

Lakewood Public School District Curriculum Guide

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| <b>Grade: 8</b> | <b>Content Area: Pre-Latin II</b> |
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**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** Antonia de Vegh

**Content Area: World Language**  
**Course Title: Pre-Latin II**  
**ACTFL Level: Novice Mid**

**Recommended Pacing Guide**

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| <b>Unit I:</b> Welcome to Rome, its language , people, and customs                 | 45 days |
| <b>Unit II:</b> Roman Religion : Gods, goddesses, heroes, ceremonies and practices | 45 days |

**Alignment with State Mandates**

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

**Introduction / Philosophy:**

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment

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opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.

The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

**Mission:**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

**Vision:**

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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| <b>Unit 1: Welcome to Rome, its language, people, and customs</b> | <b>Duration: 45 days</b> |
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**Suggested Accommodations**

**Multilingual Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

**Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed
- Modify assignments and homework

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- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **504 Plans:**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

### **Gifted and Talented:**

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

### **Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter

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- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

**Disciplinary Concepts and Core Ideas**

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| Interpretive Mode of Communication   | In the Interpretive mode of communication, 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.” |
| Interpersonal Mode of Communication  | In the Interpersonal mode of communication, 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.   |
| Presentational Mode of Communication | In the Presentational mode of communication, 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.   |

**New Jersey Student Learning Standards**

**Focus Standards - Major Standards**

**Interpretive Mode of Communication**

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.

### **Interpersonal Mode of Communication**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting and Additional Standards**

- 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.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Interdisciplinary Connections**

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### **English Language Arts Standards**

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

### **Social Studies**

- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

### **Computer Science & Design Thinking**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

### **Career Readiness, Life Literacies & Key Skills**

- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

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- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

| <b>Career Readiness, Life Literacies, and Key Skills Practices</b>                 |   |
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| Act as a responsible and contributing community member and employee.               | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being.  | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.   |
| Consider the environmental, social and economic impacts of decisions.              | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.  |
| Demonstrate creativity and innovation.   | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.  |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  |
| Model integrity, ethical leadership and effective management.                      | Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact   |

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|   | the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.   |
| Plan education and career paths aligned to personal goals.                                  | Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| Use technology to enhance productivity, increase collaboration and communicate effectively. | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.   |
| Work productively in teams while using cultural/ global competence.                         | Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.  |

| <b>Social Emotional Learning Standards</b>   |  |
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| <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul> |  |

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**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

| <b>Evidence of Student Learning</b>  |  |
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| <p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"><li>● Teacher observations</li><li>● Direct questioning</li><li>● Read aloud</li><li>● Think pair share</li><li>● Small group activities</li><li>● Exit tickets</li><li>● Mini paradigm quizzes</li></ul> | <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"><li>● Gimkit, Blooket, Kahoot game skill based improvement</li><li>● IPAs</li><li>● Gallery Walks</li><li>● Roundtable discussions</li><li>● Debates</li><li>● Student written computer game projects</li><li>● Original skits/performances</li><li>● poem/short story composition</li><li>● Google Slide presentation</li></ul> <p><b>Student Assessment</b></p> |

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|  | <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
| <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects                             <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ GoogleSlides</li> <li>○ Manipulatives</li> </ul> </li> </ul> | <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> <li>● Reading Comprehension assessments</li> </ul>   |

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| <b>Knowledge &amp; Skills</b> |
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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Latin is a highly inflected language, communicating meaning mostly through word endings – unlike English, which communicates meaning mostly through word order.</li> <li>● More than 70% of English words are</li> </ul> | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did Latin heavily influence English?</li> <li>● Why is Latin different from English even though they have a common ancestor?</li> <li>● What is a family?</li> </ul> |
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derived from Latin and, thus, helps students expand their vocabularies in English

- The Romans believed they were bringing “civilization” to every culture they conquered.
- The founding father of the US looked to Greece and Rome as models for their creation of our nation’s institutions.
- The ancient Roman and Greek profoundly shaped and influenced Western civilization.
- The Romans did not consider enslaved people human beings
- Roman culture was traditional and lauded all aspects of their forebearers and events in the past.
- Evidence concerning ancient Rome comes in many forms including: buildings, inscriptions, papyrus and vellum scrolls, artwork, coins, and material objects such as furniture and jewelry, human and animal bones
- The Romans believed they were bringing “civilization” to every culture they conquered.
- The founding father of the US looked to Greece and Rome as models for their creation of our nation’s institutions.
- The ancient Roman and Greek profoundly shaped and influenced Western civilization.

