

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level AP – Latin

Table of Contents

Table of Contents	2
Department Description	3
Statement of Purpose	3
Philosophy & Approach	4
Mission	4
Acknowledgments	4
New Jersey Student Learning Standard for World Languages	5
Three Strands	5
Proficiency Levels	6
The Role of Grammar in the World Language Class	7
Time as a Critical Component for Developing Language Performance	7
NCSSFL-ACTFL Can-Do Statements	8
How to Use the Can-Do Statements	8
How Not to Use the Can-Do Statements	8
How Stakeholders Use the Can-Do Statements	9
Assessment	10
Formative Assessment	10
Summative Assessment	11
Integrated Performance Assessments (IPAs)	11
Culturally Authentic Materials	12
Grading Policy	12
Meeting the Needs of All Students	14
References	15
Course Description/Summary	16
Unit Contents: Scope & Sequence	17
Unit Contents: Scope & Sequence	17
Unit 2	23
Unit 3	28
Unit 4	33

Department Description

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

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

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

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

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

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

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

Statement of Purpose

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

We believe that learning a second language allows students to:

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

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

Philosophy & Approach

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

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

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

Mission

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

Acknowledgments

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New Jersey Student Learning Standard for World Languages

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

Three Strands

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



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

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

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

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

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

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

Proficiency Levels

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

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

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

The Role of Grammar in the World Language Class

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

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

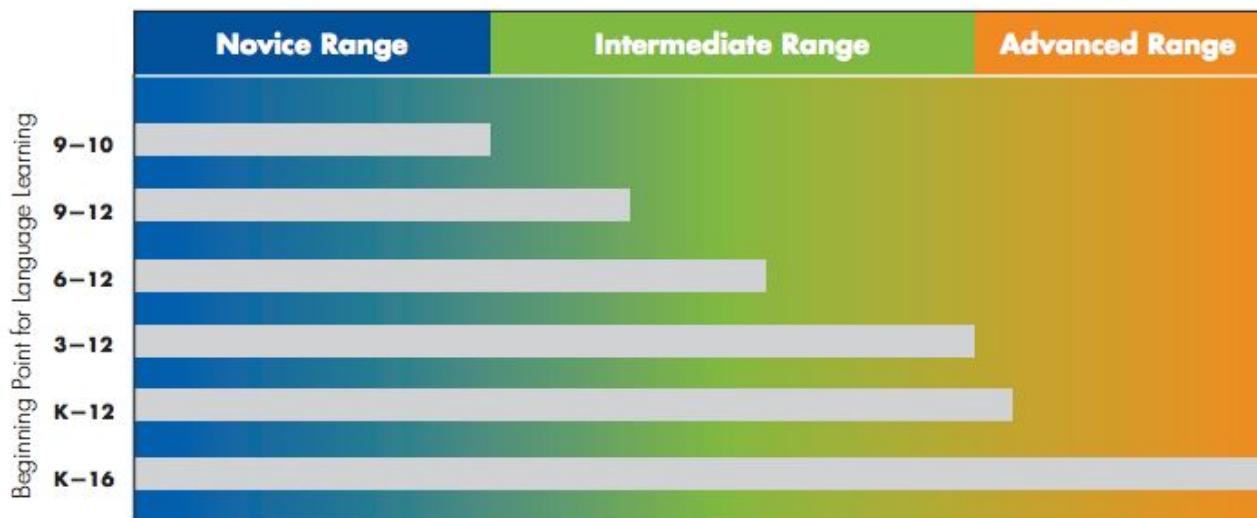
See [New Jersey Student Learning Standard for World Languages](#) for more information.

