Nutley Public Schools

Department of World Languages

Curriculum Guide

Level 4 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

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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.

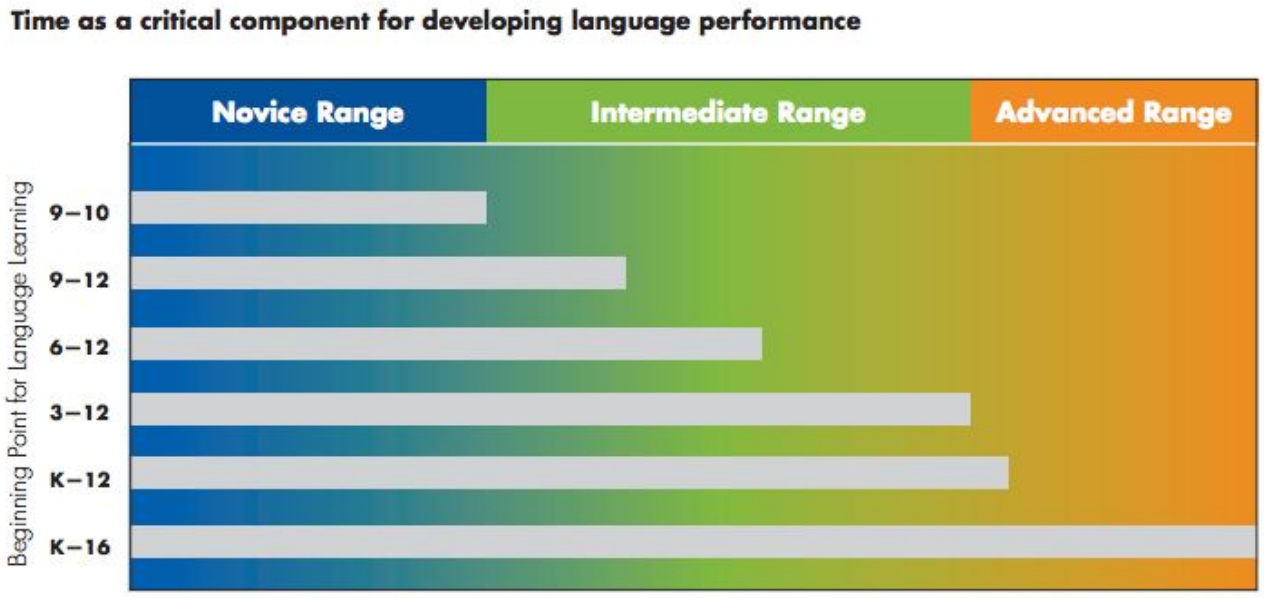
Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support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



