

# Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 3 Honors – 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**

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
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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.

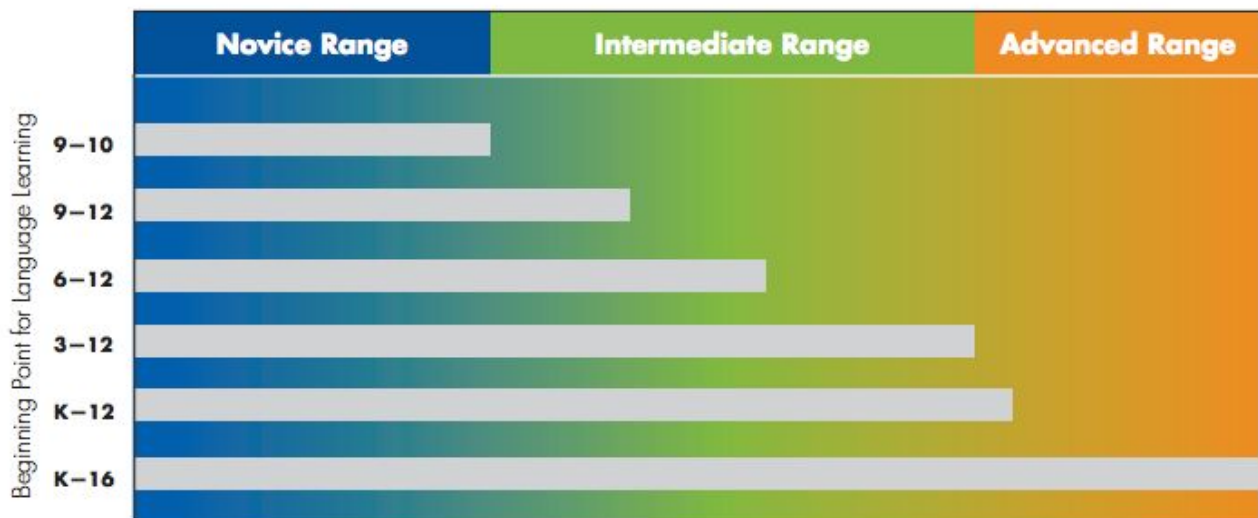
See [New Jersey Student Learning Standard for World Languages](#) for more information.