Time as a Critical Component for Developing Language Performance

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

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

Time as a critical component for developing language performance



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

NCSSFL-ACTFL Can-Do Statements

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

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

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

How to Use the Can-Do Statements

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

How Not to Use the Can-Do Statements

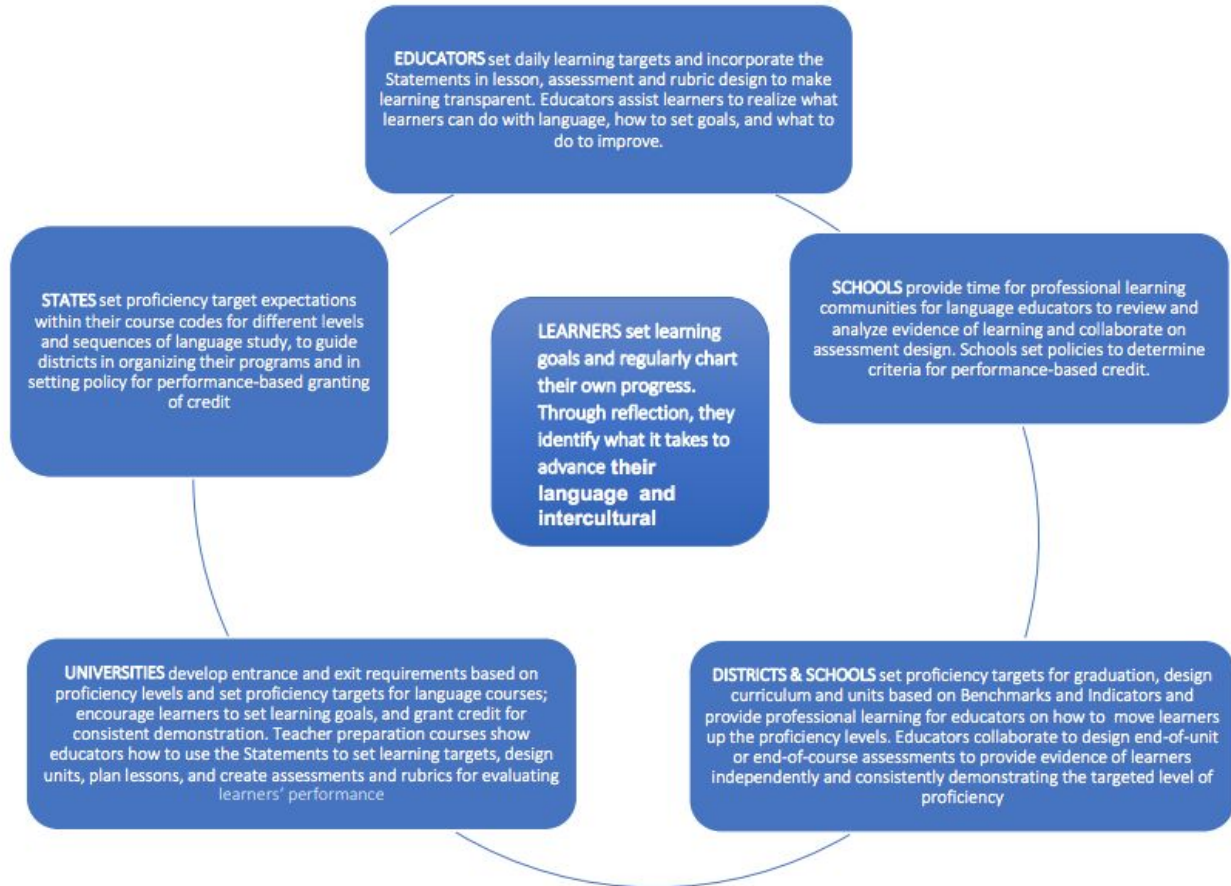
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

