

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 1 – Latin

Table of Contents

Table of Contents	2
Introduction & Department Description	4
Statement of Purpose	4
Philosophy & Approach	5
Mission	5
Acknowledgments	5
New Jersey Student Learning Standard for World Languages	6
Three Strands	6
Proficiency Levels	7
The Role of Grammar in the World Language Class	8
Time as a Critical Component for Developing Language Performance	8
NCSSFL-ACTFL Can-Do Statements	9
How to Use the Can-Do Statements	9
How Not to Use the Can-Do Statements	9
How Stakeholders Use the Can-Do Statements	10
Assessment	11
Formative Assessment	11
Summative Assessment	12
Integrated Performance Assessments (IPAs)	12
Culturally Authentic Materials	13
Grading Policy	13
Meeting the Needs of All Students	15
References	16
Course Description/Summary	17
Unit Contents: Scope & Sequence	18
Unit Contents: Scope & Sequence	18
Unit 1	19
Unit 2	23
Unit 3	27
Unit 4	31

Introduction & Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.

In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses.

Statement of Purpose

The Nutley Public Schools is continuously working toward providing a comprehensive language for its students. Our goal, to expose students to different cultures via second language acquisition, will supplement the creation of the well-rounded student.

We believe that learning a second language allows students to:

- Develop knowledge of other cultures.
- Develop a cosmopolitan perspective with regard to differences among cultures.
- Develop lexical/syntactic sensitivity in their first language (L1) and the target language (L2).
- Increase their repertoire of knowledge (cognates, pragmatics and semantics), which can help them perform better on standardized tests.

- Become more familiar with the rudiments of the learning process.
- Enjoy the products of different culture such as: art, music, food and customs.

Philosophy & Approach

The K-12 world language curriculum is formatted in thematic units that present a generic scope and sequence; the curriculum can be applied to any language. Students will be exposed to their language of choice via real-life themes that promote communication and the use of the target language. Language features and grammar will be conveyed in-context, which calls for a thematic approach.

The same thematic units will be unpacked at each grade level in order to build upon previously acquired vocabulary and language features. As students progress through the levels, they will learn in additional contexts within the same unit theme. The themes are: Beauty and Aesthetics, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life

We approach the acquisition process through *real world situations*. Understanding the people and culture of the target language allows the student to evaluate and apply their attitudes and desires to the context of learning. As a result, students will realize similarities which intensify the comprehension and the language-learning context.

Mission

The mission of Nutley Public Schools’ World Languages Department is to create and sustain a challenging and inviting context where students can learn experientially while acquiring a profound understanding of new languages and cultures, different perspectives and continuous learning—the key elements of a successful contributor in a global society.

Acknowledgments

This curriculum guide was prepared by:

Mr. Daniel Di Cristo - Latin	John H. Walker Middle School
Mrs. Amelia Lodato - Latin	Nutley High School

This curriculum guide was coordinated by:

Dr. Frank Ruggiero	K-12 Coordinator of World Languages
--------------------	-------------------------------------

New Jersey Student Learning Standard for World Languages

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Three Strands

The New Jersey Student Learning standard for world languages includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:



Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpretive mode (scroll down to video #1).

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpersonal mode (scroll down to video #2).

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the presentational mode (scroll down to video #3).

Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In so doing, the world languages standard allows for multiple entry points. Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

The development of proficiency levels was informed by the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#).

- **Novice-Mid Level:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

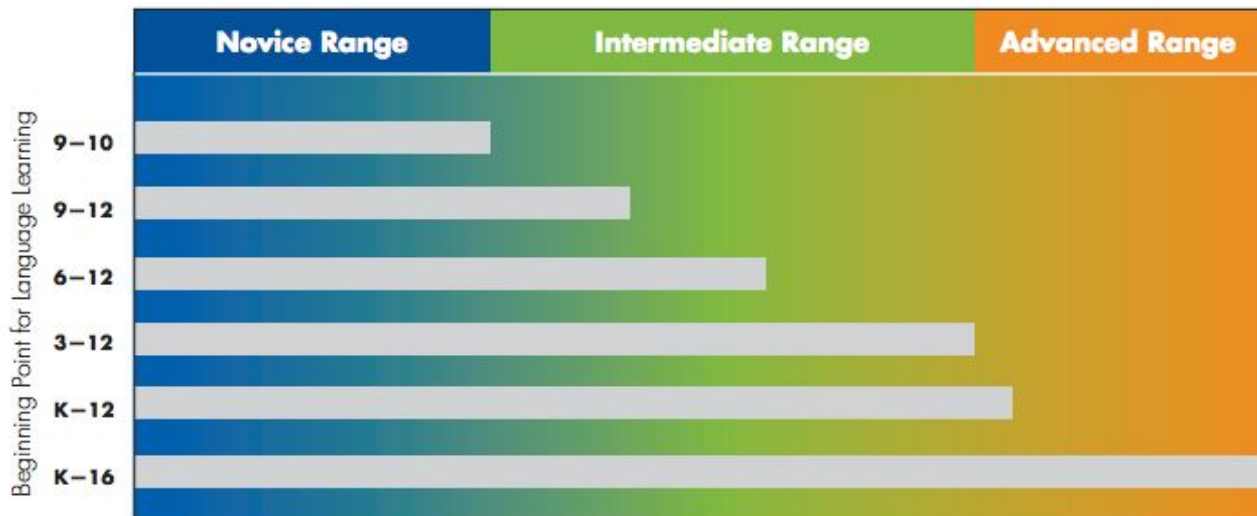
See [New Jersey Student Learning Standard for World Languages](#) for more information.

Time as a Critical Component for Developing Language Performance

According to ACTFL (2012a), “Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance.”

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 2012a). The graphic is provided here to illustrate what outcomes are reasonable to expect of students who begin language instruction at various points.

Time as a critical component for developing language performance



It should also be noted that language learners may experience different rates of progress through different modes, depending on how similar their native language is to the new language (ACTFL, 2012a).

NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

How Not to Use the Can-Do Statements

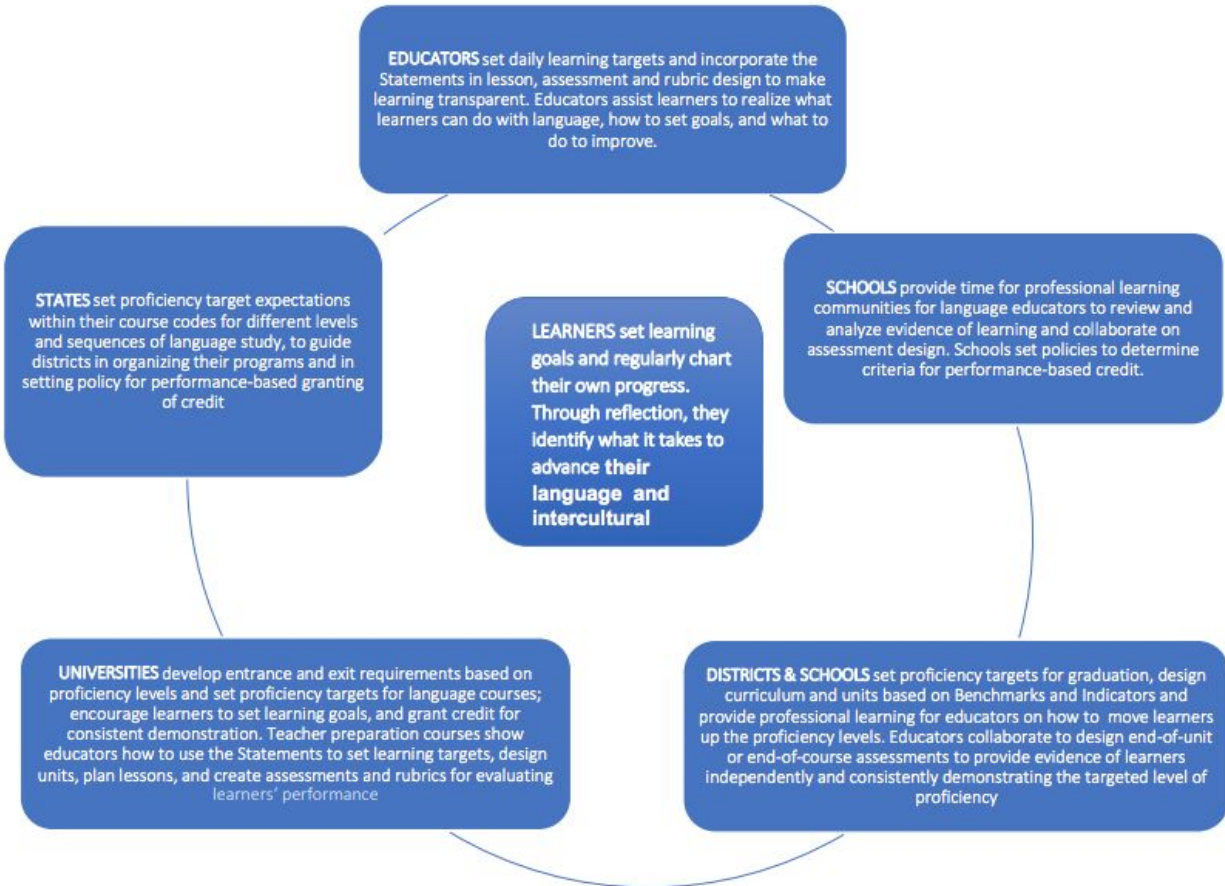
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they “can do” with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



See [NCSSFL-ACTFL Can-Do Statements](#) for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding

- Exit tickets
- Think, Pair, Share (Write)
- Speaking practice
- Inside/Outside Circle
- Information Gap activities
- Class surveys
- Rough drafts
- Hand signals
- White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

Sample Formative Assessments

- Ticket to leave
- Quick oral checks
- Information gap pair activity
- Maintain the conversation (keep the conversation going)
- Write captions
- Finish a story
- Rough draft

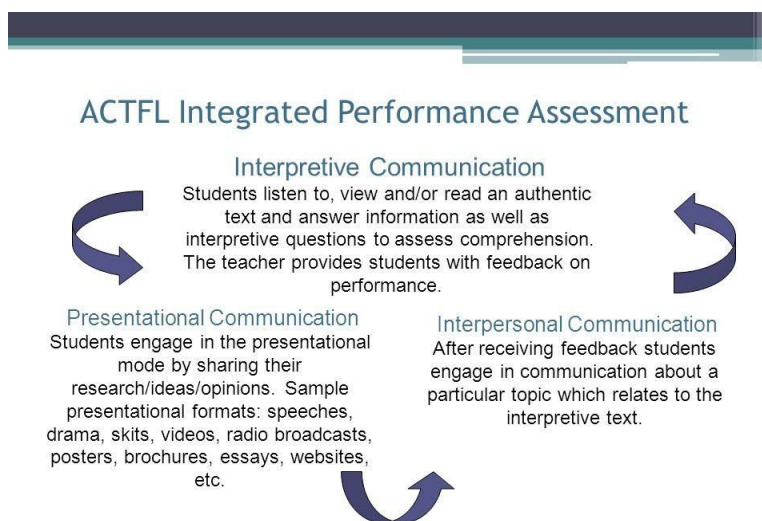
Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
 - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
 - Reflect how students USE the language and cultural knowledge in communicative tasks
 - Requires critical thinking skills:
 - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
 - Interpretive, Interpersonal, Presentational
- Integrated
 - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at “any point where that goal has been reached in the unit.” (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

Culturally Authentic Materials

Culturally authentic materials should be selected when implementing integrated performance assessments. Teachers can use various sources from the target language culture to find the texts (oral, printed, video) required for the interpretive tasks, both for the classroom practice that prepares students (including formative assessments) and for the IPA itself (summative assessment).

Authentic texts are those that are produced by and for members of the target language culture. While teachers may find it intuitive to simplify or edit culturally authentic texts, it is the task that should be edited, not the text (Adair-Hauck, Glisan, & Troyan, 2013). Teachers should choose materials based on “CALL-IT”:

C = C ontext
A = A ge
LL = L inguistic L evel
IT = I mportance of T ask

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

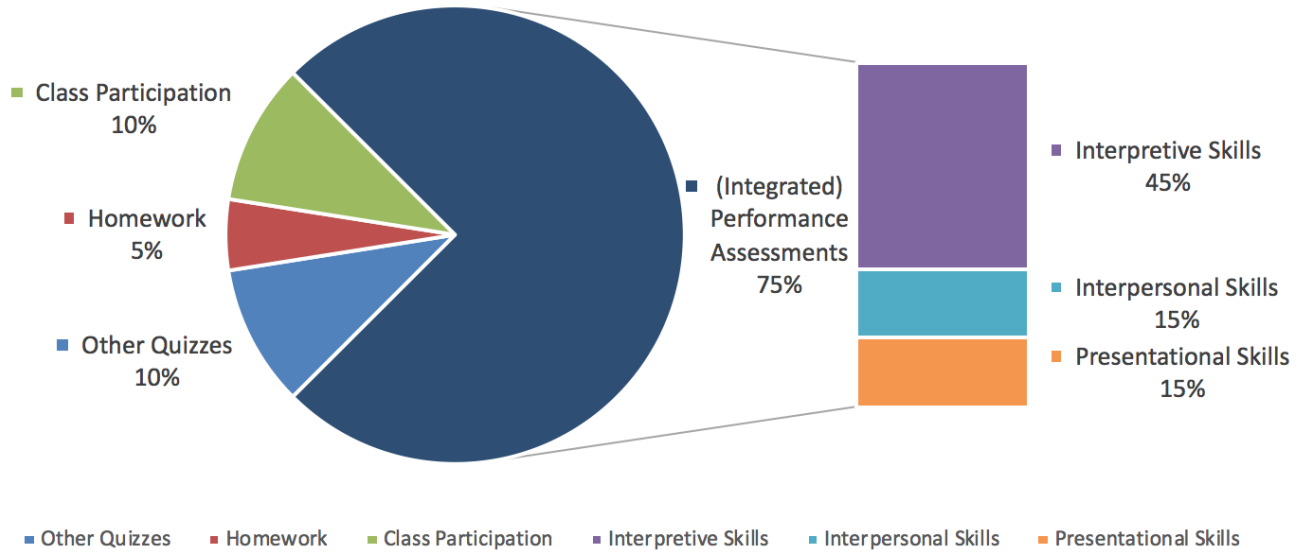
Grading Policy

Recognizing the importance of directly linking students’ grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLs for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the majority (75%) of students’ grades in the course.

Student performance in class (class participation), at home (homework), and also on minor classroom assessments (quizzes) will also be criteria (25%) in determining students’ grades in the course.

World Language Department Grading Policy Latin



Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "[Instructional Adaptations for Students with Diverse Needs](#)" (chapter 12) and "[Appendix D: Instructional Strategies](#)" of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Anticipated Misunderstandings in Unit		
<ul style="list-style-type: none"> ● BulletedListHere 		
Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> ● Preferential seating ● Repeating/simplifying of directions ● Ample use of visuals ● Use of manipulatives ● Strategic/flexible grouping and pairing ● Clear visual, verbal and demonstrative modeling ● Kinesthetic activities ● Use of graphic organizers ● Ample wait time ● Frequent repetition ● Student setting of personal growth goals ● Breaking down assignments ● Learning centers 	<ul style="list-style-type: none"> ● Sentence starters ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Require lists instead of sentences ● Provide graphic organizers ● Provide choices ● Provide visuals 	<ul style="list-style-type: none"> ● Use compacting ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Use tiered assignments that are more complex or abstract ● Allow time with like-intellectual peers ● Use open-ended questioning strategies

References

- Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012a). [*ACTFL performance descriptors for language learners*](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012b). [*ACTFL proficiency guidelines 2012*](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2017). [*NCSSFL-ACTFL Can-do statements: Progress indicators for language learners*](#). Alexandria, VA: Author.
- Clementi, D. & Terrill, L. (2017). *The Keys to planning for learning: Effective curriculum, unit, and lesson design*. Alexandria, VA: Author.
- Fisher, D. & Frey, N. (2014). *Checking for understanding*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.
- New Jersey State Department of Education. (2014). [*New Jersey Student Learning Standard for World Languages*](#). Trenton, NJ: Author.
- New Jersey State Department of Education. (1999). [*New Jersey world languages curriculum framework*](#). Trenton, NJ: Author.
- Sandrock, P. (2017). *The Keys to assessing language performance: A Teacher’s manual for measuring student progress*. Alexandria, VA: Author.

Course Description/Summary

Latin I is designed for students who want to explore another culture and language, one that has had a profound influence on English. The readings of Latin I introduce the students to the fascinating forms and logic of the Latin language.

This course requires students to relate English and Latin vocabulary, to understand the rudiments of grammar, and utilize it to read passages of increasing length and complexity.

Students will develop skills through vocabulary acquisition and practice with grammatical forms and constructions to facilitate reading. They will discuss and study family relationships, Roman gods and mythology, and other cultural aspects of Roman life.

Successful completion of this course will be measured through quizzes, tests, projects, and final exams.

This course will meet three to four days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Unit Contents: Scope & Sequence

Course Summary		
Unit #	Curricular Theme	Unit Title
1	Families, Communities, and Identities	Introduction to Roman Daily Life
2	Global Challenges	Global Problems in Roman Society
3	Beauty and Aesthetics	Foundations of Roman History
4	Science, Technology, and Contemporary Life	Roman Travel

Unit Contents: Scope & Sequence

Course Summary							
Unit #	Curricular Theme ⇨ Unit Title ⇩	Beauty and Aesthetics	Contemporary Life	Families and Communities	Global Challenges	Personal and Public Identities	Science and Technology
1	Introduction to Roman Daily Life			✓		✓	
2	Global Problems in Roman Society				✓		
3	Foundations of Roman History	✓					
4	Roman Travel		✓				✓

✓ = Unit of study addresses curricular theme(s) indicated.

