

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 2 – Latin

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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

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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.

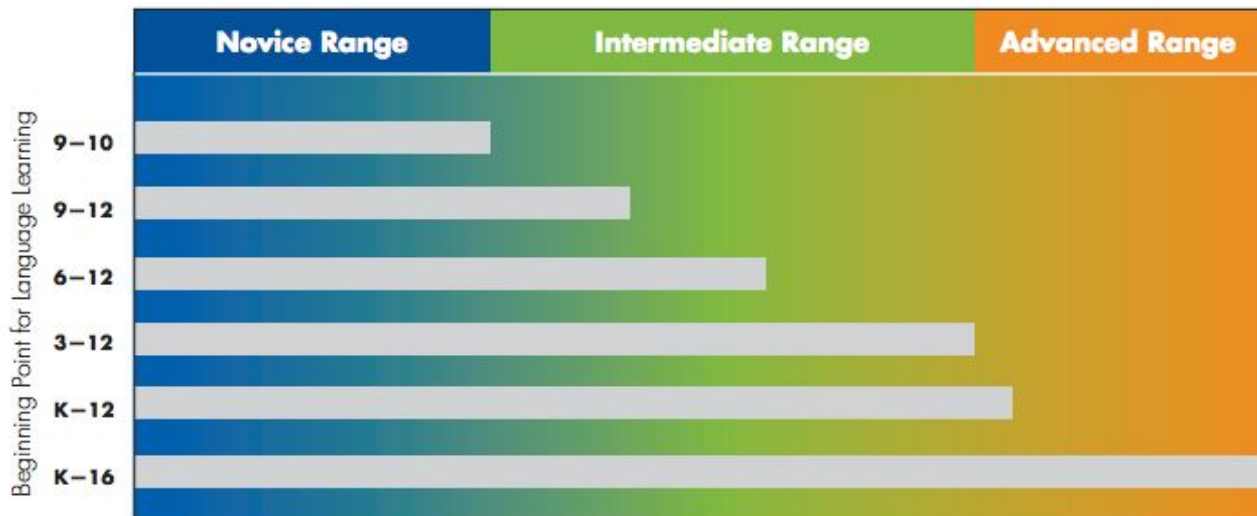
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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

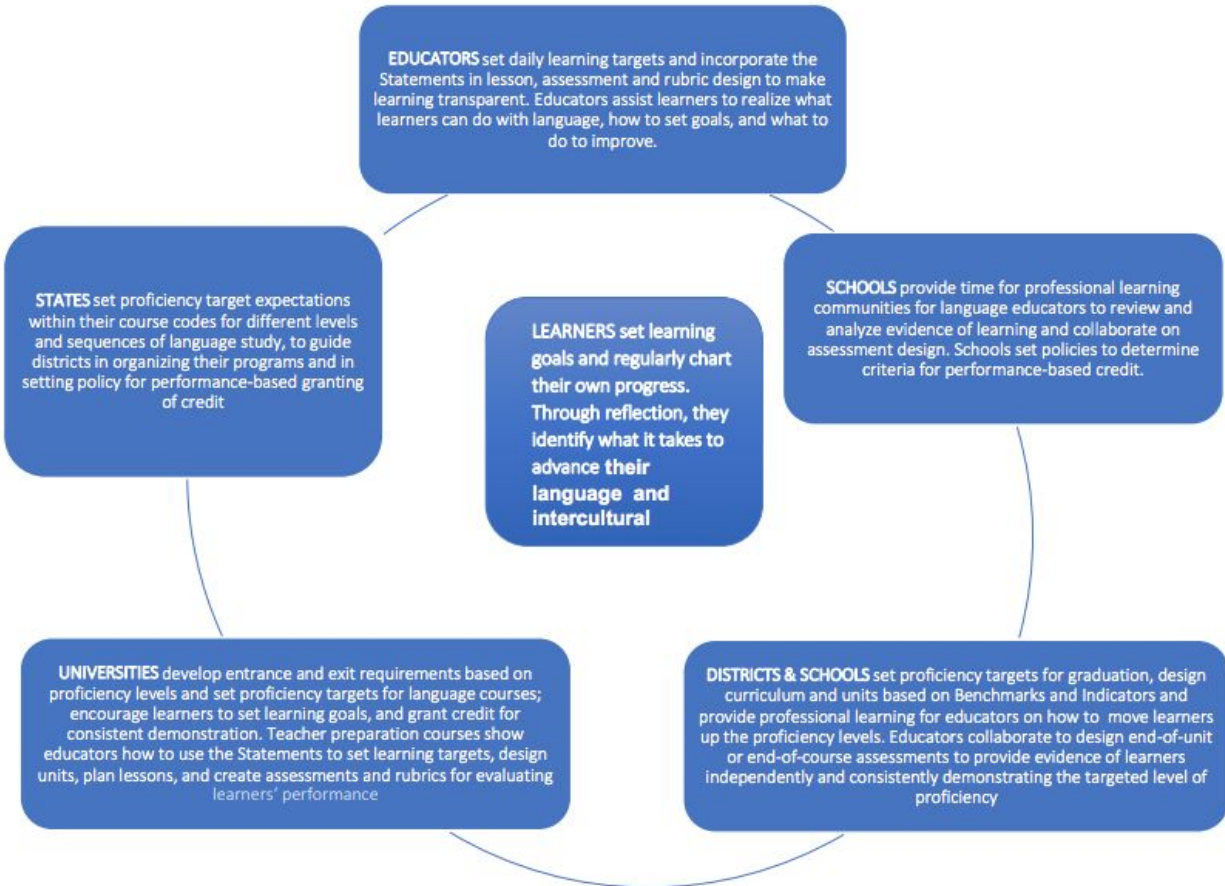
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