**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

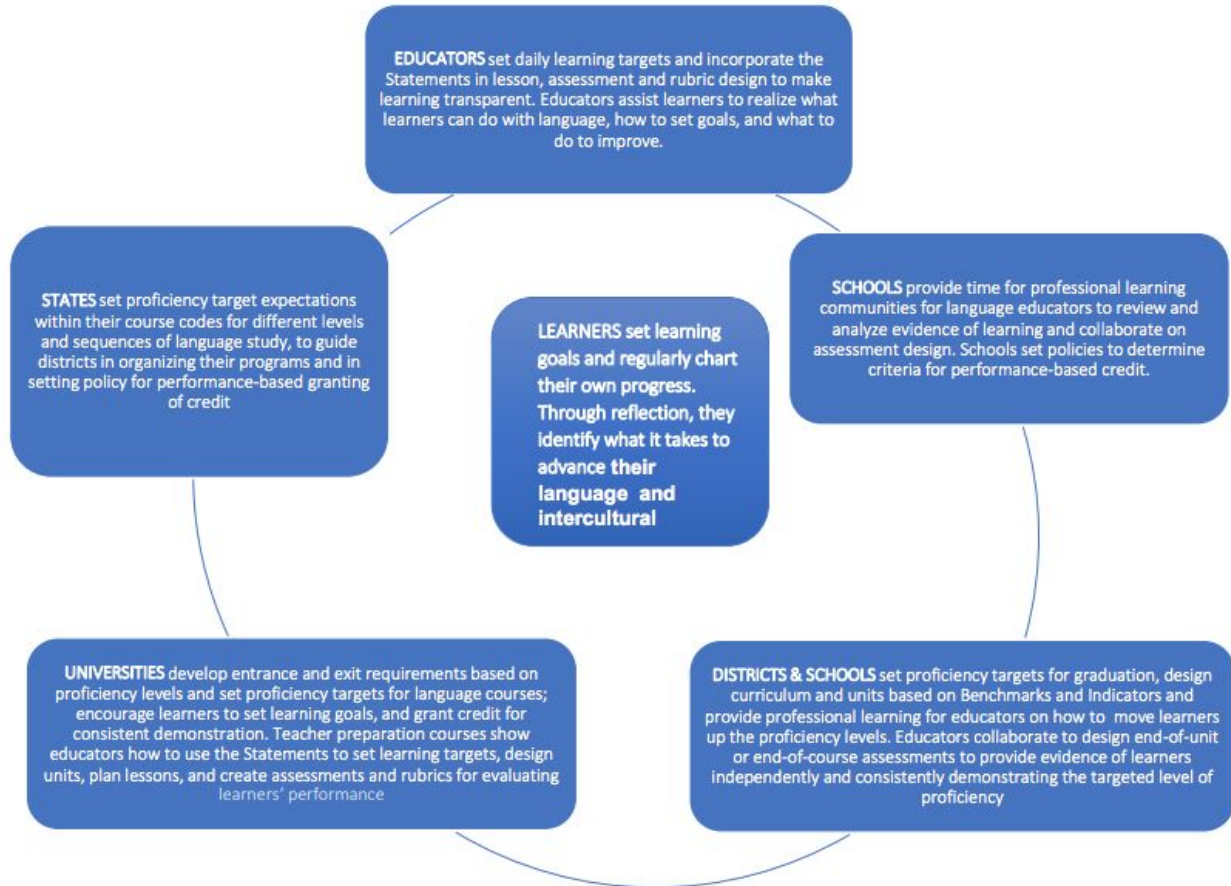
The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational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

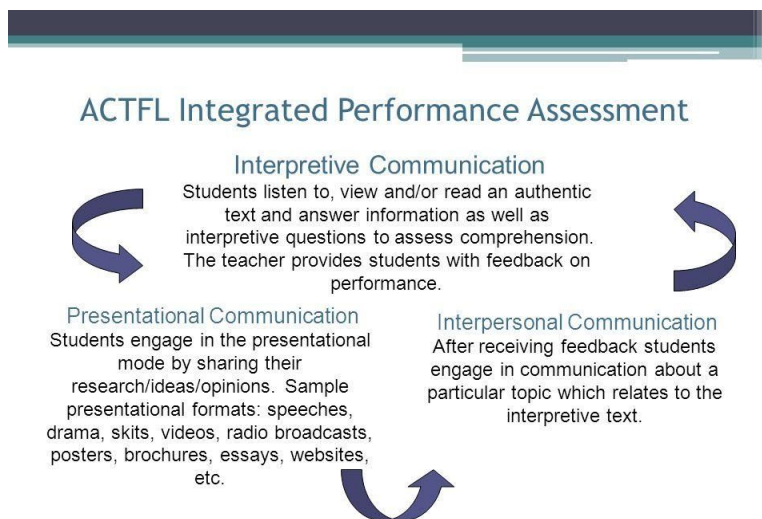
## Summative Assessment

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”:

<b>C</b> = <b>C</b> ontext
<b>A</b> = <b>A</b> ge
<b>LL</b> = <b>L</b> inguistic <b>L</b> evel
<b>IT</b> = <b>I</b> mportance of <b>T</b> ask