- Why do we not have more evidence about ancient Rome?
- Why did the founding fathers use Greek and Roman institutions as models for the US?
- Why did the Romans try to take over the world?
- Why did 99% of Romans live in substandard housing?
- Why did 99% of Romans bathe in a public facility?
- Why did the Romans not have public schools?
- Why were only boys and men educated outside the home?
- Why was child rearing dissimilar to parenting today?
- How and why was marriage different from marriage today in the US
- Why did the Romans practice slavery?
- Why did the Romans worship their ancestors?
- Why do we not have more evidence about ancient Rome?
- Why did the founding fathers use Greek and Roman institutions as models for the US?
- Why did the Romans try to take over the world?

**Content**

Students will know:

- Evidence concerning ancient Rome comes in many forms including: buildings, inscriptions, papyrus and vellum scrolls, artwork, coins, and material objects such as furniture and jewelry, human and animal bones
- Spanish, Italian and French are direct descendants of Latin.
- The ancient Roman familia was an extended family that included paternal grandparents, adult children, and enslaved people

**Skills**

Students will be able to:

- Identify Latin nouns and adjectives as having a grammatical gender.
- Identify that Latin nouns and adjectives fall into groups called declensions.
- Explain why Latin became Spanish in Spain, but French in France
- Compare and contrast slave trade of African Americans to that of the ancient Roman

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| <ul style="list-style-type: none"> <li>● The Romans discriminated against children they perceived as “flawed”.</li> <li>● The Romans valued a strict, hierarchical society based on birth and wealth, not merit or human rights.</li> <li>● The Romans viewed public hygiene as a necessity, but they did not esteem privacy.</li> <li>● Roman marriage was a contract between the pater familias of two families and focused on the enrichment in wealth and status of both families, not the love between the husband and wife.</li> </ul> |  |
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| <b>Sequence of Topics</b>  |
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| Latin’s place in the Indo-European family of languages   |
| The Latin alphabet and classical Latin pronunciation   |
| Latin derivatives in English   |
| Inflection as a general linguistic phenomenon and in Latin                                     |
| The Roman familia  |
| Roman marriage   |
| Roman child rearing practices  |
| Roman housing  |
| The nominative case  |
| The accusative case  |
| Plural forms of the nominative and accusative cases  |
| Singular and plural 3rd person present active indicative verb forms of the verbs sum and habeo |
| Ancient Rome’s influence on the formation of the US  |
| Greetings, oral Latin  |
| Basics of Roman religion:who’s who of the Roman pantheon and their Greek origins               |

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| Family values and obligations |
| The Parentalia                |

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

**Vocabulary, Grammar, Translation**  
 Resources:  
*Latin is Fun Book 1, Traupman*  
*Learning Latin through Mythology*  
*Our Latin Heritage, Unit 1, Hines*  
*Using Latin, Horn, Guttmore, and Forbes*  
*Jenney's First Year Latin, Jenney, Baade, Burgess*  
<https://www.online-latin-dictionary.com>

**Linguistic Roots**  
 Resources:  
 English Words From Latin and Greek Elements, D. Ayers  
 Greek and Latin Roots A–Z  
<http://www.biology.ualberta.ca/courses.hp/zool250/Roots/roots.A-C.htm>  
 List of Greek and Latin Roots in English  
[https://en.wikipedia.org/wiki/List\\_of\\_Greek\\_and\\_Latin\\_roots\\_in\\_English](https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English)

**History & Literature**  
 Resources:  
*Handbook to Life in Ancient Rome*, L. Adkins  
 The Oxford Illustrated History of the Roman Word, J. Boardman, et al.  
*The Romans*, M. Boatwright et al.  
*Latin Literature: A History*, G. B. Conte  
 Roman Clothing and Fashion, A. Croom  
 Life in Ancient Rome, F. Cowell  
 The Ancient City, De Coulange  
 D'Aulaires' Book of Greek Myths, I. d'Aulaire  
 The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley  
 Women in the Classical World: Image and Text, E. Fantham  
*The Roman Republic: A Very Short Introduction*, D. Gwynn  
 Women's Life in Greece and Rome, M. Lefkowitz and M. B. Fant  
*A History of the Roman People*, F. Heichelheim, A.M. Ward, and C.A. Yeo  
*The World of Rome*, P. Jones & K. Sidwell  
*The Roman Empire: A Very Short Introduction*, C. Kelly  
*First Latin, A Language Discovery Program, Student Activity Book I*, M. Polsky  
*The Birth of Classical Europe*, Price and Thonemann  
 History of the Roman World 750 BC - 146 BC, H. H. Scullard  
*As the Romans Did*, J. Shelton  
*The Founders and the Classics: Greece, Rome, and the American Enlightenment*, C. Richard  
*The Inheritance of Rome*, C. Wickham

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|  | <i>Rome: An Empire's Story</i> , G. Woolf |
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| <b>Unit 2: Roman Religion: Gods, Goddesses, Heroes, and Practices</b> | <b>Duration: 45 days</b> |
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**Suggested Accommodations**

**Multilingual Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

**Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
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**504 Plans:**

- Provide differentiated instruction as needed
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**Gifted and Talented:**

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary

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- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

| <b>Disciplinary Concepts and Core Ideas</b>  |  |
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| <p style="text-align: center;">Interpretive<br/>Mode of<br/>Communication</p>      | <p>In the Interpretive mode of communication, 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.”</p> |
| <p style="text-align: center;">Interpersonal<br/>Mode<br/>of<br/>Communication</p> | <p>In the Interpersonal mode of communication, 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</p>  |

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|                                      | discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.  |
| Presentational Mode of Communication | In the Presentational mode of communication, 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. |

### New Jersey Student Learning Standards

#### Focus Standards - Major Standards

##### Interpretive Mode of Communication

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.

##### Interpersonal Mode of Communication

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

##### Presentational Mode of Communication

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- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing

### Supporting and Additional Standards

- 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.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing

### Interdisciplinary Connections

#### English Language Arts Standards

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

#### Social Studies

- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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**Computer Science & Design Thinking**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development

**Career Readiness, Life Literacies & Key Skills**

- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

| <b>Career Readiness, Life Literacies, and Key Skills Practices</b>    |   |
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| Act as a responsible and contributing community member and employee.  | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being.                                       | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.   |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.  |

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| <p>Demonstrate creativity and innovation.</p>  | <p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>   |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>          | <p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>   |
| <p>Model integrity, ethical leadership and effective management.</p>                               | <p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>   |
| <p>Plan education and career paths aligned to personal goals.</p>                                  | <p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> |
| <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> | <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>   |
| <p>Work productively in teams while using cultural/global competence.</p>                          | <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>  |

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### Social Emotional Learning Standards

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

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| <b>Evidence of Student Learning</b> |  |
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| <p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Direct questioning</li> <li>● Read aloud</li> <li>● Think pair share</li> <li>● Group activities</li> <li>● Exit tickets</li> <li>● Mini paradigm quizzes</li> </ul> | <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Gallery Walks</li> <li>● Integrated Performance Assessments</li> <li>● Roundtable discussions</li> </ul> <p><b>Student Assessment</b><br/>                 Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
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| <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Vocabulary and Grammar tests</li> <li>● Translation tests</li> <li>● Oral presentations</li> <li>● Projects                         <ul style="list-style-type: none"> <li>○ Analytical writing</li> <li>○ Creative writing</li> <li>○ Posters</li> </ul> </li> </ul> | <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Section Latin to English</li> <li>● Chapter assessment</li> </ul> |
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| <b>Knowledge &amp; Skills</b> |  |
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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Rome was a theocracy: the government</li> </ul> | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is mythology?</li> </ul> |
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| <p>and religion were unified.</p> <ul style="list-style-type: none"> <li>● Roman religion was based on a set of beliefs about supernatural beings that controlled the universe.</li> <li>● The Romans were curious about the world around them and sought to explain why things in life were the way they are/were.</li> <li>● Roman religion was transactional: people made sacrifices to their gods to acquire things, “do ut des” I give so that you give.</li> <li>● The Romans sought answers to ethical questions in foreign religions and philosophies.</li> <li>● Ancient Roman religion influenced some religious holidays in contemporary culture</li> </ul> | <ul style="list-style-type: none"> <li>● Why did religion permeate every aspect of Roman life?</li> <li>● Why did the Romans have so many gods?</li> <li>● Why did the Romans adopt the Greek anthropomorphic gods?</li> <li>● What do the stories of the Roman heroes tell us about Roman cultural values?</li> <li>● Why did the Romans have a different creation story than the Greeks did?</li> <li>● Why did the Romans have so many stories about their gods?</li> </ul> |
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| <p><b>Content</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>● Roman heroes reflected the traits of self-sacrifice and devotion to the state, the gods, and family integral to Roman identity.</li> <li>● Roman children learned about their religion from their parents at home, and, for some, at school.</li> <li>● Why the gods have so many wars with each other</li> <li>● Why the gods behaved so badly</li> </ul> | <p><b>Skills</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the many definitions of mythology</li> <li>● Engage in discussions and conversations about Roman government and religion</li> <li>● Practice and apply the following:             <ul style="list-style-type: none"> <li>Noun and adjective agreement</li> <li>Personal pronouns</li> <li>Personal endings of verbs</li> <li>1st conjugation verbs</li> <li>Prepositions with the ablative and accusative cases</li> <li>2nd conjugation verbs</li> </ul> </li> </ul> |
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| <b>Sequence of Topics</b>                  |
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| Vocabulary for gods, goddesses, and heroes |
| Vocabulary for items in a Roman classroom  |
| Latin derivatives in English               |