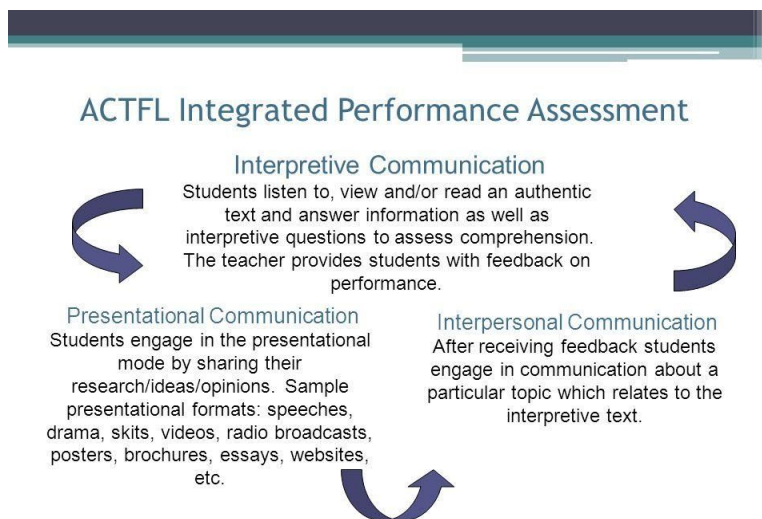
Summative Assessment

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.