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

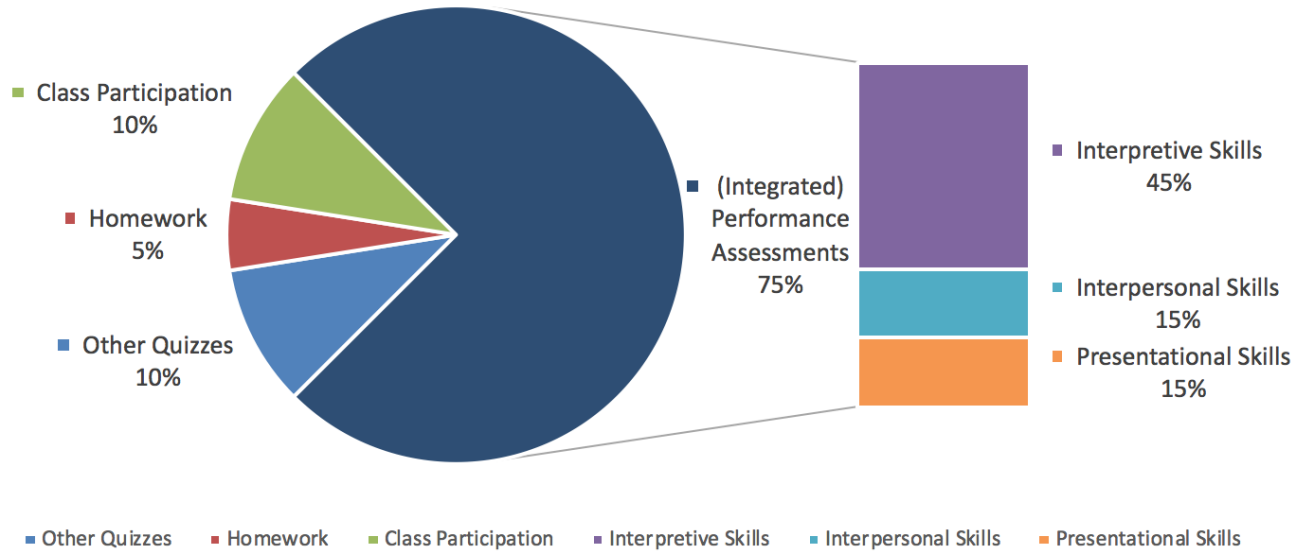
### Grading Policy

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

## 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 III Honors is designed for students who want to apply their knowledge of Latin grammar to reading authentic texts and to develop habits of reading that will afford them the opportunity to continue to the Latin IV Honors and Advanced Placement levels.

This course requires students to utilize the previously learned elementary and intermediate grammar and vocabulary and to add to it the more sophisticated grammar to allow them to read original sources in context. Students are encouraged to make inferences as to the authors' motivations and to what a particular passage says about Roman society.

Students will develop skills through reading and answering comprehension questions, class discussion, comparing and contrasting Roman and American governmental systems, and deepening their understanding of Roman culture and rituals.

Successful completion of this course will be measured through vocabulary quizzes, a final assessment, grammar and reading comprehension tests, projects, midterms, 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	Global Challenges	Making a Splash: Piracy & Bathing
2	Beauty and Aesthetics	Roman Entertainment: Theater & Amphitheater
3	Families, Communities, and Identities	Celebrating Life: Rites of Passage, Weddings, Funerals
4	Science, Technology, and Contemporary Life	Roman History / Mythology

### 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	Making a Splash: Piracy & Bathing				✓		
2	Roman Entertainment: Theater & Amphitheater	✓					
3	Celebrating Life: Rites of Passage, Weddings, Funerals			✓		✓	
4	Roman History / Mythology		✓				✓

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

## Unit 1

Course Information			
<b>Language(s)</b>	Latin	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Level 3 Honors	<b>Performance Range</b>	Intermediate Low
<b>Grade(s)</b>	9-12	<b>Curricular Theme</b>	Global Challenges
<b>Unit Title</b>	Making a Splash: Piracy and Bathing		
Course Focus			
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>● How does gender affect our daily routines?</li> <li>● How did Roman hygiene habits differ from modern hygiene habits?</li> <li>● What makes a healthy lifestyle?</li> </ul>		
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>● Piracy was a common physical and economic threat in the ancient world.</li> <li>● Gender affected daily life practices, including how bath-houses were built.</li> <li>● The Roman bathhouse is an engineering marvel, featuring a hypocaust heating system and domed roofs.</li> <li>● Roman hygiene habits were very different from modern habits.</li> <li>● Romans also “went to the gym”.</li> </ul>		
NJ Student Learning Standards			
<b>Interpretive (Strand A Indicators)</b>			
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.		
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.		
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.		
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.		
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.		
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.		
<b>Interpersonal (Strand B Indicators)</b>			
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		
7.1.IL.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.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Presentational (Strand C Indicators)**