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

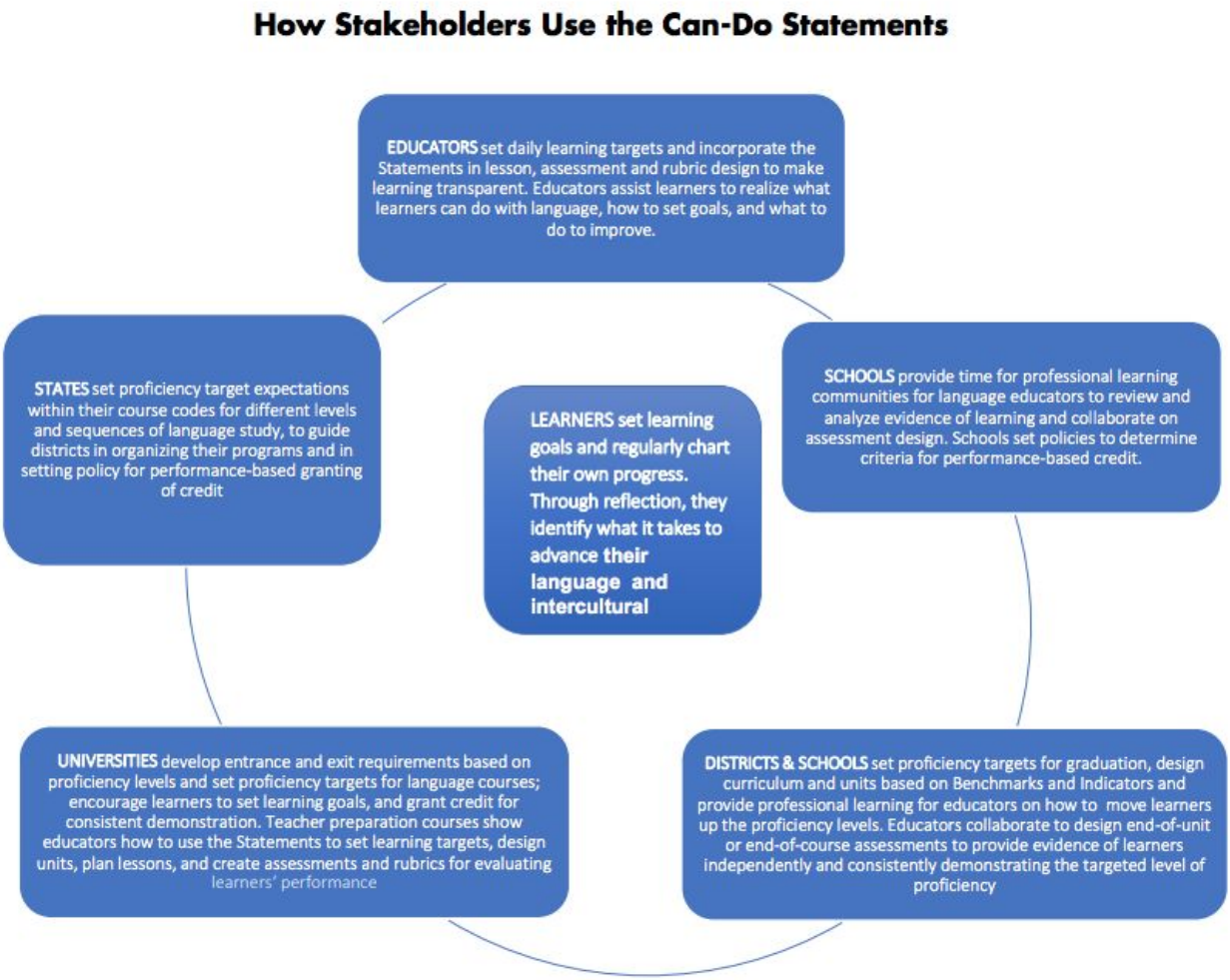
How Not to Use the Can-Do Statements

- 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



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

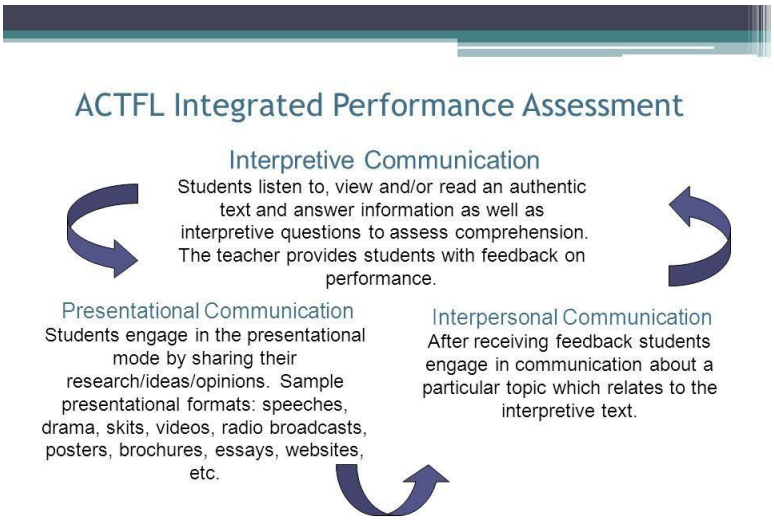
Summative Assessment

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

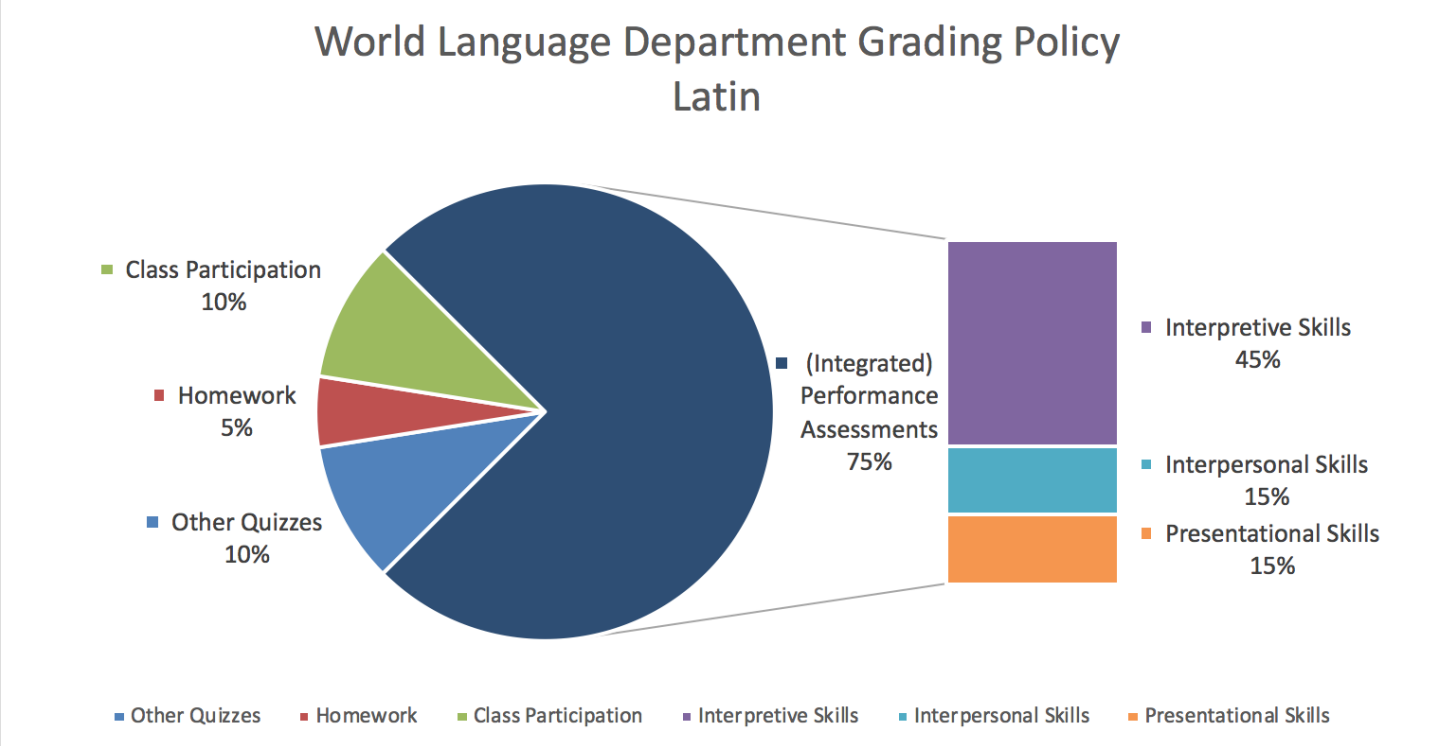
See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

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
Class Participation
10%
Homework
5%
Other Quizzes
10%
(Integrated)
Performance
Assessments
75%
Interpretive Skills
45%
Interpersonal Skills
15%
Presentational Skills
15%
Other Quizzes
Homework
Class Participation
Interpretive Skills
Interpersonal Skills
Presentational Skills

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		
● BulletedListHere		
Instructional Adjustments		
Accommodations	**Modifications**	**Higher Level Differentiation**
● 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	● 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	● 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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American Council on the Teaching of Foreign Languages. (2017). *NCSSFL-ACTFL Can-do statements: Progress indicators 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 IV Honors is designed for students who want to read authentic Latin texts in prose and poetry.

This course requires students to apply the grammar learned over the previous three years to reading passages and to understand the historical contexts in which the authors wrote. Students will create a speech in English that parallels in style the oratorical skill of Cicero. Students will learn the basics of Latin meter and be able to identify various figures of speech that accentuate the poet's general meaning.

Students will develop skills through reading and answering contextual and grammatical guide questions. Students will link Latin vocabulary to English words, hone their grammar skills, compare English and Latin poetry, and follow a longer historical narrative through class discussion and translation.

Successful completion of this course will be measured through vocabulary, grammar, and translation graded work. Students will deliver an English speech in the style of Cicero and will illustrate a scene from Vergil's Aeneid that they have translated. Homework, class participation, midterms, and the final exam will comprise part of the overall assessment.

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	Families, Communities, and Identities	Roman History & Mythology
2	Beauty and Aesthetics	Catullus & Ovid: Love and Obsession
3	Global Challenges	Vergil: War and Fate
4	Science, Technology, and Contemporary Life	Ovid: Metamorphoses

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	Roman History & Mythology			✔		✔	
2	Catullus & Ovid: Love and Obsession	✔					
3	Vergil: War and Fate				✔		
4	Ovid: Metamorphoses		✔				✔
✔ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information			
Language(s)	Latin	**Approximate Unit Length**	1 marking period
Level/Grade	Level 4 Honors	**Performance Range**	Intermediate Mid
Grade(s)	10-12	**Curricular Theme**	Beauty and Aesthetics
Unit Title	Roman History & Mythology		

Course Focus	
Essential Question(s)	• How did the Romans shape modern history? • Why did the Romans tell stories?
Enduring Understanding(s)	• The Trojan War had major mythological / historical implications in the founding of Rome legend. • The Roman empire began with humble origins, beginning with the Trojan War. • *The Odyssey* is a timeless and important work that has many connections to modern life and struggles. • The Romans did not believe in objective history and as scholars we must read the texts carefully to understand fact from fiction. • Modern systems of government are based on Roman systems of government.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Presentational (Strand C Indicators)	
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Evidence of Learning: Summative Assessment			
Performance Tasks	**Interpretive**	**Interpersonal**	**Presentational**
• *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.*	• Read a related story and answer questions.	• Ask and answer questions about the text, providing textual evidence.	• Compare and contrast modern and ancient modes of thinking or mythology. • Write in the perspective of Odysseus.

Toolbox & Core Content	
Can-Do Statements	
Interpretive	• I can identify the order of key events from a simple story read aloud. • I can identify the beginning, middle, and end of a short story. • I can understand survey responses to open-ended questions about what one looks for in a friend.
Interpersonal	• I can exchange comments related to my edits on a friend's draft composition. • I can exchange messages with my teacher to request an extension due to an unforeseen personal matter. • I can exchange opinions on a discussion board about historical or mythological figures in a text.
Presentational	• I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions.

	● I can present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched. ● I can give a brief history of a famous person, landmark , or cultural event. ● I can analyze, explain, and compare/contrast, the origins of modern government systems. ● I can understand important myths: Perseus, Hercules, Jason & the Argonauts, and/or Ulysses.

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● describe the main idea from an informational or fictional text ● compare and contrast Roman governmental structures from American structures ● explain elements of a myth ● answer and ask simple questions in Latin ● describe themselves with some simple details ● explain why they think a certain way using brief descriptions or short textual evidence	● Review of supporting structures / patterns learned in levels 1-3 ● developing reading fluency
Priority Vocabulary	**Other Vocabulary**
● Frequently used verbs ● Frequently used nouns ● Common Latin idioms	● 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
Essential materials, supplementary materials, links to best practices	*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.*
• *The Romans Speak for Themselves* • 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/ • *Ritchie's Fabulae Faciles* • *Fabulae Ab Urbe Condita*	• 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 2

Course Information			
Language(s)	Latin	**Approximate Unit Length**	1 marking period
Level/Grade	Level 4 Honors	**Performance Range**	Intermediate Mid
Grade(s)	10-12	**Curricular Theme**	Families, Communities, and Identities
Unit Title	Catullus & Ovid: Love and Obsession		

Course Focus	
Essential Question(s)	● What is love? ● How does genre affect the delivery of content? ● How are romantic relationships similar and different from ancient to modern times?
Enduring Understanding(s)	● Romantic love is treated both similarly and differently in ancient and modern times. ● Modern pop songs are similar in content to ancient love elegies. ● Scansion in Latin poetry is syllabic / formulaic and different from English scansion. ● Literary devices enhance the meaning of a poem.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Presentational (Strand C Indicators)	
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
• *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.*	• Read a Latin poem and answer questions.	• Answer and ask questions in the perspective of Lesbia or Catullus about what the ideal date is.	• Write a mixtape / concept album for Lesbia. • Rewrite a poem in the perspective of Lesbia.

Toolbox & Core Content

Can-Do Statements

Interpretive	• I can understand a speaker's description of how his/her family celebrates a ritual. • I can identify the main idea of a simple poem. • I can understand a virtual conversation to plan a collaborative project. • I can understand survey responses to open-ended questions about what one looks for in a friend or significant other.
Interpersonal	• I can interact with my friends to plan an ideal date. • I can exchange comments related to my edits on a friend's draft composition. • I can exchange messages with my teacher to request an extension due to an unforeseen personal matter. • I can exchange opinions related to dating practices in other countries and provide reasons.
Presentational	• I can present a review of poem and give specific reasons to support my point of view.

	● I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions. ● I can present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched. ● I can give a brief history of a famous person, landmark , or cultural event.

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● read short Latin poetry in verse. ● analyze the effect of genre on a work. ● analyze the effect of literary devices. ● compare and contrast ancient and modern conceptions of romantic love. ● compare and contrast ancient and modern rituals and daily life practices.	● Review of Latin grammar as needed ● Scansion: Hendecasyllabic, Elegiac, and Dactylic Hexameter ○ Poetic feet: spondees, dactyls ● Poetic Devices
Priority Vocabulary	**Other Vocabulary**
● Author-specific vocabulary	● Poetic Devices

Instructional Activities

Key Learning Activities	**Mode of Communication**
Markerboard Activities	Presentational Interpersonal Interpretive
Circling	Interpersonal
Timed Essay Writing	Presentational
Sight Reading Practice	Interpretive
Multiple Choice Questions	Interpretive
Google Suite	Interpretive Presentational
Free Response Questions	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

Resources	**Technology Integration**
Essential materials, supplementary materials, links to best practices	*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.*
● Latin Readers (List of Titles)	● Chromebooks

• 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/ • *Legamus: Catullus* • *Carmina Amoris: A Tiered Reader*	• 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 4 Honors	**Performance Range**	Intermediate Mid
Grade(s)	10-12	**Curricular Theme**	Global Challenges
Unit Title	Vergil: War and Fate		

Course Focus	
Essential Question(s)	● What should we expect from a Latin Epic in terms of form and content? ● What different types of leaders and leadership styles do we see in this work? ● What roles do the Gods play and how are they perceived? ● How does fate affect human beings? ● What values and ideals are portrayed as characteristically Roman? ● In what ways does the author portray the various peoples that appear in the work? ● To what extent does the author reinforce or challenge the stereotypes of those groups?
Enduring Understanding(s)	● Poetic and literary devices enhance meaning in a text. ● The Romans had biased views towards other cultures. ● Love, war, the role of the gods, and the history of Rome are important themes explored in works.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.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 in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Presentational (Strand C Indicators)	
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Evidence of Learning: Summative Assessment			
Performance Tasks	**Interpretive**	**Interpersonal**	**Presentational**
• *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.*	• Read a passage and answer questions / draw and illustrate one of the scenes of the Aeneid based on textual evidence.	• Have a conversation in the perspective of Juno or one of the characters in the Aeneid.	• Write your own epic journey detailing your values and struggles.

Toolbox & Core Content	
Can-Do Statements	
Interpretive	• I can understand a speaker's description of how his/her family celebrates a ritual. • I can identify the main idea of a simple poem. • I can understand a virtual conversation to plan a collaborative project. • I can understand survey responses to open-ended questions about what one looks for in a friend or significant other.
Interpersonal	• I can interact with my friends to plan an ideal date. • I can exchange comments related to my edits on a friend's draft composition. • I can exchange messages with my teacher to request an extension due to an unforeseen personal matter.

