# FL 5310 : Latin I

Students are introduced to the culture and institutions of the Romans as they begin to read, understand, and interpret Latin. They use certain communicative skills, oral, listening and writing, to assist them in the development of their reading skills. Students gain an appreciation of the Roman contributions to Western civilization and the Latin influence on the development of the English language.

### **Subject Area**

World Languages

Credits 1

Years 1

Level

Middle School

#### **Grades**

7

8

#### **Notes**

Students earn standard units of credit upon successful completion of the course.

#### Parent Docs

Latin I Parent Doc 2021-2022

### Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

My Identity Title and

My Free Time

My School Life

Quarter 3

My Community

Quarter 1 Time

Quarter 2



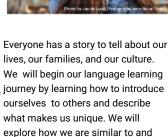


Quarter 4

**Image** Cue

Focus of

Story



who live in places where the

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in different from our peers and those other parts of the world spend their free time and how it compares to the language we are learning is spoken. things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures



In the final unit, we will tur

world to explore what it me

of a community. We will it

describe our favorite place

the local community and c communities are similar a other parts of the world. W reflect on how far we have language learning journey progress toward reaching language proficiency.

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opin (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)

### Transfer Goals

- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Co and Collaborators)
- · Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Compete
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Co
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

## Learning Targets

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and car about what people oplaces.
- I can understand when about their communities about mine.