7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**Evidence of Learning: Summative Assessment**

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i></li> <li>● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i></li> <li>● <i>The template encourages multiple Interpretive tasks</i></li> <li>● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i></li> <li>● <i>The tasks incorporate 21st Century Learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Read a story about the baths and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask an attendant where various rooms of the bath are located and give directions. Ask appropriate follow-up questions as needed and end the conversation politely.</li> </ul>	<ul style="list-style-type: none"> <li>● Write a story in the perspective of a Roman about an experience you had at the baths.</li> </ul>

**Toolbox & Core Content**

**Can-Do Statements**

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● I can identify some specific, predictable actions in an excerpt from a graphic novel.</li> <li>● I can identify some major events in a children’s storybook.</li> <li>● I can identify some specific, predictable actions from a segment of an audio book.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can interact to ask for clarification by asking specific questions.</li> <li>● I can interact online to get help related to an assignment.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can retell or give a brief summary a story that I’ve read or heard.</li> <li>● I can write to explain why others should read a book I enjoyed, citing specific reasons.</li> <li>● I can create a simple written or graphic advertisement to encourage someone to purchase a product or service.</li> <li>● I can give a description of the Roman baths and what engineering feats it took to build and maintain them.</li> <li>● I can write an outline or draft of a presentation that I plan to present orally.</li> </ul>

**Supporting Functions**

*Students will be able to:*

**Supporting Structures/Patterns**

*Students will know:*

<ul style="list-style-type: none"> <li>describe the main idea from an informational or fictional text</li> <li>compare and contrast Roman and modern hygiene</li> <li>compare and contrast Roman engineering techniques with modern ones</li> <li>answer and ask simple questions in Latin</li> <li>describe themselves with some simple details</li> <li>explain why they think a certain way using brief descriptions or short textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Perfect Active Infinitive</li> <li>Imperfect &amp; Pluperfect Tenses: Subjunctives</li> <li>Cum Clauses</li> <li>Indirect Questions</li> <li>Ablative Absolutes</li> <li>Linking with “qui”</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>Frequently used verbs</li> <li>Frequently used nouns</li> <li>Bath-house vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Common English derivatives</li> </ul>

**Instructional Activities**

<b>Key Learning Activities</b>	<b>Mode of Communication</b>
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
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
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

<b>Resources</b>	<b>Technology Integration</b>
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<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’ 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li><i>The Romans Speak for Themselves</i></li> <li><a href="#">Latin Readers (List of Titles)</a></li> <li>Mythology and culture books.</li> <li><a href="http://todallycomprehensiblelatin.blogspot.com/">http://todallycomprehensiblelatin.blogspot.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>Chromebooks</li> <li>Overhead Projectors</li> <li>Podcasts</li> <li>Vicipaedia</li> </ul>