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

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



See [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

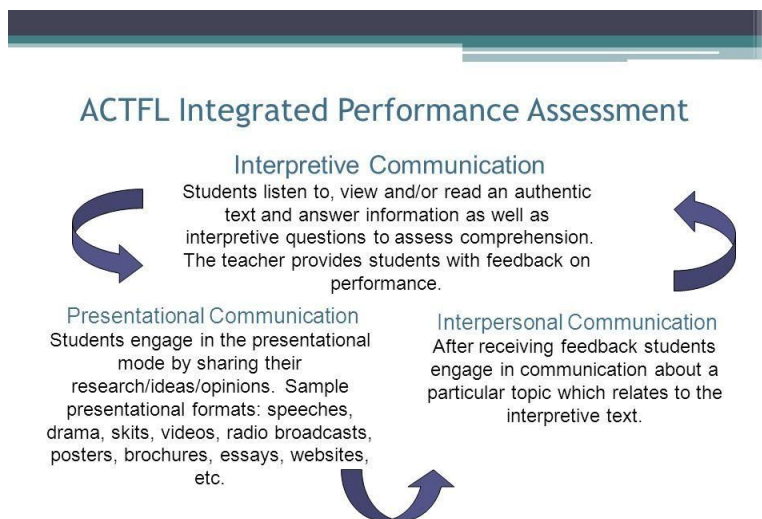
Summative Assessment

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”:

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.

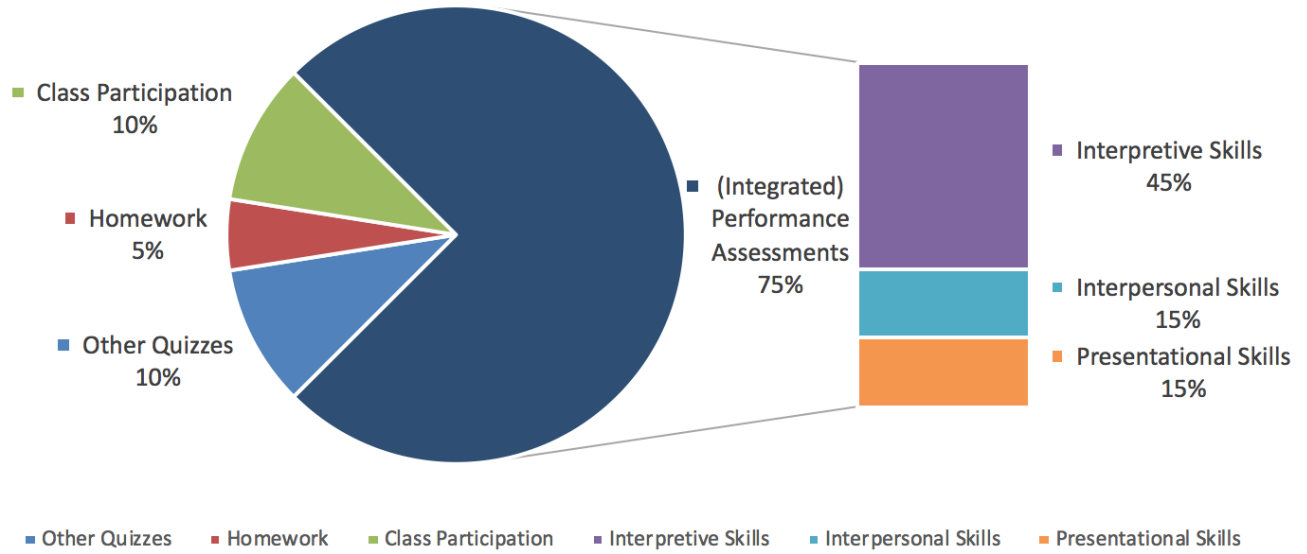
Grading Policy

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

References

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- Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.
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- 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

AP Latin is designed for students who want to prepare for the AP Latin Exam. In doing so, they will gain an appreciation of Vergil's Aeneid as a great epic, and prose readings from Caesar's Gallic War. They will learn to translate literally and to analyze passages critically.

This course requires students to read in Latin the following:

Vergil, Aeneid

Book 1: Lines 1-209, 418-440, 494-578

Book 2: Lines 40-56, 201-249, 268-297, 559-620

Book 4: Lines 160-218, 259-361, 659-705

Book 6: Lines 295-332, 384-425, 450-476, 847-899

Caesar, Gallic War

Book 1: Chapters 1-7

Book 4: Chapters 24-35 and the first sentence of Chapter 36
(Eodem die legati . . . venerunt.)

Book 5: Chapters 24-48

Book 6: Chapters 13-20

The required syllabus includes not just readings in Latin, but also readings in English from Vergil's Aeneid and Caesar's Gallic War. Reading in English helps students put the Latin passages in context, with their significant themes, central characters, and key ideas. This course helps develop the students' ability to read Latin at sight, choose texts with relatively common vocabulary as well as straightforward grammar and syntax. Prose authors recommended for at-sight reading include Nepos, Cicero (but not Cicero's letters), Livy, Pliny the Younger, and Seneca the Younger. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus.

This course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Unit Contents: Scope & Sequence

Course Summary		
Unit #	Curricular Theme	Unit Title
1	Families, Communities, and Identities	Nationalism, Refugees, Leadership, and Causes of Conflict
2	Beauty and Aesthetics	Choices and the Fortunes of War
3	Global Challenges	Duty
4	Science, Technology, and Contemporary Life	Religion and Civilization

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	Nationalism, Refugees, Leadership, and Causes of Conflict			✓		✓	
2	Choices and the Fortunes of War	✓					
3	Duty				✓		
4	Religion and Civilization		✓				✓

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

Unit 1

Course Information

Language(s)	Latin	Approximate Unit Length	8 weeks
Level/Grade	Level AP	Performance Range	Intermediate High
Grade(s)	11-12	Curricular Theme	Families and Communities
Unit Title	Nationalism, Refugees, Leadership, and Causes of Conflict (Caesar 1, Vergil 1)		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● Literary Genre and Style <ul style="list-style-type: none"> ○ What should we expect from a Latin Epic in terms of form and content? ○ How does a writer challenge or confirm our expectations? ○ What are the purposes and effects of Vergil’s style? ○ What points of view does Vergil take when describing events? ○ How are key themes developed via characterization? ● Leadership <ul style="list-style-type: none"> ○ What different types of leaders and leadership styles do we see in this work? ○ How do leaders deal with setbacks and failures? ○ How does a leader inspire others to follow? ● Humans and the Gods <ul style="list-style-type: none"> ○ What roles do the Gods play and how are they perceived? ○ To what extent do the Gods of other people resemble those of the Romans? ○ How does fate affect human beings? ○ How is fate portrayed in the work? ○ How and why do Human beings and gods communicate with one another? ● Roman Values <ul style="list-style-type: none"> ○ What values and ideals are portrayed as characteristically Roman? ○ How do these values differ based on gender, ethnicity and other criteria? ○ What strengths and weaknesses of character are exemplified by individual’s work? ○ How did the text confirm the characteristic Roman values? ● Views of Non Romans <ul style="list-style-type: none"> ○ 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)	<ul style="list-style-type: none"> ● Poetic and literary devices enhance meaning in a text. ● The Romans had biased views towards other cultures. ● Not all conquered peoples loved the Romans. ● Geography plays a huge role in Caesar’s work. ● Caesar is one of the greatest military masterminds of all time, according to him. ● Love, war, the role of the gods, and the history of Rome are important themes explored in both these works.

NJ Student Learning Standards

Interpretive (Strand A Indicators)			
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.		
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.		
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.		
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.		
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.		
7.1.IH.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.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.		
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.		
Interpersonal (Strand B Indicators)			
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.		
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.		
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.		
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.		
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.		
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.		
Presentational (Strand C Indicators)			
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.		
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).		
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.		
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.		
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.		
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.		
Evidence of Learning: Summative Assessment			
Performance Tasks	Interpretive	Interpersonal	Presentational

<ul style="list-style-type: none"> ● These tasks allow learners to demonstrate how well they have met the goals of the unit. ● The tasks follow the format of the IPA, but are integrated throughout the unit. ● The template encourages multiple Interpretive tasks ● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ● The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> ● Students read a sight passage and answer practice AP comprehension questions. 	<ul style="list-style-type: none"> ● Students ask and answer questions about a text. 	<ul style="list-style-type: none"> ● Students analyze the texts using AP-style questions.
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Toolbox & Core Content

Can-Do Statements

<p>Interpretive</p>	<ul style="list-style-type: none"> ● I can follow the major events of a traveler’s experience narrated in a report. ● I can identify the sequence of events in a story. ● I can identify the main emotion described in the poetry of the Aeneid. ● I can understand the characteristics of heroes in a myth. ● I can understand the main points of an argument. ● I can understand simple questions posed in an interview of a historical or mythological character.
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can compare reactions with a peer about a recent lecture. ● I can exchange posts that provide specific and detailed advice on a peer’s draft for an article.
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog. ● I can present my reactions to an event and explain what led to the event being in the news. ● I can write a brief statement outlining the key points of my opinion on topics based on textual evidence. ● I can compare school or learning environments and curricula to determine what is valued in my own and other cultures, such as Roman or Celtic cultures.

<p>Supporting Functions <i>Students will be able to:</i></p>	<p>Supporting Structures/Patterns <i>Students will know:</i></p>
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<ul style="list-style-type: none"> ● describe the main idea from an informational or fictional text ● analyze Roman perspectives that inform author choice in words and character actions ● analyze author's style and literary devices ● scan poetic meter of a poem written in dactylic hexameter ● answer and ask questions in Latin using connecting words ● explain why they think a certain way using descriptions or textual evidence ● read a passage 	<ul style="list-style-type: none"> ● advanced subordinate clauses ● participles ● infinitives ● subjunctive formation ● relative clauses ● supines ● gerunds and gerundive constructions ● conditional statements ● sequence of tense ● advanced uses of the genitive, dative, and ablative ● anything as needed
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<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
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<ul style="list-style-type: none"> ● High frequency verbs and nouns in Caesar and Vergil 	<ul style="list-style-type: none"> ● As needed
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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
Portfolios (teacher conferences)		Presentational
Resources	Technology Integration	
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>	
<ul style="list-style-type: none"> • Mythology and culture books • http://todallycomprehensibellatin.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/ • Vergil & Caesar Workbooks • albert.io • http://lapis.practomime.com/index.php/quick-links/operation-caesar-reading-list • http://dcc.dickinson.edu/ 	<ul style="list-style-type: none"> • Chromebooks • Overhead Projectors • Podcasts • Vicipaedia • Quizlet and Memrise • Quia • Socrative • Kahoot • Peardeck and Nearpod • Quizalize • Quizizz • Google Suite (Docs, Slides, Sheets, Forms, etc) • orbis.stanford.edu 	
21 st Century Life and Career Standards		
<i>The selected standards may apply to this unit of study</i>		

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	8 weeks
Level/Grade	Level AP	Performance Range	Intermediate High
Grade(s)	11-12	Curricular Theme	Contemporary Life
Unit Title	Choices and the Fortunes of War (Caesar 4, Vergil 2)		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● Literary Genre and Style <ul style="list-style-type: none"> ○ What should we expect from a Latin Epic in terms of form and content? ○ How does a writer challenge or confirm our expectations? ○ What are the purposes and effects of Vergil’s style? ○ What points of view does Vergil take when describing events? ○ How are key themes developed via characterization? ● Leadership <ul style="list-style-type: none"> ○ What different types of leaders and leadership styles do we see in this work? ○ How do leaders deal with setbacks and failures? ○ How does a leader inspire others to follow? ● Humans and the Gods <ul style="list-style-type: none"> ○ What roles do the Gods play and how are they perceived? ○ To what extent do the Gods of other people resemble those of the Romans? ○ How does fate affect human beings? ○ How is fate portrayed in the work? ○ How and why do Human beings and gods communicate with one another? ● Roman Values <ul style="list-style-type: none"> ○ What values and ideals are portrayed as characteristically Roman? ○ How do these values differ based on gender, ethnicity and other criteria? ○ What strengths and weaknesses of character are exemplified by individual’s work? ○ How did the text confirm the characteristic Roman values? ● Views of Non Romans <ul style="list-style-type: none"> ○ 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)	<ul style="list-style-type: none"> ● Poetic and literary devices enhance meaning in a text. ● The Romans had biased views towards other cultures. ● Not all conquered peoples loved the Romans. ● Geography plays a huge role in Caesar’s work. ● Caesar is one of the greatest military masterminds of all time, according to him. ● Love, war, the role of the gods, and the history of Rome are important themes explored in both these works.