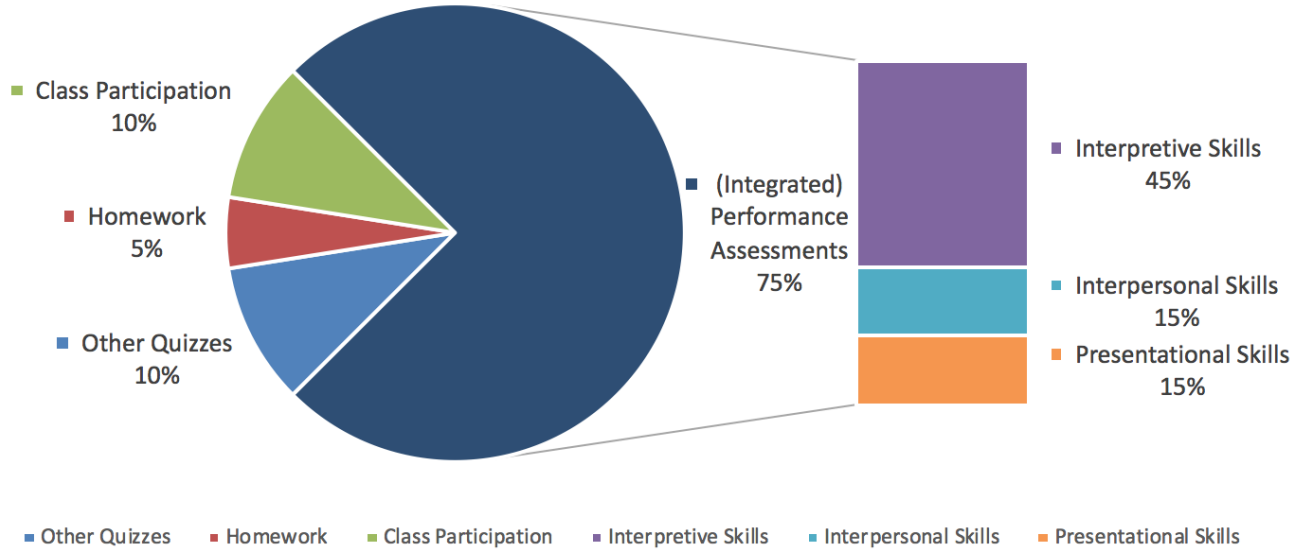
Grading Policy

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.
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- 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 II is designed for students who want to continue their study of Latin and thereby improve English vocabulary and understanding of grammar. Students will be introduced to various aspects of Roman culture and civilization and see parallels with their own society and government.

This course requires students to apply what they have learned in Latin I to new grammatical structures and more sophisticated reading passages. The readings at level II of Latin study take the students further in exploring the classical era of Greece and Rome and in meeting the heroes of history and fable.

Students will develop skills through vocabulary acquisition, discussion of cultural mores and achievements, and reading and analysis of grammatical forms. Comparisons and contrasts are made between the institutions and values of the classical world and our own.

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

This course 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	Beauty and Aesthetics	A Monumental Undertaking: Funerary Monuments and Famous Landmarks of Rome
2	Global Challenges	Dangers of the City & The Secret Lives of Roman Women
3	Families, Communities, and Identities	Food & Dining Culture
4	Science, Technology, and Contemporary Life	Education

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	A Monumental Undertaking: Funerary Monuments and Famous Landmarks of Rome	✓					
2	Dangers of the City & The Secret Lives of Roman Women				✓		
3	Food & Dining Culture			✓		✓	
4	Education		✓				✓

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

Unit 1

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Beauty and Aesthetics
Unit Title	A Monumental Undertaking: Funerary Monuments and Famous Landmarks of Rome		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What is the city of Rome like? • What do famous or important landmarks inside and outside of Rome reveal about cultural perspectives and historical context? • What can the funerary customs of the Romans teach us about what they believe and how they lived?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Students will understand how important the invention of concrete was in modern engineering. • Students will understand the complicated history of some of ancient Rome’s most famous landmarks. • We can learn a lot about the perspectives of the Romans towards death from their burial customs, particularly from their inscriptions.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
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7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational (Strand C Indicators)

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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 story about a famous Roman landmark and answer questions. 	<ul style="list-style-type: none"> • Students will be able to answer simple Who, What, Where, and When questions about Roman buildings. 	<ul style="list-style-type: none"> • Students will create their own funerary inscription using Roman conventions.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can identify the topic of a short story. • I can identify where and when a read aloud story takes place. • I can identify some of the events in a video. • I can understand simple feedback on a homework assignment. • I can sometimes understand to whom people are directing their conversation. • I can understand someone’s simple descriptions of a photo.
Interpersonal	<ul style="list-style-type: none"> • I can contribute to a conversation about a story by identifying who, what, when, and where.
Presentational	<ul style="list-style-type: none"> • I can identify whom I and people in other cultures consider to be part of the family, using a few simple details. • I can give biographical information about others. • I can write the sequence of events from a story I’ve read or a video I’ve seen. • I can create a short funerary inscription or describe a famous landmark. • I can write a description of my favorite character from a story.

Supporting Functions

Supporting Structures/Patterns

<i>Students will be able to:</i>		<i>Students will know:</i>	
<ul style="list-style-type: none"> describe and label a picture compare and contrast Roman and modern funerary practices and explain what information can be learned from funerary monuments explain the importance of the invention of concrete describe the most famous monuments of Rome answer and ask basic questions in Latin describe themselves 		<ul style="list-style-type: none"> Dative Case (Indirect Objects) Context Clues: Dative / Ablative Case Future Tense Context Clues: Present vs. Future Tense Pluperfect Tense Future Perfect 4th & 5th Declension Demonstratives Pronoun: Hic (This), Ille (That) 	
Priority Vocabulary		Other Vocabulary	
<ul style="list-style-type: none"> Names of specific buildings and monuments City terminology Relative pronouns Daily routine 		<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. 		<ul style="list-style-type: none"> Chromebooks Overhead Projectors Podcasts 	