<ul style="list-style-type: none"> <li>● <a href="http://pomegranatebeginnings.blogspot.com/">http://pomegranatebeginnings.blogspot.com/</a></li> <li>● <a href="https://www.magistercraft.com/">https://www.magistercraft.com/</a></li> <li>● <a href="http://twociceros.blogspot.com/">http://twociceros.blogspot.com/</a></li> <li>● <a href="https://magisterp.com/">https://magisterp.com/</a></li> <li>● <a href="https://latinbestpracticescir.wordpress.com/">https://latinbestpracticescir.wordpress.com/</a></li> <li>● <a href="http://johnpiazza.net/">http://johnpiazza.net/</a></li> <li>● <a href="http://indwellinglanguage.com/">http://indwellinglanguage.com/</a></li> <li>● <a href="http://blog.heartsforteaching.com/">http://blog.heartsforteaching.com/</a></li> <li>● <a href="https://martinabex.com/">https://martinabex.com/</a></li> <li>● <i>Ecce Romani II Ch. 40-44</i></li> </ul>	<ul style="list-style-type: none"> <li>● Quizlet and Memrise</li> <li>● Quia</li> <li>● Socrative</li> <li>● Kahoot</li> <li>● Peardeck and Nearpod</li> <li>● Quizalize</li> <li>● Quizizz</li> <li>● Pearson Companion Site</li> <li>● Google Suite (Docs, Slides, Sheets, Forms, etc)</li> <li>● orbis.stanford.edu</li> </ul>
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**21<sup>st</sup> 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			
<b>Language(s)</b>	Latin	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Level 3 Honors	<b>Performance Range</b>	Intermediate Low
<b>Grade(s)</b>	9-12	<b>Curricular Theme</b>	Families, Communities, and Identities
<b>Unit Title</b>	Roman Entertainment: Theater & Amphitheater		
Course Focus			
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>● What did the Romans do during leisure time? How were their activities affected by class and gender?</li> </ul>		
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>● The Romans had a wide variety of ways to be entertained when they had leisure time.</li> <li>● The Romans' perspective of class structure and gender boundaries permeated every aspect of entertainment.</li> <li>● Not all Romans liked or approved of bloodsport, and not all gladiators died in combat.</li> <li>● The Colosseum has a complicated past.</li> </ul>		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.		
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.		
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.		
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.		
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.		
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.		
Interpersonal (Strand B Indicators)			
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		
7.1.IL.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.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.		

7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
<b>Presentational (Strand C Indicators)</b>	
7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**Evidence of Learning: Summative Assessment**

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i></li> <li>● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i></li> <li>● <i>The template encourages multiple Interpretive tasks</i></li> <li>● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i></li> <li>● <i>The tasks incorporate 21st Century Learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Read a story or informational text about an aspect of Roman entertainment and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Play Twenty Questions to determine the person’s role in Roman entertainment.</li> </ul>	<ul style="list-style-type: none"> <li>● Create an advertisement for an upcoming show (theater, gladiatorial, circus, etc). Can be digital, poster, trailer, etc.</li> </ul>

**Toolbox & Core Content**

**Can-Do Statements**

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● I can identify some specific, predictable actions in an excerpt from a graphic novel.</li> <li>● I can identify some major events in a children’s storybook, recorded or written.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can interact to ask for clarification by asking specific questions.</li> <li>● I can interact online to get help related to an assignment.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can retell or give a brief summary a story that I’ve read or heard.</li> <li>● I can write about events that took place at an entertainment venue.</li> <li>● I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.</li> <li>● I can write to explain why others should read a book I enjoyed, citing specific reasons.</li> <li>● I can create a simple written or graphic advertisement to encourage someone to purchase a product or service.</li> </ul>

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> <li>● describe the main idea from an informational or fictional text</li> <li>● compare and contrast Roman entertainment and modern entertainment</li> </ul>	<ul style="list-style-type: none"> <li>● Future Active Participles</li> <li>● Future Active Infinitives</li> <li>● Infinitives</li> <li>● Indirect Statement</li> </ul>

<ul style="list-style-type: none"> <li>explain using simple sentences what they do in their free time</li> <li>answer and ask simple questions in Latin</li> <li>describe themselves with some simple details</li> <li>explain why they think a certain way using brief descriptions or short textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Irregular verbs: fio “to become”, malo “I prefer”</li> <li>Deponent Verbs</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>Frequently used verbs</li> <li>Frequently used nouns</li> </ul>	<ul style="list-style-type: none"> <li>Common English derivatives</li> </ul>

**Instructional Activities**

<b>Key Learning Activities</b>	<b>Mode of Communication</b>
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
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
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

