Grade 6 Latin

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **Full Year**
Status: **Published**

BRIEF SUMMARY OF UNIT

In the grade 6 Latin program, students begin to develop the following skills in an introductory manner. Teachers use their professional judgment to sequence, spiral, and scaffold the skills appropriately for students based on level and readiness:

- Reading and Comprehension: Read and comprehend Latin poetry and prose
- Translation: Translate Latin texts into English
- Contextualization: Relate Latin texts to Roman cultural, historical and literary contexts
- Textual analysis: Analyze linguistic and literary features of Latin texts
- Argumentation: develop an argument that analyses Latin poetry and/or prose

Emphasis is placed on interpretive listening and interpretive reading with the goal of reading and understanding level appropriate classical literary texts. Content presented in this course is rooted in the following AP themes

- Literary Style and Genre
- Roman Values
- War and Empire
- Leadership
- Views of Non-Romans
- History and Memory
- Human Beings and the Gods

The depth and breadth through which the themes are presented are based on the proficiency level target for PERFORMANCE IN THE INTERPRETIVE MODE for the students at this level (Novice Low). The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously, read, write and engage in discussion on the topic(s) presented.

 A NOVICE range student: Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple highly-predictable oral or written texts, with visual support or other contextual help.

 The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

Revision Date: June 2021

STANDARDS

  The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

  The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

The Communication goal includes three Standards based on the Framework of Communicative Modes. These Standards focus on the purpose behind the communication more than the means:

1. Interpretive communication focuses on answering the question: "What does the author, speaker, or producer of an individual text want you to understand?"

2. Interpersonal communication focuses on exchanging information, reactions, feelings, and opinions by negotiating and clarifying meaning;

3. Presentational communication is used to create a message for a specific purpose and for a specific audience.

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [*Practice*] - Use technology to enhance productivity increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [*Practice*] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [*Practice*] - Work productively in teams while using cultural/global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

ACL Interpretive Reading Standards:

Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read.

Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.

ACL Interpretive Listening Standards:

Novice Low Learners can recognize a few memorized Latin or Greek words and phrases when they hear them spoken.

Novice Mid Learners can recognize some familiar Latin or Greek words and phrases when they hear them spoken.

For students and teachers of classical languages, the Interpretive mode will be the main focus of their language study. Students will make steady progress along the continuum in Interpretive Reading / Listening as their skills and knowledge increase.

The following additional standards are included for teachers to consider implementing based on student independent readiness and proficiency in meeting additional communicative goals when studying this language. They reflect the most recently revised draft of the "National Standards for Classical Language Learning"https://www.aclclassics.org/Portals/0/Site%20Documents/Publications/Standards_for_Classical_Language_Learning_2017%20FINAL.pdf

ACL Interpersonal Standards:

Novice Low Learners can communicate in single words and in phrases that they have practiced and memorized.

Novice Mid Learners can communicate by asking highly predictable and formulaic questions in Latin or Greek, and respond to such questions by listing, naming, and identifying using single words or phrases they have learned and memorized.

ACL Presentational Writing Standards:

Novice Low learners can copy familiar Latin or Greek letters, words, or phrases.

Novice Mid Learners can write lists and memorized phrases in Latin or Greek on familiar topics.

ACL Presentational Speaking Standards:

Novice Low learners can present information in Latin or Greek about themselves or other very familiar topics using single words or memorized phrases

Novice Mid Learners can present information in Latin or Greek about themselves or other very familiar topics using a variety of words, phrases, or memorized expressions

ACL Cultural Standards:

Learners use Latin or Ancient Greek to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learners use Latin or Greek to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Novice range learners develop insight into the nature of language in order to interact with cultural competence.

Novice range learners communicate and interact with cultural competence in order to participate in

communities of Latin or Greek learners at home and around the world.

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

ESSENTIAL QUESTIONS

Overarching Essential Questions:

- How can I learn to see things from another culture's point of view?
- Why is having a culturally informed perspective important?
- What strategies can help me to understand what I am reading?
- What strategies can help me to understand when I am listening?
- What is my current proficiency level and how can I develop the skills to "level up"?
- What strategies should I acquire to read and comprehend Latin poetry and prose?
- What strategies should I use when translating Latin texts into English?
- What are the most effective ways to relate Latin texts to Roman cultural, historical and literary contexts?
- What practices are needed to analyze linguistic and literary features of Latin texts?

STUDENTS WILL KNOW / STUDENTS WILL BE SKILLED AT

- Students will know that it is important to be culturally sensitive.
- Students will know that learning about other cultures aids in understanding the importance of tolerance, inclusivity and respect.
- Students will know that increased proficiency in the interpretive mode is developed through reading and listening activities.
- Students will know that making comparisons between their own communities, families and customs

and those of the target culture will enhance cultural awareness and understanding.