<ul style="list-style-type: none"> ● 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. 21-25</i> 	<ul style="list-style-type: none"> ● Vicipaedia ● Quizlet and Memrise ● Quia ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● Pearson Companion Site ● Google Suite (Docs, Slides, Sheets, Forms, etc) ● orbis.stanford.edu
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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 2

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Global Challenges
Unit Title	Dangers of the City & The Secret Lives of Roman Women		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What is it like to live in a city? • How does gender shape our daily habits and practices?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Students will understand the dangers of a city in the ancient world: crime, high risk of fire, etc. • Students will understand that gender and/or economic status were limiting factors in the daily lives of Romans. • Entertainment tells a great deal about the perspectives of Roman culture.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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 story about the Roman forum or chariot racing and answer questions about it. 	<ul style="list-style-type: none"> • Students will watch a video about the Roman forum and answer who, what, when, and where questions about it. https://www.magistercraft.com/single-post/2017/07/18/Forum-Romanum 	<ul style="list-style-type: none"> • Students will create a banner supporting their favorite chariot team.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can identify the topic of a short story, in print or read aloud. • I can identify some of the events in a video. • I can explain how the Romans entertained themselves. • I can explain some aspects of daily life for Roman women. • I can explain more in depth how economic status affected housing options.
Interpersonal	<ul style="list-style-type: none"> • I can contribute to a conversation about a story by identifying who, what, when, and where. • I can add my comments to those of others about sports and entertainment.
Presentational	<ul style="list-style-type: none"> • I can identify whom I and people in other cultures consider to be part of the family, using a few simple details. • I can give biographical information about others. • I can write a description of my favorite character from a story. • I can write simple captions for pictures or photos.

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> • describe and label a picture • explain in more depth how economic status affects daily life, particularly housing options 	<ul style="list-style-type: none"> • 4th & 5th declensions • uses of the genitive • Demonstrative Pronouns: hic (this), ille (that)

<ul style="list-style-type: none"> compare and contrast the lives of Roman women and modern women compare and contrast modern and ancient forms of entertainment answer and ask basic questions in Latin describe themselves 	<ul style="list-style-type: none"> Personal Pronouns: ego (I), tu (you), nos (we), vos (you), is (he), ea (she), id (it) Reflexive Pronoun: se Possessive Adjectives: meus (my), tuus (your), suus (his own), noster (our), vester (your) Prefixes - Compound Verbs Relative Pronouns & Clauses Context Clues: Qu- Words (relative pronouns, interrogative pronouns, indefinite adjectives) Present, Imperfect, Future Tenses: Passive Voices
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Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> Demonstrative Pronouns: hic (this), ille (that) Personal Pronouns: ego (I), tu (you), nos (we), vos (you), is (he), ea (she), id (it) Reflexive Pronoun: se Possessive Adjectives: meus (my), tuus (your), suus (his own), noster (our), vester (your) Qu- Words (relative pronouns, interrogative pronouns, indefinite adjectives) High Frequency Verbs Apartment & Townhouse Vocabulary Chariot races 	<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 26-27</i> ● <i>Ecce Romani II Ch 28-30</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) ● 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>

Unit 3

Course Information

Language(s)	Latin	Approximate Unit Length	1 marking period
Level/Grade	Level 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Families, Communities, and Identities
Unit Title	Food & Dining Culture		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> What does our food and dining habits reveal about us?
Enduring Understanding(s)	<ul style="list-style-type: none"> Students will understand that the types of food eaten was determined by social class. Students will understanding that dining habits reveal cultural products and perspectives.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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 on a dinner party. 	<ul style="list-style-type: none"> ● Students will have a conversation about food they want to or like to buy or eat. 	<ul style="list-style-type: none"> ● Students will create a Roman menu for a restaurant using the products and practices common to the Romans.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can identify where and when a read aloud story takes place. ● I can identify some of the events in a video. ● I can sometimes understand to whom people are directing their conversation.
Interpersonal	<ul style="list-style-type: none"> ● I can contribute to a conversation about a story by identifying who, what, when, and where. ● I can make plans for a picnic or dinner party with others via correspondence. ● I can text my friend to bring me something from a restaurant and answer my friend’s questions. ● I can exchange with others some ideas about ways to stay healthy. ● I can exchange opinions about my school’s cafeteria food.
Presentational	<ul style="list-style-type: none"> ● I can explain entertainment at a Roman dinner party. ● I can give a few details about my favorite restaurant. ● I can create a slogan and short description for an advertisement. ● I can write a description of my favorite character from a story. ● I can describe a simple routine such as getting lunch in a cafeteria or restaurant.

Supporting Functions

Students will be able to:

- describe and label a picture
- describe common Roman foods and dining practices
- compare and contrast Roman dining and food habits with modern ones

Supporting Structures/Patterns

Students will know:

- Present Passive Infinitives
- Ablative Case
- Perfect, Pluperfect, Future Perfect Tenses: Passive
- Perfect Passive Participles

<ul style="list-style-type: none"> compare and contrast modern and ancient forms of entertainment at dinner parties answer and ask basic questions in Latin describe themselves 	<ul style="list-style-type: none"> Positive, Comparative, and Superlative Degree: Adjectives & Adverbs Comparisons
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> High Frequency verbs Quam Roman food vocabulary The Roman dining room 	<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://todallycomprehensibletatin.blogspot.com/ http://pomegranatebeginnings.blogspot.com/ https://www.magistercraft.com/ http://twociceros.blogspot.com/ https://magisterp.com/ 	<ul style="list-style-type: none"> Chromebooks Overhead Projectors Podcasts Vicipaedia Quizlet and Memrise Quia Socrative Kahoot

<ul style="list-style-type: none"> ● https://latinbestpracticescir.wordpress.com/ ● http://johnpiazza.net/ ● http://indwellinglanguage.com/ ● http://blog.heartsforteaching.com/ ● https://martinabex.com/ ● <i>Ecce Romani II Ch. 31-35</i> 	<ul style="list-style-type: none"> ● Peardeck and Nearpod ● Quizalize ● Quizizz ● Pearson Companion Site ● Google Suite (Docs, Slides, Sheets, Forms, etc) ● orbis.stanford.edu
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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 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Science, Technology, and Contemporary Life
Unit Title	Education		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • Why can't all young people go to school? • How do schooling now and in Ancient Rome differ? • How does the protocol for writing a formal letter differ in Roman culture? • How does the measuring of time differ between modern and ancient cultures?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Students will understand that gender and social class determine how much education a child receives in the ancient world. • Students will recognize the format of a Roman letter.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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 about a classroom scene and answer questions. 	<ul style="list-style-type: none"> • Students will take the role of student or teacher and practice classroom exchanges. 	<ul style="list-style-type: none"> • Students will write a formal Roman letter.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can identify the topic of a short story. • I can identify where and when a read aloud story takes place. • I can identify some of the events in a video. • I can understand questions about class schedules in a text message.
Interpersonal	<ul style="list-style-type: none"> • I can exchange information about which classes are harder or easier than others and why. • I can contribute to a conversation about a story by identifying who, what, when, and where.
Presentational	<ul style="list-style-type: none"> • I can compare and contrast differences between Roman education and modern education. • I can write a note, text or email to my friend about upcoming plans or daily life in the style of a Roman letter. • I can identify some elements of a classroom, a school schedule or levels of schooling. • I can identify in writing some elements of a classroom, a school schedule, or levels of schooling. • I can write the date.

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> • describe and label a picture 	<ul style="list-style-type: none"> • Context Clues: uses of quam

<ul style="list-style-type: none"> ● compare and contrast Roman and modern education ● explain the Roman practices of education ● identify and explain Roman educational tools ● form the date in Latin ● solve basic mathematics problems using Roman numerals and Roman number vocabulary ● write a formal Roman letter 	<ul style="list-style-type: none"> ● Deponent Verbs ● Numbers ● Place & Time Constructions without Prepositions ● Locative Case ● Present Participles
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Numbers ● Date Vocabulary ● Roman education vocabulary 	<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
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<p><i>Essential materials, supplementary materials, links to best practices</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/ 	<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"> ● Chromebooks ● Overhead Projectors ● Podcasts ● Vicipaedia ● Quizlet and Memrise ● Quia
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<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 II Ch. 36-40</i> 	<ul style="list-style-type: none"> ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● Pearson Companion Site ● Google Suite (Docs, Slides, Sheets, Forms, etc) ● orbis.stanford.edu
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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.

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