<b>Resources</b>	<b>Technology Integration</b>
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<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’ 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
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| <ul style="list-style-type: none"> <li><i>The Romans Speak for Themselves</i></li> <li><a href="#">Latin Readers (List of Titles)</a></li> <li>Mythology and culture books.</li> <li><a href="http://todallycomprehensiblelatin.blogspot.com/">http://todallycomprehensiblelatin.blogspot.com/</a></li> <li><a href="http://pomegranatebeginnings.blogspot.com/">http://pomegranatebeginnings.blogspot.com/</a></li> <li><a href="https://www.magistercraft.com/">https://www.magistercraft.com/</a></li> <li><a href="http://twociceros.blogspot.com/">http://twociceros.blogspot.com/</a></li> <li><a href="https://magisterp.com/">https://magisterp.com/</a></li> </ul> | <ul style="list-style-type: none"> <li>Chromebooks</li> <li>Overhead Projectors</li> <li>Podcasts</li> <li>Vicipaedia</li> <li>Quizlet and Memrise</li> <li>Quia</li> <li>Socrative</li> <li>Kahoot</li> </ul> |
|---|--|



<ul style="list-style-type: none"> <li>● <a href="https://latinbestpracticescir.wordpress.com/">https://latinbestpracticescir.wordpress.com/</a></li> <li>● <a href="http://johnpiazza.net/">http://johnpiazza.net/</a></li> <li>● <a href="http://indwellinglanguage.com/">http://indwellinglanguage.com/</a></li> <li>● <a href="http://blog.heartsforteaching.com/">http://blog.heartsforteaching.com/</a></li> <li>● <a href="https://martinabex.com/">https://martinabex.com/</a></li> <li>● <i>Ecce Romani II Ch. 45-49</i></li> </ul>	<ul style="list-style-type: none"> <li>● Peardeck and Nearpod</li> <li>● Quizalize</li> <li>● Quizizz</li> <li>● Pearson Companion Site</li> <li>● Google Suite (Docs, Slides, Sheets, Forms, etc)</li> <li>● orbis.stanford.edu</li> </ul>
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**21<sup>st</sup> 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			
<b>Language(s)</b>	Latin	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Level 3 Honors	<b>Performance Range</b>	Intermediate Low
<b>Grade(s)</b>	9-12	<b>Curricular Theme</b>	Families, Communities, and Identities
<b>Unit Title</b>	Celebrating Life: Rites of Passage, Weddings, Funerals		
Course Focus			
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• How do cultural beliefs affect how we celebrate important milestones in life?</li> </ul>		
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• Roman religious beliefs and rituals permeated every aspect of cultural milestones.</li> <li>• Although many modern wedding traditions come from Roman wedding traditions, Romans approached marriage as a contractual obligation to bear children, rather than a declaration of love.</li> <li>• Gender determined coming-of-age ceremonies in Roman society.</li> </ul>		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.		
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.		
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.		
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.		
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.		
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.		
Interpersonal (Strand B Indicators)			
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		
7.1.IL.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.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.		

7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
<b>Presentational (Strand C Indicators)</b>	
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**Evidence of Learning: Summative Assessment**

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>● The tasks follow the format of the IPA, but are integrated throughout the unit.</li> <li>● The template encourages multiple Interpretive tasks</li> <li>● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li> <li>● The tasks incorporate 21st Century Learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a story about a wedding or funeral and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Re-enact a Roman ritual in Latin.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a Roman wedding invitation or announcement for someone to attend a Roman wedding.</li> <li>● Write a eulogy for Titus OR the maid of honor/best man speech for Cornelia and Valerius’ wedding.</li> </ul>

**Toolbox & Core Content**

**Can-Do Statements**

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● I can understand a few lines in a song.</li> <li>● I can follow text messages among friends about what to wear for an occasion.</li> <li>● I can understand the place, time, and purpose that someone mentions in an invitation.</li> <li>● I can follow a conversation friends have about what they are wearing for an occasion.</li> <li>● I can understand someone’s comments about a friend’s date.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.</li> <li>● I can interact to share ideas with others about how to celebrate a friend’s birthday.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can retell or give a brief summary a story that I’ve read or heard.</li> <li>● I can write a description of the physical appearance and personality of a friend or family member.</li> <li>● I can write my plans for an upcoming celebration.</li> <li>● I can write to explain why others should read a book I enjoyed, citing specific reasons.</li> <li>● I can compare and contrast Roman rites of passage with modern ones.</li> </ul>

Supporting Functions	Supporting Structures/Patterns
Students will be able to:	Students will know:
<ul style="list-style-type: none"> <li>● describe the main idea from an informational or fictional text</li> </ul>	<ul style="list-style-type: none"> <li>● Result Clauses</li> </ul>

<ul style="list-style-type: none"> <li>● compare and contrast Roman rituals of milestones with modern ones</li> <li>● explain the cultural perspectives of the Romans that informed their products and practices in rituals</li> <li>● answer and ask simple questions in Latin</li> <li>● describe how they celebrate milestones with some simple details</li> <li>● explain why they think a certain way using brief descriptions or short textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Present and Perfect Subjunctive</li> <li>● Sequence of Tenses</li> <li>● Indirect Commands</li> <li>● Impersonal Verbs</li> <li>● Purpose Clause</li> <li>● Uses of “ut”</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>● Frequently used verbs</li> <li>● Frequently used nouns</li> </ul>	<ul style="list-style-type: none"> <li>● Common English derivatives</li> </ul>

**Instructional Activities**

<b>Key Learning Activities</b>	<b>Mode of Communication</b>
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
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
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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<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’ 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>● <i>The Romans Speak for Themselves</i></li> <li>● <a href="#">Latin Readers (List of Titles)</a></li> <li>● Mythology and culture books.</li> <li>● <a href="http://todallycomprehensiblelatin.blogspot.com/">http://todallycomprehensiblelatin.blogspot.com/</a></li> <li>● <a href="http://pomegranatebeginnings.blogspot.com/">http://pomegranatebeginnings.blogspot.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Overhead Projectors</li> <li>● Podcasts</li> <li>● Vicipaedia</li> <li>● Quizlet and Memrise</li> </ul>

<ul style="list-style-type: none"> <li>● <a href="https://www.magistercraft.com/">https://www.magistercraft.com/</a></li> <li>● <a href="http://twociceros.blogspot.com/">http://twociceros.blogspot.com/</a></li> <li>● <a href="https://magisterp.com/">https://magisterp.com/</a></li> <li>● <a href="https://latinbestpracticescir.wordpress.com/">https://latinbestpracticescir.wordpress.com/</a></li> <li>● <a href="http://johnpiazza.net/">http://johnpiazza.net/</a></li> <li>● <a href="http://indwellinglanguage.com/">http://indwellinglanguage.com/</a></li> <li>● <a href="http://blog.heartsforteaching.com/">http://blog.heartsforteaching.com/</a></li> <li>● <a href="https://martinabex.com/">https://martinabex.com/</a></li> <li>● <i>Ecce Romani II Ch. 50-54</i></li> </ul>	<ul style="list-style-type: none"> <li>● Quia</li> <li>● Socrative</li> <li>● Kahoot</li> <li>● Peardeck and Nearpod</li> <li>● Quizalize</li> <li>● Quizizz</li> <li>● Pearson Companion Site</li> <li>● Google Suite (Docs, Slides, Sheets, Forms, etc)</li> <li>● orbis.stanford.edu</li> </ul>
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**21<sup>st</sup> 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

<b>Language(s)</b>	Latin	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Level 3 Honors	<b>Performance Range</b>	Intermediate Low
<b>Grade(s)</b>	9-12	<b>Curricular Theme</b>	Science, Technology, and Contemporary Life
<b>Unit Title</b>	Roman History & Mythology		

## Course Focus

<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• How did the Romans shape history?</li> <li>• Why did the Romans tell stories?</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• The Trojan War had major mythological / historical implications in the founding of Rome legend.</li> <li>• The Roman empire began with humble origins, beginning with the Trojan War.</li> <li>• Students will understand the myth of Perseus.</li> <li>• Students will understand some of the basics of the myth of Hercules.</li> <li>• The Romans did not believe in objective history and as scholars we must read the texts carefully to understand fact from fiction.</li> </ul>

## NJ Student Learning Standards

## Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

## Interpersonal (Strand B Indicators)

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.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.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Presentational (Strand C Indicators)**

7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**Evidence of Learning: Summative Assessment**

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• The tasks follow the format of the IPA, but are integrated throughout the unit.</li> <li>• The template encourages multiple Interpretive tasks</li> <li>• The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li> <li>• The tasks incorporate 21st Century Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a related story and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Twitter war between Romulus and Remus.</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own myth.</li> <li>• Rewrite the conflict between Romulus and Remus as a dialogue.</li> </ul>

**Toolbox & Core Content**

**Can-Do Statements**

<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• I can identify some specific, predictable actions in an excerpt from a graphic novel.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can interact to ask for clarification by asking specific questions.</li> <li>• I can interact online to get help related to an assignment.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.</li> <li>• I can write to explain why others should read a book I enjoyed, citing specific reasons.</li> <li>• I can analyze, explain, and compare/contrast, the origins of modern government systems.</li> <li>• I can understand important myths: Perseus, Hercules, Jason &amp; the Argonauts, and/or Ulysses.</li> </ul>

**Supporting Functions**

Students will be able to:

- describe the main idea from an informational or fictional text

**Supporting Structures/Patterns**

Students will know:

- Review of supporting structures / patterns learned in levels 1-3

<ul style="list-style-type: none"> <li>● compare and contrast Roman governmental structures from American structures</li> <li>● explain elements of a myth</li> <li>● answer and ask simple questions in Latin</li> <li>● describe themselves with some simple details</li> <li>● explain why they think a certain way using brief descriptions or short textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>● developing reading fluency</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>● Frequently used verbs</li> <li>● Frequently used nouns</li> </ul>	<ul style="list-style-type: none"> <li>● Common English derivatives</li> </ul>

**Instructional Activities**

<b>Key Learning Activities</b>	<b>Mode of Communication</b>
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
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
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

<b>Resources</b>	<b>Technology Integration</b>
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<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' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>● <i>The Romans Speak for Themselves</i></li> <li>● <a href="#">Latin Readers (List of Titles)</a></li> <li>● Mythology and culture books.</li> <li>● <a href="http://todallycomprehensiblelatin.blogspot.com/">http://todallycomprehensiblelatin.blogspot.com/</a></li> <li>● <a href="http://pomegranatebeginnings.blogspot.com/">http://pomegranatebeginnings.blogspot.com/</a></li> <li>● <a href="https://www.magistercraft.com/">https://www.magistercraft.com/</a></li> <li>● <a href="http://twociceros.blogspot.com/">http://twociceros.blogspot.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Overhead Projectors</li> <li>● Podcasts</li> <li>● Vicipaedia</li> <li>● Quizlet and Memrise</li> <li>● Quia</li> <li>● Socrative</li> </ul>



<ul style="list-style-type: none"> <li>● <a href="https://magisterp.com/">https://magisterp.com/</a></li> <li>● <a href="https://latinbestpracticescir.wordpress.com/">https://latinbestpracticescir.wordpress.com/</a></li> <li>● <a href="http://johnpiazza.net/">http://johnpiazza.net/</a></li> <li>● <a href="http://indwellinglanguage.com/">http://indwellinglanguage.com/</a></li> <li>● <a href="http://blog.heartsforteaching.com/">http://blog.heartsforteaching.com/</a></li> <li>● <a href="https://martinabex.com/">https://martinabex.com/</a></li> <li>● <a href="#">Ritchie's Fabulae Faciles</a></li> <li>● <a href="#">Fabulae Ab Urbe Condita</a></li> </ul>	<ul style="list-style-type: none"> <li>● Kahoot</li> <li>● Peardeck and Nearpod</li> <li>● Quizalize</li> <li>● Quizizz</li> <li>● Pearson Companion Site</li> <li>● Google Suite (Docs, Slides, Sheets, Forms, etc)</li> <li>● orbis.stanford.edu</li> </ul>
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**21<sup>st</sup> 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>