	• I can exchange opinions related to dating practices in other countries and provide reasons.
Presentational	• I can present a review of poem and give specific reasons to support my point of view. • I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions. • I can present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched. • I can give a brief history of a famous person, landmark , or cultural event.

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
• read short Latin poetry in verse. • analyze the effect of genre on a work. • analyze the effect of literary devices. • compare and contrast ancient and modern conceptions of romantic love. • compare and contrast ancient and modern rituals and daily life practices.	• Review of Latin grammar as needed • Scansion: Hendecasyllabic, Elegiac, and Dactylic Hexameter ○ Poetic feet: spondees, dactyls • Poetic Devices
Priority Vocabulary	**Other Vocabulary**
• Author-specific vocabulary	• Poetic Devices

Instructional Activities

Key Learning Activities	**Mode of Communication**
Markerboard Activities	Presentational Interpersonal Interpretive
Circling	Interpersonal
Timed Essay Writing	Presentational
Sight Reading Practice	Interpretive
Multiple Choice Questions	Interpretive
Google Suite	Interpretive Presentational
Free Response Questions	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

Resources	**Technology Integration**

Essential materials, supplementary materials, links to best practices	*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.*
• 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/ • *Legamus: Vergil* • http://lapis.practomime.com/index.php/quick-links/operation-caesar-reading-list • http://dcc.dickinson.edu/	• 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 4

Course Information			
Language(s)	Latin	**Approximate Unit Length**	1 marking period
Level/Grade	Level 4 Honors	**Performance Range**	Intermediate Mid
Grade(s)	10-12	**Curricular Theme**	Science, Technology, and Contemporary Life
Unit Title	Ovid: Metamorphoses		

Course Focus	
Essential Question(s)	● What should we expect from a Latin Epic in terms of form and content? ● What roles do the Gods play and how are they perceived? ● How does fate affect human beings? ● How does mythological transformation demonstrate reality?
Enduring Understanding(s)	● Poetic and literary devices enhance meaning in a text. ● Love, war, the role of the gods, and the history of Rome are important themes explored in works. ● Ovid's understanding of love is much more violent than Catullus' obsessive views. ● Love is all-consuming. ● Ovid is the primary source for mythology for many Western authors.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Presentational (Strand C Indicators)	
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Evidence of Learning: Summative Assessment			
Performance Tasks	**Interpretive**	**Interpersonal**	**Presentational**
• *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.*	• Read a story and answer questions.	• Have a conversation between two characters who experience transformation.	• Write a story of a transformation you have experienced.

Toolbox & Core Content	
Can-Do Statements	
Interpretive	• I can understand a speaker's description of how his/her family celebrates a ritual. • I can identify the main idea of a simple poem. • I can understand a virtual conversation to plan a collaborative project. • I can understand survey responses to open-ended questions about what one looks for in a friend or significant other.
Interpersonal	• I can interact with my friends to plan an ideal date. • I can exchange comments related to my edits on a friend's draft composition. • I can exchange messages with my teacher to request an extension due to an unforeseen personal matter. • I can exchange opinions related to dating practices in other countries and provide reasons.

Presentational	• I can present a review of poem and give specific reasons to support my point of view. • I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions. • I can present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched. • I can give a brief history of a famous person, landmark , or cultural event.

Supporting Functions *Students will be able to:*	Supporting Structures/Patterns *Students will know:*
• read short Latin poetry in verse. • analyze the effect of genre on a work. • analyze the effect of literary devices. • compare and contrast ancient and modern conceptions of romantic love. • compare and contrast ancient and modern rituals and daily life practices.	• Review of Latin grammar as needed • Scansion: Hendecasyllabic, Elegiac, and Dactylic Hexameter ○ Poetic feet: spondees, dactyls • Poetic Devices
Priority Vocabulary	**Other Vocabulary**
• Author-specific vocabulary	• Poetic Devices

Instructional Activities

Key Learning Activities	Mode of Communication
Markerboard Activities	Presentational Interpersonal Interpretive
Circling	Interpersonal
Timed Essay Writing	Presentational
Sight Reading Practice	Interpretive
Multiple Choice Questions	Interpretive
Google Suite	Interpretive Presentational
Free Response Questions	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

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*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.*

• 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/ • *Legamus: Ovid*	• 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