NJ Student Learning Standards

Interpretive (Strand A Indicators)			
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.		
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.		
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.		
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.		
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.		
7.1.IH.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.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.		
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.		
Interpersonal (Strand B Indicators)			
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.		
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.		
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.		
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.		
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.		
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.		
Presentational (Strand C Indicators)			
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.		
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).		
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.		
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.		
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.		
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.		
Evidence of Learning: Summative Assessment			
Performance Tasks	Interpretive	Interpersonal	Presentational

<ul style="list-style-type: none"> ● These tasks allow learners to demonstrate how well they have met the goals of the unit. ● The tasks follow the format of the IPA, but are integrated throughout the unit. ● The template encourages multiple Interpretive tasks ● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ● The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> ● Students read a sight passage and answer practice AP comprehension questions. 	<ul style="list-style-type: none"> ● Students ask and answer questions about a text. 	<ul style="list-style-type: none"> ● Students analyze the texts using AP-style questions.
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Toolbox & Core Content

Can-Do Statements

<p>Interpretive</p>	<ul style="list-style-type: none"> ● I can follow the major events of a traveler’s experience narrated in a report. ● I can identify the sequence of events in a story. ● I can identify the main emotion described in the poetry of the Aeneid. ● I can understand the characteristics of heroes in a myth. ● I can understand the main points of an argument. ● I can understand simple questions posed in an interview of a historical or mythological character.
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can compare reactions with a peer about a recent lecture. ● I can exchange posts that provide specific and detailed advice on a peer’s draft for an article.
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog. ● I can present my reactions to an event and explain what led to the event being in the news. ● I can write a brief statement outlining the key points of my opinion on topics based on textual evidence. ● I can compare school or learning environments and curricula to determine what is valued in my own and other cultures, such as Roman or Celtic cultures.

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
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<ul style="list-style-type: none"> ● describe the main idea from an informational or fictional text ● analyze Roman perspectives that inform author choice in words and character actions ● analyze author's style and literary devices ● scan poetic meter of a poem written in dactylic hexameter ● answer and ask questions in Latin using connecting words ● explain why they think a certain way using descriptions or textual evidence ● read a passage 	<ul style="list-style-type: none"> ● advanced subordinate clauses ● participles ● infinitives ● subjunctive formation ● relative clauses ● supines ● gerunds and gerundive constructions ● conditional statements ● sequence of tense ● advanced uses of the genitive, dative, and ablative ● anything as needed
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Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● High frequency verbs and nouns in Caesar and Vergil 	<ul style="list-style-type: none"> ● As needed

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
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● 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/ ● Vergil & Caesar Workbooks ● albert.io ● http://lapis.practomime.com/index.php/quick-links/operation-caesar-reading-list ● http://dcc.dickinson.edu/ ● http://www.perseus.tufts.edu/hopper/ ● http://nodictionaries.com/ 	<ul style="list-style-type: none"> ● Chromebooks ● Overhead Projectors ● Podcasts ● Vicipaedia ● Quizlet and Memrise ● Quia ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● 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	8 weeks
Level/Grade	Level AP	Performance Range	Intermediate High
Grade(s)	11-12	Curricular Theme	Beauty and Aesthetics
Unit Title	Duty (Caesar 5, Vergil 4)		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● Literary Genre and Style <ul style="list-style-type: none"> ○ What should we expect from a Latin Epic in terms of form and content? ○ How does a writer challenge or confirm our expectations? ○ What are the purposes and effects of Vergil’s style? ○ What points of view does Vergil take when describing events? ○ How are key themes developed via characterization? ● Leadership <ul style="list-style-type: none"> ○ What different types of leaders and leadership styles do we see in this work? ○ How do leaders deal with setbacks and failures? ○ How does a leader inspire others to follow? ● Humans and the Gods <ul style="list-style-type: none"> ○ What roles do the Gods play and how are they perceived? ○ To what extent do the Gods of other people resemble those of the Romans? ○ How does fate affect human beings? ○ How is fate portrayed in the work? ○ How and why do Human beings and gods communicate with one another? ● Roman Values <ul style="list-style-type: none"> ○ What values and ideals are portrayed as characteristically Roman? ○ How do these values differ based on gender, ethnicity and other criteria? ○ What strengths and weaknesses of character are exemplified by individual’s work? ○ How did the text confirm the characteristic Roman values? ● Views of Non Romans <ul style="list-style-type: none"> ○ 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)	<ul style="list-style-type: none"> ● Poetic and literary devices enhance meaning in a text. ● The Romans had biased views towards other cultures. ● Not all conquered peoples loved the Romans. ● Geography plays a huge role in Caesar’s work. ● Caesar is one of the greatest military masterminds of all time, according to him. ● Love, war, the role of the gods, and the history of Rome are important themes explored in both these works.

