech to Ariadne's speech to Theseus in Cat. 64* *-Compare Vergil's Dido to Apollonius' Medea* *-Compare Vergil's Dido to Ovid's Dido in Heroides*
	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.	*create comprehension "stations" for other students* *(Map, Phil. Chairs, Semantic Domains, Grammar, Rhetorical Devices)*
	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.*	*Art Critique: Fama through 4 lenses*
	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.*	*Rhetoric of a break up*
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**
analyze the rhetorical flow of speeches	comprehend the love story between Dido and Aeneas	Nuntii Latini - modern news excerpts in Latin
use complex and compound-complex sentences to express myself in Latin	articulate the fundamental components of dactylic hexameter	quizlet.com
		(vocab both Eng->Lat and Latin->Latin)
summarize the events in the book	identify more than 10 poetic devices employed by Vergil	Lexica suggestions
translate sight passages	articulate the role of the gods in the plot	Vergil project @ UPenn
explain the role of Fama in the narrative		Tiered Readings via Operation Lapis
		Ad usum Delphini P Vergilius Maro

Book VI		
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 epic poetry develop an individual's critical thinking skills? How will studying Vergil enhance my life and open doors of opportunities?	Mysterious Ways - Book VI, Aeneid	*Intermediate Mid-High Reading and Listening;* *Novice High-Intermediate Low Speaking, Writing* *proficiency rubric*
		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.	*"Prosify" Vergil's Poetry* *Doors of the Cumaean Sybil temple artistic rendering*
	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.	*"Ego sum" Character identification and description based on knowledge of the poem and thematic elements.* *create comprehension "stations" for other students* *(Map, Phil. Chairs, Semantic Domains, Grammar, Rhetorical Devices)*
	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.	
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.*	*Art competition: Charon (Peardeck or hard copy)*
	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.*	*Augustan propaganda via poetry: parade of heroes* *Roman depiction of the Underworld*
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**
debate whether Aeneas and Dido's relationship gets closure in their final encounter	comprehend the Aeneas' journey to the Underworld	Nuntii Latini - modern news excerpts in Latin
use complex and compound-complex sentences to express myself in Latin	explain how the trip to the Underworld may serve as Augustan propaganda in the 1st C. BC	quizlet.com
		(vocab both Eng->Lat and Latin->Latin)
summarize the events in the book	identify >10 poetic devices employed by Vergil	Lexica suggestions
	articulate the role of the Sybil in the plot	Vergil project @ UPenn
	identify Homeric allusion and intertext in the *Aeneid*	Tiered Readings via Operation Lapis
	explain significance of the katabasis in epic/heroic literature	Ad usum Delphini P Vergilius Maro

Books X + XII		
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 epic poetry develop an individual's critical thinking skills? How will studying Vergil enhance my life and open doors of opportunities?	Master of Puppets: Books X and XII	*Intermediate Mid-High Reading and Listening;* *Novice High-Intermediate Low Speaking, Writing* *proficiency rubric*
		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. 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.	*"Prosify" Vergil's Poetry* *periphrasis based on the original text and Ad Usum Delphini commentary*
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. 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.	*"Ego sum" Character identification and description based on knowledge of the poem and thematic elements.* *create comprehension "stations" for other students* *(Map, Phil. Chairs, Semantic Domains, Grammar, Rhetorical Devices)*
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.* 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.*	*Screenplay of a Vergilian Battle Scene*
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.*	*Comparison of hero Aeneid beginning (in his speeches) to the end (in his actions)*
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**
"Who would say" character inference	battlefield aristeia; kleos	Nuntii Latini - modern news excerpts in Latin
use complex and compound-complex sentences to express myself in Latin	articulate the deus ex machina conclusion in 791-842 compare the portrayal of deities' actions in Book XII to previous books	quizlet.com
		(vocab both Eng->Lat and Latin->Latin)
summarize the events in the book	identify poetic devices employed by Vergil	Lexica suggestions
translate sight passages	articulate the role of the gods in the plot	Vergil project @ UPenn
outline Aeneas' character development from beginning to end	articulate the fundamental components of dactylic hexameter	Tiered Readings via Operation Lapis
	Identify and explain Homeric tradition and style in the battle scenes	Ad usum Delphini P Vergilius Maro