- Students will know that students will progress along the proficiency continuum at different rates,
- Students will know that it is common for a learner to plateau at a level as they gain more skills and knowledge, enabling them to move up to the next level.
- Students will know that students will progress at different rates on the various modes of communication.
- Students will know that the Can Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency and can be used to gauge their present levels of proficiency.
- Students will be skilled at listening and reading based on their current levels of proficiency with the goal of reaching proficiency targets for communication by the end of the course
- Students will be skilled at listening and reading in the target language with the intent to understand.
- Students will be skilled at asking for clarification when the received message is unclear.
- Students will be skilled at developing reading comprehension skills through decoding, identification of main ideas, and use of context clues.
- Students will be skilled at developing listening comprehension through authentic, meaning-based and consistent exposure to the target language.
- Students will be skilled at making connections and comparisons between the target culture and their own.
- Students will be skilled at using specific terminology to identify grammatical forms and syntactic structures.
- Students will be skilled at identifying stylistic features in Latin poetry and prose.
- Students will be skilled at demonstrating knowledge of Latin vocabulary when translating Latin texts into English.
- Students will be skilled at demonstrating knowledge of Latin grammar and syntax when translating Latin texts into English.
- Students will be skilled at relating Roman cultural products in Latin texts to perspectives of Roman culture.
- Students will be skilled at relating knowledge of mythology and legends to demonstrate understanding of Latin texts.
- Students will be skilled at analyzing Latin texts based on knowledge of products, practices, and perspectives of Roman culture.

LEARNING PLAN

For students and teachers of classical languages, the Interpretive Reading mode will be the main focus of their language study. Students will make steady progress along the continuum in Interpretive Reading as their skills and knowledge increase.

Practices that promote (interpretive communication) LISTENING AND READING:

- To reinforce literacy skills, students receive reinforcement in the mechanics of decoding, reading for meaning and using context clues as their teacher leads them in reading and understanding various texts in the target language independently and/or as a class.
- Short stories, news articles, embedded readings, excerpts from novels, basal text, rooted in high frequency vocabulary and expressions that will help students to continue to develop literacy skills.

- To reinforce literacy skills, students receive reinforcement in the mechanics of decoding, chunking, reading for meaning and using context clues as their teacher leads them in reading and understanding various texts in the target language independently and/or as a class.
- Short stories, poems, excerpts, text, rooted in high frequency vocabulary will help students to continue to develop literacy skills.

Link to instructional resources folders for each language in this level can be accessed via this link: https://drive.google.com/drive/folders/1pWIKClVCuFIZk9wtFJKfgr_-UcGlJkVS

Any resources, not included in the current CORE BOOK LIST, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

EVIDENCE / PERFORMANCE TASKS

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of communicative proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill. The following proficiency targets guide teachers and students in working to approach, meet and even exceed proficiency levels by the end of the course.

Proficiency Targets: (based on New Jersey Student Learning Standards – World Languages) -- Grades 1-2, Grades 6 Level 1: .NL

World Language Grading Criteria folder--(https://docs.google.com/document/d/1y7OyuTLBtQERmp7zi6cODQQQ27Lp7QKZO52yadqXaRQ/edit) As we modify this document, changes will be updated via access to this link.

Latin common grading plan: https://docs.google.com/document/d/1DxDyn2nL43HGpCzBedjcB7ZSeO8e9ueNZjeQkZBelE8/edit

Latin common course grading recommendations: https://docs.google.com/document/d/1nwTOyjeTbP-_ZE6-Ac1KLbkDGaE-N2dptusnuQspZXU/edit?ts=609992b6

[Interpretive Reading/Listening, Presentational Writing, Interpersonal Speaking Rubrics](https://drive.google.com/drive/folders/1PmK86jQv7NnwZ_LHFQ8PazpEjgGUn89y?usp=sharing) folder (https://drive.google.com/drive/folders/1PmK86jQv7NnwZ_LHFQ8PazpEjgGUn89y?usp=sharing). As we modify this document, changes will be updated via access to this link.

Interpretive Assessments are designed to measure STUDENT COMPREHENSION within LISTENING AND READING:

Students will interpret what they hear and read at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Grade reporting for World Language classes reflects each individual student's ability to demonstrate proficiency in the following areas: Interpretive Listening/Reading, Interpersonal speaking, Presentational Writing/Speaking, Participation and Performance. The weight of each communicative mode is based on the number of years the student has studied the language with increased accountability for demonstration of development in the interpretive mode at the novice level and a systematic approach to accountability in all modes as the student progresses into the more advanced levels of instruction.

MATERIALS

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

The link that connects to district approved textbooks and resources utilized in this course can be found here: CORE BOOK LIST

Any resources, not included in the current CORE BOOK LIST list, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

SUGGESTED STRATEGIES FOR MODIFICATION

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing