Latin 5H

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

Brief Summary of Unit

In the Latin 5H 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. The goals for the course include: 1-developing at-sight reading skills and 2-supporting student ability to read a variety of Latin-language texts for comprehension as they are encouraged to pursue the NJ State Seal of Biliteracy. 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

A Survey of Prose and Poetry writing by Vergil, Pliny, Catullus, Horace and prose and poetry authors deemed meritable by College Board will further student understanding of and exposure to more complicated sentence structure to prepare students for the rigors of college level coursework and broaden their perspectives of Latin prose writers and poets. Students in Latin 5H will have the opportunity to compete in academic contests, attend lectures by Classics professors at the collegiate level and broaden their understanding of Latin recitation and public speaking.

Students will learn about the background and writing style of various authors from the Late Roman Republic and Early Empire. Students will develop and increase their understanding of authentic complex Latin sentences from such authors as Vergil, Pliny, Catullus,Horace and various prose and poetry authors.

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 (Intermediate Mid). The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously on the topic(s) presented. Students are supported in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they read in preparation for pursuit of the NJ State Seal of Biliteracy (Intermediate Mid Interpretive reading proficiency is required for Seal attainment).

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 2024

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?

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.

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.

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

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. 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. 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)

- Levels 4 and 5H: Intermediate Mid

[World Language Grading Criteria](https://docs.google.com/document/d/1y7OyuTLBtQERmp7zi6cODQQQ27Lp7QKZO52yadqXaRQ/edit)
(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](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

[Interpretive sample rubrics to promote student self-assessment](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics): https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics

The [Can-Do Benchmarks Indicators](https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators.pdf) (https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators.pdf) are used by students for self-assessment purposes throughout the year to assist students in setting proficiency goals as related to progression toward state proficiency target recommendations.

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:

(https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860).

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

Standards

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

The Communication goal of Latin 5H 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.

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 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

FL.IM.7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some

	unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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