Unit 1

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Families, Communities, and Identities
Unit Title	Introduction to Roman Daily Life		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • Who were the Romans? • How does clothing help us express ourselves? • How is English affected by word order? How could that be different from Latin word order? Do you think that the way you speak affects how you think?
Enduring Understanding(s)	<ul style="list-style-type: none"> • The English language has some similarities and differences from Latin. • Students will be able to understand the definition of a dead language. • There are many connections that one can make about the Roman world and present day American culture. • Students will be able to understand the role of individual family members, the family as a whole in society, and the roles of different kinds of families in the class system.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar
Presentational (Strand C Indicators)	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Students will answer questions about a Latin passage based on the Roman family. 	<ul style="list-style-type: none"> • Students will demonstrate appropriate greetings and leave-takings and will be able to introduce themselves to another student. 	<ul style="list-style-type: none"> • Students will describe their family in a multimedia presentation using Latin and English.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can recognize some names of cities and countries on a map of the Roman Empire. • I can identify uses and differences in Roman clothing. • I can understand memorized or familiar words when they are supported by gestures of visuals in fictional texts. • I can recognize when greetings and leave-taking are expressed. • I can understand simple words of praise by a teacher to a student.
Interpersonal	<ul style="list-style-type: none"> • I can respond to basic Latin questions about Roman daily life and classroom routines. • I can introduce myself politely and tell someone my name when I meet new people. • I can answer questions about who is in my family. • I can answer who (quis), what (quid), where (ubi) or when (quando) questions. • I can tell someone whether or not I understand them.
Presentational	<ul style="list-style-type: none"> • I can label the names of cities on a map of Rome. • I can identify parts of my house, my school or my place of work. • I can name and caption a photo with my family members’ names, ages, relationship to me, and what they like to do. • I can name some famous landmarks and people. • I can label familiar people, places, and objects in pictures and posters.

<p>Supporting Functions Students will be able to:</p>	<p>Supporting Structures/Patterns Students will know:</p>
--	--

<ul style="list-style-type: none"> ● describe and label a picture ● tell basic information about their family ● identify basic words related to the Roman family ● identify basic cities and countries in the Roman empire ● understand and respond to basic greeting and leave-taking ● express basic needs and feelings ● answer and ask basic questions in Latin using visuals or other supports ● describe themselves using lists and images 	<ul style="list-style-type: none"> ● Basic Latin sentence structure ● Basic parts of speech ● Direct Object and the accusative ● Infinitives
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Family Vocabulary ● High Frequency Verbs ● Basics of a Roman Villa ● High Frequency Prepositions ● “Yes” and “No” ● “Cur”, “Quis”, “Quid”, “Ubi”, “Quando”, ‘Quomodo” - Question words ● Greetings & Leave-takings ● Basic Feelings “Good”, “Bad” 	<ul style="list-style-type: none"> ● Common English derivatives

Instructional Activities

Key Learning Activities	Mode of Communication
Markerboard Activities	Presentational Interpersonal Interpretive
Circling	Interpersonal
Timed Free Writes	Presentational
Free Voluntary Reading / Silent Sustained Reading	Interpretive
TPRS	Interpretive Presentational
Google Suite	Interpretive Presentational
Formative Assessment & Check Points	Mode of Communication
Quizzes	Interpretive Presentational
Class Discussions (in person & online)	Interpersonal
Bell-ringers / Do Nows / Exit tickets	Interpretive Presentational
Classwork	Interpretive Interpersonal Presentational
Weekly Reading Check-Ins	Interpretive
Portfolios (teacher conferences)	Presentational

Resources	Technology Integration
------------------	-------------------------------

<p><i>Essential materials, supplementary materials, links to best practices</i></p>	<p><i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students’ 21st century skills of communication, collaboration, critical thinking, and creativity.</i></p>
<ul style="list-style-type: none"> ● <i>The Romans Speak for Themselves</i> ● Latin Readers (List of Titles) ● Mythology and culture books. ● http://todallycomprehensiblelatin.blogspot.com/ ● http://pomegranatebeginnings.blogspot.com/ ● https://www.magistercraft.com/ ● http://twociceros.blogspot.com/ ● https://magisterp.com/ ● https://latinbestpracticescir.wordpress.com/ ● http://johnpiazza.net/ ● http://indwellinglanguage.com/ ● http://blog.heartsforteaching.com/ ● https://martinabex.com/ ● <i>Ecce Romani I Ch. 1-5</i> 	<ul style="list-style-type: none"> ● Chromebooks ● Overhead Projectors ● Podcasts ● Vicipaedia ● Quizlet and Memrise ● Quia ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● Pearson Companion Site ● Google Suite (Docs, Slides, Sheets, Forms, etc)

21st Century Life and Career Standards

<p><i>The selected standards may apply to this unit of study</i></p>
<p>Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills. Attend to personal health and financial well-being. Communicate clearly and effectively and with reason. Consider the environmental social and economic impacts of decisions. Demonstrate creativity and innovation. Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership, and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity. Work productively in teams while using cultural global competence.</p> <p>Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf</p>

Unit 2

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Global Challenges
Unit Title	Global Problems in Roman Society		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What can we learn about people from their homes? • What does “multicultural” and “diverse” mean to us today? • Does our notion of freedom differ substantially from the Romans’? • How are commands formed in Latin?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Students will understand that the way one interacts with the world is dependent on social class (as well as other factors such as geography, historical context etc): housing, citizenship, clothing, etc. • The terms "multicultural" and "diverse" have different meanings to us than they did to Romans. • Our modern views of freedom and slavery are similar to and different from Roman views. • Mythology was used to answer questions about inexplicable occurrences in life and nature. • Students will develop familiarity with a number of the most famous myths, including origin myths, myths of love, and myths of war.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
------------	---

7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational (Strand C Indicators)

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Students read a story about a slave and answer several questions. 	<ul style="list-style-type: none"> ● Students will assume a role of someone in a household and answer simple questions about their daily life. 	<ul style="list-style-type: none"> ● Students write in the perspective of a Roman slave about their daily life.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can identify the basic parts of a Roman villa and explain different factors that determine what sort of house you would live in ancient Rome. ● I can define several key terms about Roman slavery and describe the similarities and differences between modern and ancient views of slavery. ● I can recognize several common myths. ● I can identify some phrases describing a character in a story. ● I can understand simple words of praise by a teacher to a student.
Interpersonal	<ul style="list-style-type: none"> ● I can respond to basic Latin questions about the Roman villa. ● I can respond to basic Latin questions about classroom routines. ● I can provide information by answering a few simple questions on the Roman family and daily life, using practiced or memorized words or phrases, with the help of gestures or visuals. ● I can tell someone my name.
Presentational	<ul style="list-style-type: none"> ● I can label the typical rooms of a Roman villa.

	<ul style="list-style-type: none"> • I can name family members and some daily Roman practices / products using practiced words or phrases, with the help of gestures or visuals. • I can say my name, age, describe myself, and where I live to introduce myself. • I can explain the basics about major Roman gods and goddesses. • I can write the physical or personality traits of a character in a book. • I can describe what a Roman slave’s experience would have been.
<p>Supporting Functions <i>Students will be able to:</i></p>	<p>Supporting Structures/Patterns <i>Students will know:</i></p>
<ul style="list-style-type: none"> • describe and label a picture • tell basic information about their family, with nuance about social class • identify basic words related to the Roman house and slavery • understand and respond to basic greeting and leave-taking • express basic needs and feelings • answer and ask basic questions in Latin using visuals or other supports • describe themselves using lists and images 	<ul style="list-style-type: none"> • Infinitives • Gender - Nouns & Adjectives • Nominative & Accusative (Subject & Direct Object) • Verbs: Person • Prepositional Phrases (Accusative & Ablative Cases) • Impersonal Verbs • Present Tense Conjugation • Conjugations (-are, -ere, -ere, -ire verbs) • Imperatives (Commands)
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> • Housing and Slavery Vocabulary • High Frequency Verbs, including infinitive forms • Basics of a Roman Villa • High Frequency Prepositions • “Yes” and “No” • “Cur”, “Quis”, “Quid”, “Ubi”, “Quando”, ‘Quomodo” - Question words • Greetings & Leave-takings • Adjectives • Roman God and Goddess names 	<ul style="list-style-type: none"> • Common English derivatives
<p>Instructional Activities</p>	
<p>Key Learning Activities</p>	<p>Mode of Communication</p>
<p>Markerboard Activities</p>	<p>Presentational Interpersonal Interpretive</p>
<p>Circling</p>	<p>Interpersonal</p>
<p>Timed Free Writes</p>	<p>Presentational</p>
<p>Free Voluntary Reading / Silent Sustained Reading</p>	<p>Interpretive</p>
<p>TPRS</p>	<p>Interpretive Presentational</p>
<p>Google Suite</p>	<p>Interpretive Presentational</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Quizzes</p>	<p>Interpretive Presentational</p>
<p>Class Discussions (in person & online)</p>	<p>Interpersonal</p>

Bell-ringers / Do Nows / Exit tickets	Interpretive Presentational
Classwork	Interpretive Interpersonal Presentational
Weekly Reading Check-Ins	Interpretive
Portfolios (teacher conferences)	Presentational

Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students’ 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● <i>The Romans Speak for Themselves</i> ● Latin Readers (List of Titles) ● Mythology and culture books. ● http://todallycomprehensiblelatin.blogspot.com/ ● http://pomegranatebeginnings.blogspot.com/ ● https://www.magistercraft.com/ ● http://twociceros.blogspot.com/ ● https://magisterp.com/ ● https://latinbestpracticescir.wordpress.com/ ● http://johnpiazza.net/ ● http://indwellinglanguage.com/ ● http://blog.heartsforteaching.com/ ● https://martinabex.com/ ● <i>Ecce Romani I Ch. 6-10</i> 	<ul style="list-style-type: none"> ● Chromebooks ● Overhead Projectors ● Podcasts ● Vicipaedia ● Quizlet and Memrise ● Quia ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● Pearson Companion Site ● Google Suite (Docs, Slides, Sheets, Forms, etc)

21st Century Life and Career Standards

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
 - Apply appropriate academic and technical skills.
 - Attend to personal health and financial well-being.
 - Communicate clearly and effectively and with reason.
 - Consider the environmental social and economic impacts of decisions.
 - Demonstrate creativity and innovation.
 - Employ valid and reliable research strategies.
 - Utilize critical thinking to make sense of problems and persevere in solving them.
 - Model integrity, ethical leadership, and effective management.
 - Plan education and career paths aligned to personal goals.
 - Use technology to enhance productivity.
 - Work productively in teams while using cultural global competence.
- Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Beauty and Aesthetics
Unit Title	Foundations of Roman History		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How does historical context help us understand a culture? • What does your name say about you?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Names in ancient Rome are based on socioeconomic status. • Students will deepen their knowledge of Roman daily life. • The Romans had three periods of government: monarchy, republic, and empire. • Students will recognize basic Roman numerals

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational (Strand C Indicators)	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● These tasks allow learners to demonstrate how well they have met the goals of the unit. ● The tasks follow the format of the IPA, but are integrated throughout the unit. ● The template encourages multiple Interpretive tasks ● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ● The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> ● Students will read a passage about the Roman kings and answer questions. They will be able to sort information into a chart about each of the kings based on the passage. 	<ul style="list-style-type: none"> ● Students assume a Roman persona with various names. Students must guess whether or not the person is a wealthy senator, a slave, or a freedman based on their name using basic questioning. 	<ul style="list-style-type: none"> ● Students will present a short story, with picture supports, on one of the historical figures studied.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can recognize common opening and closing words. ● I can understand memorized or familiar words when they are supported by gestures of visuals in fictional texts. ● I can recognize a few individual words of a read aloud story. ● I can identify some phrases describing a character in a story. ● I can understand simple words of praise by a teacher to a student.
Interpersonal	<ul style="list-style-type: none"> ● I can respond to basic Latin questions about Roman daily life and history. ● I can say if I agree with someone about basic preferences.
Presentational	<ul style="list-style-type: none"> ● I can introduce myself and state my physical or personality traits using practiced or memorized words and phrases, with the help of gestures or visuals. ● I can state a few personality or physical characteristics of a Roman historical figure. ● I can explain the different periods of Roman government: monarchy, republic, and empire. ● I can discuss who the seven kings of Rome are. ● I can explain how social class affects various aspects of daily life.

Supporting Functions

Students will be able to:

- describe and label a picture
- explain different phases in Roman systems of government
- understand and respond to basic greeting and leave-taking
- express needs and feelings

Supporting Structures/Patterns

Students will know:

- Genitive & Dative Cases (Possessives & Indirect Objects)
- Context Clues
- Ablative Case Uses
- Adverbs
- Imperfect Tense
- Irregular Verbs (sum “I am”, possum “I can”)

<ul style="list-style-type: none"> answer and ask basic questions in Latin using visuals or other supports describe themselves using lists and images 	
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> Roman names Adverbs High Frequency Verbs, including infinitive forms High Frequency Prepositions Irregular Verbs: sum, possum Adjectives Numbers and Numerals 	<ul style="list-style-type: none"> Common English derivatives
Instructional Activities	
Key Learning Activities	Mode of Communication
Markerboard Activities	Presentational Interpersonal Interpretive
Circling	Interpersonal
Timed Free Writes	Presentational
Free Voluntary Reading / Silent Sustained Reading	Interpretive
TPRS	Interpretive Presentational
Google Suite	Interpretive Presentational
Formative Assessment & Check Points	Mode of Communication
Quizzes	Interpretive Presentational
Class Discussions (in person & online)	Interpersonal
Bell-ringers / Do Nows / Exit tickets	Interpretive Presentational
Classwork	Interpretive Interpersonal Presentational
Weekly Reading Check-Ins	Interpretive
Portfolios (teacher conferences)	Presentational
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <i>The Romans Speak for Themselves</i> Latin Readers (List of Titles) Mythology and culture books. http://todallycomprehensiblelatin.blogspot.com/ http://pomegranatebeginnings.blogspot.com/ https://www.magistercraft.com/ 	<ul style="list-style-type: none"> Chromebooks Overhead Projectors Podcasts Vicipaedia Quizlet and Memrise Quia

<ul style="list-style-type: none"> ● http://twociceros.blogspot.com/ ● https://magisterp.com/ ● https://latinbestpracticescir.wordpress.com/ ● http://johnpiazza.net/ ● http://indwellinglanguage.com/ ● http://blog.heartsforteaching.com/ ● https://martinabex.com/ ● <i>Ecce Romani I Ch. 11-15</i> 	<ul style="list-style-type: none"> ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● Pearson Companion Site ● Google Suite (Docs, Slides, Sheets, Forms, etc)
---	--

21st Century Life and Career Standards

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Science, Technology, and Contemporary Life
Unit Title	Roman Travel		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> How does class and technology affect how, when, and why we travel?
Enduring Understanding(s)	<ul style="list-style-type: none"> Students will be able to understand limitations and dangers of travel in the ancient world and compare them to travel in the modern age. Students will learn various modes of transportation in the ancient world. Students will understand the important cultural concept of hospitality. Students will be able to compare and contrast the ancient and modern world, viewing these sites as if they were modern day tourists.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational (Strand C Indicators)	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● These tasks allow learners to demonstrate how well they have met the goals of the unit. ● The tasks follow the format of the IPA, but are integrated throughout the unit. ● The template encourages multiple Interpretive tasks ● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ● The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> ● Students read a story or watch a video about Roman travel in Latin and answer questions. 	<ul style="list-style-type: none"> ● Students will use technology to write “graffiti from an ancient inn” and respond 	<ul style="list-style-type: none"> ● Students are given a scenario in which they are of a certain social class. They then use Orbis by Stanford University to create their own ideal journey, taking into account season, social class, and cost. They create a story about their character in which they realistically describe the challenges they need to overcome to reach their destination.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can recognize some names of common roads on a map of the Roman Empire. ● I can understand memorized or familiar words when they are supported by gestures of visuals in fictional texts. ● I can recognize a few individual words of a read aloud story. ● I can identify some phrases describing a character in a story.
Interpersonal	<ul style="list-style-type: none"> ● I can respond to basic Latin questions about Roman travel.
Presentational	<ul style="list-style-type: none"> ● I can label the names of roads on a map of Rome. ● I can introduce myself, including likes and dislikes and character traits, and my family using practiced or memorized words and phrases, with the help of gestures or visuals. ● I can write the physical or personality traits of a character in a book.

Supporting Functions

Students will be able to:

- describe and label a picture
- tell basic information about traveling in the ancient world, with nuance about social class
- understand and respond to greeting and leave-taking
- express needs and feelings
- answer and ask basic questions in Latin using visuals or other supports
- describe themselves using lists and images

Supporting Structures/Patterns

Students will know:

- Context Clues: Noun-Adjective Agreement
- Irregular Verbs: eo “I go”, fero “I carry”, volo, “I want”, nolo “I don’t want”
- Adjectives of 1st, 2nd, 3rd Declensions
- Perfect Tense
- Principal Parts of a Verb

Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> • High frequency regular verbs • Irregular verbs, eo, fero, volo, nolo • Neuter nouns • Travel and hospitality words • Principal parts of the verb 	<ul style="list-style-type: none"> • Common English derivatives
Instructional Activities	
Key Learning Activities	Mode of Communication
Markerboard Activities	Presentational Interpersonal Interpretive
Circling	Interpersonal
Timed Free Writes	Presentational
Free Voluntary Reading / Silent Sustained Reading	Interpretive
TPRS	Interpretive Presentational
Google Suite	Interpretive Presentational
Formative Assessment & Check Points	Mode of Communication
Quizzes	Interpretive Presentational
Class Discussions (in person & online)	Interpersonal
Bell-ringers / Do Nows / Exit tickets	Interpretive Presentational
Classwork	Interpretive Interpersonal Presentational
Weekly Reading Check-Ins	Interpretive
Portfolios (teacher conferences)	Presentational
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> • <i>The Romans Speak for Themselves</i> • Latin Readers (List of Titles) • Mythology and culture books. • http://todallycomprehensiblelatin.blogspot.com/ • http://pomegranatebeginnings.blogspot.com/ • https://www.magistercraft.com/ • http://twociceros.blogspot.com/ • https://magisterp.com/ • https://latinbestpracticescir.wordpress.com/ • http://johnpiazza.net/ • http://indwellinglanguage.com/ 	<ul style="list-style-type: none"> • Chromebooks • Overhead Projectors • Podcasts • Vicipaedia • Quizlet and Memrise • Quia • Socrative • Kahoot • Peardeck and Nearpod • Quizalize • Quizizz

- <http://blog.heartsforteaching.com/>
- <https://martinabex.com/>
- *Ecce Romani* | Ch. 16-20

- Pearson Companion Site
- Google Suite (Docs, Slides, Sheets, Forms, etc)
- orbis.stanford.edu

21st Century Life and Career Standards

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>