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| Neuter nouns                                    |
| Ablative case, singular                         |
| Vocative case, singular                         |
| Adjectives of the 1st, 2nd, and 3rd declensions |
| Noun and adjective agreement                    |
| Latin derivatives                               |

**Core Instructional & Supplemental Materials**

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| <p><b>Suggested Activities/Resources:</b></p> <p><b>Vocabulary, Grammar, Translation</b><br/> Resources:<br/> <i>Latin is Fun Book 1, Traupman</i><br/> Learning Latin through Mythology, Cambridge University<br/> First Latin, A Language Discovery Program<br/> <i>Jenney's First Year Latin, Jenney, Baade, Burgess</i><br/> <i>Latin is Fun Book 1, Traupman</i><br/> <i>Our Latin Heritage, Unit 1, Hines</i><br/> <i>Using Latin, Horn, Guttmore, and Forbes</i></p> <p><b>Linguistic Roots</b></p> <p>Greek and Latin Roots A–Z<br/> (<a href="http://www.biology.ualberta.ca/courses.hp/zo1250/Roots/roots.A-C.htm">http://www.biology.ualberta.ca/courses.hp/zo1250/Roots/roots.A-C.htm</a>)<br/> List of Greek and Latin Roots in English<br/> (<a href="https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English">https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English</a>)</p> | <p><b>History &amp; Literature</b></p> <p>Resources:<br/> <i>Handbook to Life in Ancient Rome, L. Adkins</i><br/> <i>The Oxford Illustrated History of the Roman World, J. Boardman, et al.</i><br/> <i>The Romans, M. Boatwright et al.</i><br/> <i>Latin Literature: A History, G. B. Conte</i><br/> <i>Life in Ancient Rome, F. Cowell</i><br/> <i>The Ancient City, De Coulange</i><br/> <i>The History of Roman Society, the Romans 850 BC-AD 33, D. Dudley</i><br/> <i>Women in the Classical World: Image and Text, E. Fantham</i><br/> The Roman Forum, M. Grant<br/> <i>The Roman Republic: A Very Short Introduction, D. Gwynn</i><br/> <i>A History of the Roman People, F. Heichelheim, A.M. Ward, and C.A. Yeo</i><br/> <i>The World of Rome, P. Jones &amp; K. Sidwell</i><br/> <i>The Roman Empire: A Very Short Introduction, C. Kelly</i><br/> <i>Women's Life in Greece and Rome, M. Lefkowitz and M. B. Fant</i><br/> <i>The Palgrave Handbook of Global Slavery Throughout History, Slavery in the Roman Empire, N. Lenski</i><br/> <i>Roman Theatre, T. Moore</i><br/> <i>History of the Roman World 750 BC - 146 BC, H. H. Scullard</i><br/> <i>As the Romans Did, J. Shelton</i></p> |
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