

Latin grade 8

Content Area: **World Languages**

Course(s):

Time Period: **Trimester 1**

Length: **Full Year**

Status: **Published**

Brief Summary of Unit

In the grade 8 Latin program, students continue to develop the following skills:

- 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

Teachers use their professional judgment to sequence, spiral, and scaffold the skills appropriately for students based on level and readiness. 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 but not limited to 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 High). 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.

During the second semester, recommendations for high school placement are determined by proficiency level, engagement, class participation and overall performance in World Language and Language Arts courses.

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 2022

Standards

Proficiency Target (based on [New Jersey Student Learning Standards – World Languages](#))

Grade 8: Novice High

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 the meaning of what is read/heard.
3. Presentational communication is used to create a message for a specific purpose and for a specific audience.

Interpretive reading:

Novice Low Learners can

connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images

Novice Mid Learners can

recognize words and phrases with the help of visuals

recognize Latin or Greek words and phrases when they associate them with things they already know

Novice High Learners can

understand accounts of familiar events or personal experiences

sometimes follow short, written descriptions or instructions when supported by visuals

understand the main idea of and a few supporting facts about famous people and historic events

understand simple questions related to a familiar text

Interpretive listening:

Novice Low Learners can

occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures

Novice Mid Learners can

understand simple greetings

recognize and sometimes understand basic information phrases that they have memorized

recognize and sometimes understand words and phrases that they have learned for specific purposes

Novice High Learners can

sometimes understand simple questions or statements in Latin or Greek on familiar topics in context

understand simple information when presented with visual support

sometimes understand the main topic of conversations that they hear

sometimes follow the narrative of a simple story read aloud

Interpersonal mode:

Novice Low Learners can

greet peers

introduce self to someone

answer simple questions about a familiar topic in single words or short phrases

Novice Mid Learners can

answer simple questions about a familiar topic in short phrases

ask simple questions about a familiar topic

list, name, and identify objects or actions in a reading or cultural lesson

Novice High Learners can

formulate simple responses to questions about a reading or lesson

formulate simple questions relevant to a reading or lesson

interact with others in formulaic social situations

Presentational writing:

Novice Low Learners can:

copy some letters and words that they see in various media.

write letters, words, and phrases that they've learned

label familiar people, places, and objects in visual media.

Novice Mid Learners can

write about themselves using learned phrases and memorized expressions

write notes about something they have learned using lists, phrases, and memorized expressions

Novice High Learners can

write about familiar items in their immediate environment using words, phrases, and memorized expressions

write about general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) using words, phrases, and memorized expressions

write about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences

Presentational speaking:

Novice Low Learners can:

recite words and phrases that they have learned

state the names of familiar people, places, and objects depicted visually using words or memorized phrases.

introduce self to group

Novice Mid Learners can

recite short memorized phrases, parts of poems, and rhymes.

present information about familiar items in their immediate environment using words, phrases, and memorized expressions

present information about self and others using words, phrases, and memorized expressions

state likes and dislikes using words, phrases, and memorized expressions

describe their daily activities using words, phrases, and memorized expressions

Novice High Speakers can

present information about familiar items in their immediate environment as well as general topics of Roman or Greek culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) 25 using words, phrases, and memorized expressions

talk about their daily activities and/or the daily activities of the Romans or Greeks using phrases and simple sentences

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

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

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 WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

standards listed below.

WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.

WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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 can I understand, interpret or analyze in authentic informational texts that I hear, read or view?
- What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

Essential questions related to the Core AP Latin Skills

- 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 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 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 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 demonstrating knowledge of Latin vocabulary.

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 Listening and Interpretive Reading modes will be the main focus of their language study. Students will make steady progress along the Interpretive communication continuum as their skills and knowledge increase.

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.

Interpretive language tasks with authentic materials and interpersonal communication, either in a real or virtual environment, can routinely include a focus on drawing out information about products and practices. Further discussion and research can bring forth insights into the perspectives—that is, the values and attitudes represented in the past, and their relationship to cultural products and practices. In terms of instructional approaches, it is also true that when one leads with culture, language will follow.

Rather than adding culture as an afterthought, beginning a new unit of instruction by examining cultural images and artifacts and authentic materials, can tap learners' interests. As learners start asking questions about cultural products and practices, educators can provide the language they need to explore those questions.

Motivated to explore culture, learners acquire the language they need. This is the opposite of starting with vocabulary or structures and searching for motivating content to get learners to use that language.

Teachers might also want to explore some of the 32 models for intercultural competence to help them identify what is shared across cultures. These may include, but are not limited to, family or gender roles, religious beliefs, individual versus community responsibilities, the relationship of people versus nature, and the like. These overarching categories encompass a multitude of related products and practices.

Additional strategies and practices can be accessed from the following site:

https://www.aclclassics.org/Portals/0/Site%20Documents/Publications/Standards_for_Classical_Language_Learning_2017%20FINAL.pdf

Link to instructional resources folders for each language in this level can be accessed via this link:

https://drive.google.com/drive/folders/1pWIKCIVCuFIZk9wtFJKfgr_-UcGIJkVS

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](#)): Grade 8, Level 2: Novice High

[World Language Grading Criteria](#)

(<https://docs.google.com/document/d/1y7OyuTLBtQERmp7zi6cODQQQ27Lp7QKZO52yadqXaRQ/edit>) As we modify this document, changes will be updated via access to this link.

[Interpretive Reading/Listening, Presentational Writing, Interpersonal Speaking Rubrics](#) 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

Additional performance tasks can be accessed from the following site:

https://www.acleclassics.org/Portals/0/Site%20Documents/Publications/Standards_for_Classical_Language_Learning_2017%20FINAL.pdf

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 on the Curriculum and Instruction webpage: [CORE BOOK LIST](#) Any additional 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.

Suggested Strategies for Modification

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

https://docs.google.com/spreadsheets/d/1auAf_ekbjluHu29eh8Vy7_p7cASUjs_JQ6lhEjFoibk/edit?usp=sharing