NJ Student Learning Standards

Interpretive (Strand A Indicators)	
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.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.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Interpersonal (Strand B Indicators)	
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
Presentational (Strand C Indicators)	
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
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<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Students read a sight passage and answer practice AP comprehension questions. 	<ul style="list-style-type: none"> ● Students ask and answer questions about a text. 	<ul style="list-style-type: none"> ● Students analyze the texts using AP-style questions.
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Toolbox & Core Content

Can-Do Statements

<p>Interpretive</p>	<ul style="list-style-type: none"> ● I can follow the major events of a traveler’s experience narrated in a report. ● I can identify the sequence of events in a story. ● I can identify the main emotion described in the poetry of the Aeneid. ● I can understand the characteristics of heroes in a myth. ● I can understand the main points of an argument. ● I can understand simple questions posed in an interview of a historical or mythological character.
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can compare reactions with a peer about a recent lecture. ● I can exchange posts that provide specific and detailed advice on a peer’s draft for an article.
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog. ● I can present my reactions to an event and explain what led to the event being in the news. ● I can write a brief statement outlining the key points of my opinion on topics based on textual evidence. ● I can compare school or learning environments and curricula to determine what is valued in my own and other cultures, such as Roman or Celtic cultures.

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
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<ul style="list-style-type: none"> ● describe the main idea from an informational or fictional text ● analyze Roman perspectives that inform author choice in words and character actions ● analyze author's style and literary devices ● scan poetic meter of a poem written in dactylic hexameter ● answer and ask questions in Latin using connecting words ● explain why they think a certain way using descriptions or textual evidence ● read a passage 	<ul style="list-style-type: none"> ● advanced subordinate clauses ● participles ● infinitives ● subjunctive formation ● relative clauses ● supines ● gerunds and gerundive constructions ● conditional statements ● sequence of tense ● advanced uses of the genitive, dative, and ablative ● anything as needed
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Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● High frequency verbs and nouns in Caesar and Vergil 	<ul style="list-style-type: none"> ● As needed

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
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● 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/ ● Vergil & Caesar Workbooks ● albert.io ● http://lapis.practomime.com/index.php/quick-links/operation-caesar-reading-list ● http://dcc.dickinson.edu/ ● http://www.perseus.tufts.edu/hopper/ ● http://nodictionaries.com/ 	<ul style="list-style-type: none"> ● Chromebooks ● Overhead Projectors ● Podcasts ● Vicipaedia ● Quizlet and Memrise ● Quia ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● 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	8 weeks
Level/Grade	Level AP	Performance Range	Intermediate High
Grade(s)	11-12	Curricular Theme	Global Challenges
Unit Title	Religion and Civilization (Caesar 6, Vergil 6)		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● Literary Genre and Style <ul style="list-style-type: none"> ○ What should we expect from a Latin Epic in terms of form and content? ○ How does a writer challenge or confirm our expectations? ○ What are the purposes and effects of Vergil’s style? ○ What points of view does Vergil take when describing events? ○ How are key themes developed via characterization? ● Leadership <ul style="list-style-type: none"> ○ What different types of leaders and leadership styles do we see in this work? ○ How do leaders deal with setbacks and failures? ○ How does a leader inspire others to follow? ● Humans and the Gods <ul style="list-style-type: none"> ○ What roles do the Gods play and how are they perceived? ○ To what extent do the Gods of other people resemble those of the Romans? ○ How does fate affect human beings? ○ How is fate portrayed in the work? ○ How and why do Human beings and gods communicate with one another? ● Roman Values <ul style="list-style-type: none"> ○ What values and ideals are portrayed as characteristically Roman? ○ How do these values differ based on gender, ethnicity and other criteria? ○ What strengths and weaknesses of character are exemplified by individual’s work? ○ How did the text confirm the characteristic Roman values? ● Views of Non Romans <ul style="list-style-type: none"> ○ 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)	<ul style="list-style-type: none"> ● Poetic and literary devices enhance meaning in a text. ● The Romans had biased views towards other cultures. ● Not all conquered peoples loved the Romans. ● Geography plays a huge role in Caesar’s work. ● Caesar is one of the greatest military masterminds of all time, according to him. ● Love, war, the role of the gods, and the history of Rome are important themes explored in both these works.

NJ Student Learning Standards

Interpretive (Strand A Indicators)	
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.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.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Interpersonal (Strand B Indicators)	
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
Presentational (Strand C Indicators)	
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
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<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Students read a sight passage and answer practice AP comprehension questions. 	<ul style="list-style-type: none"> ● Students ask and answer questions about a text. 	<ul style="list-style-type: none"> ● Students analyze the texts using AP-style questions.
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Toolbox & Core Content

Can-Do Statements

<p>Interpretive</p>	<ul style="list-style-type: none"> ● I can follow the major events of a traveler’s experience narrated in a report. ● I can identify the sequence of events in a story. ● I can identify the main emotion described in the poetry of the Aeneid. ● I can understand the characteristics of heroes in a myth. ● I can understand the main points of an argument. ● I can understand simple questions posed in an interview of a historical or mythological character.
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can compare reactions with a peer about a recent lecture. ● I can exchange posts that provide specific and detailed advice on a peer’s draft for an article.
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog. ● I can present my reactions to an event and explain what led to the event being in the news. ● I can write a brief statement outlining the key points of my opinion on topics based on textual evidence. ● I can compare school or learning environments and curricula to determine what is valued in my own and other cultures, such as Roman or Celtic cultures.

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
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<ul style="list-style-type: none"> ● describe the main idea from an informational or fictional text ● analyze Roman perspectives that inform author choice in words and character actions ● analyze author's style and literary devices ● scan poetic meter of a poem written in dactylic hexameter ● answer and ask questions in Latin using connecting words ● explain why they think a certain way using descriptions or textual evidence ● read a passage 	<ul style="list-style-type: none"> ● advanced subordinate clauses ● participles ● infinitives ● subjunctive formation ● relative clauses ● supines ● gerunds and gerundive constructions ● conditional statements ● sequence of tense ● advanced uses of the genitive, dative, and ablative ● anything as needed
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Priority Vocabulary	Other Vocabulary
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<ul style="list-style-type: none"> ● High frequency verbs and nouns in Caesar and Vergil 	<ul style="list-style-type: none"> ● As needed
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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
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● 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/ ● Vergil & Caesar Workbooks ● albert.io ● http://lapis.practomime.com/index.php/quick-links/operation-caesar-reading-list ● http://dcc.dickinson.edu/ ● http://www.perseus.tufts.edu/hopper/ ● http://nodictionaries.com/ 	<ul style="list-style-type: none"> ● Chromebooks ● Overhead Projectors ● Podcasts ● Vicipaedia ● Quizlet and Memrise ● Quia ● Socrative ● Kahoot ● Peardeck and Nearpod ● Quizalize ● Quizizz ● 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>