

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*William Allen Middle School  
World Language Department*

*Latin I, Part 2  
Grade 8*

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## [Course Description and Fundamental Concepts](#)

In Latin I, Part II, students continue the study of basic Latin grammar and structure, as well as strengthening their understanding of what it was to be Roman. Emphasis is placed on strengthening students' ability to read and comprehend longer stories in Latin and continuing to build students' Latin vocabulary through the English words derived from them (and vice versa). Students study what it was like to live in territories conquered by Rome, examine major historical moments in 1st century Rome (the Great Fire of 64, Boudicea's revolt, etc.), and develop a basic understanding of ancient Roman government. The course is designed to provide eighth grade students with an understanding of the influences of ancient Rome on the modern Western world, as well as a deeper appreciation for differences and similarities among cultures.

Latin I, Part II, is designed for eighth-grade students who have successfully completed Latin I, Part I, and who wish to continue the study of the basic grammar and syntax of the Latin language, as well as the culture of ancient Rome. Latin I, Part II, meets for one period every school day. Successful completion of this course will enable the students to enroll in Latin II in ninth grade.

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### 2020 New Jersey Student Learning Standards – World Languages

#### 7.1 World Languages Novice Mid by the End of Grade 5, Grade 8<sup>1</sup>, Grade 12<sup>2</sup>

#### Interpretive Mode of Communication

*Novice Mid learners* understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

<b>Core Idea</b>	<b>Performance Expectations</b>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li><li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li><li>• 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.</li></ul>

<sup>1</sup> By the end of grade 8 if new language is started in middle school

<sup>2</sup> By the end of grade 12 if new language is started in high school

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

### Interpersonal Mode of Communication

*Novice Mid learners* understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>

<b>Intercultural Statements</b>	<b>Possible Topics</b>
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

### **Presentational Mode of Communication**

*Novice Mid learners* understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

<b>Core Idea</b>	<b>Performance Expectations</b>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

### English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1, 2, 3, 4, 5, 6, 7, 8, 9	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.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Career Awareness, Exploration, Preparation, and Training ( [Standard 9.2](#) )**

List appropriate units below for which standards will be addressed

<b>By Grade 8</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
<b>9</b>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<i><b>9.2.8.CAP.1:</b> Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</i> <i><b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.</i> <i><b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i> <i><b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<i><b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i>
	Early planning can provide more options to pay for postsecondary training and employment.	<i><b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i> <i><b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.</i> <i><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i> <i><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</i>
	There are a variety of resources available to help navigate the career planning process.	<i><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</i>

		<p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
	Employee benefits can influence your employment choices.	<p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p>
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p><b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	There are resources to help an individual create a business plan to start or expand a business.	<p><b>9.2.8.CAP.20:</b> Identify the items to consider when estimating the cost of funding a business.</p>

**Life Literacies and Key Skills (Standard 9.4)***List appropriate units below for which standards will be addressed*

<b>By Grade 8</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
<b>3</b>	<b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<p><b>9.4.8.CI.1:</b> Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p><b>9.4.8.CI.2:</b> Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p> <p><b>9.4.8.CI.3:</b> Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p><b>9.4.8.CI.4:</b> Explore the role of creativity and innovation in career pathways and industries</p>
	<b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.	<p><b>9.4.8.CT.1:</b> Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p><b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<b>3, 7</b>	<b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<b>9.4.8.CT.3:</b> Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
	<b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	<p><b>9.4.8.DC.1:</b> Analyze the resource citations in online materials for proper use.</p> <p><b>9.4.8.DC.2:</b> Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p>

	<b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	<b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
	<b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
	<b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	<b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
5	<b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>

	<p><b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
	<p><b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
	<p><b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
5	<p><b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>
5	<p><b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>

	<p><b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><b>9.4.8.TL.1:</b> Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p><b>9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p><b>9.4.8.TL.3:</b> Select appropriate tools to organize and present information digitally.</p> <p><b>9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
	<p><b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><b>9.4.8.TL.5:</b> Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p><b>9.4.8.TL.6:</b> Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

### Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
4, 7	<b>Creating</b>	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>
4, 7	<b>Connecting</b>	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
	<b>Performing/ Presenting/ Producing</b>	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>



	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>
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<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
2, 3, 7	<b>Social Studies</b> 6.2.8.GeoPP.3.a	<i>Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</i>
2, 3, 4, 5, 6, 7	<b>Social Studies</b> 6.2.8.CivicsPI.3.a	<i>Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	<b>Social Studies</b> 6.2.8.CivicsHR.3.a	<i>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</i>
ch. 10, 11, 14	<b>Social Studies</b> 6.2.8.EconGE.3.a	<i>Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</i>
ch. 9-10, 14	<b>Social Studies</b> 6.2.8.HistoryCC.3.a	<i>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	<b>Social Studies</b> 6.2.8.HistoryUP.3.a	<i>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	<b>Social Studies</b> 6.2.8.HistoryCA.3.a	<i>Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</i>
2, 3, 4	<b>Social Studies</b> 6.2.8.EconEM.3.a	<i>Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	<b>English Lang. Arts</b> L.8.4.A	<i>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>



<b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>	<b>English Lang. Arts</b> L.8.4.B	<i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</i>
<b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>	<b>English Lang. Arts</b> L.8.4.C	<i>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i>
<b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>	<b>English Lang. Arts</b> L.8.4.D	<i>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i>
<b>8, 9</b>	<b>English Lang. Arts</b> RL.8.2	<i>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i>
<b>8, 9</b>	<b>English Lang. Arts</b> RL.8.3	<i>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</i>

**Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:**

Unit Addressed	Performance Expectations
1, 2, 3,4, 5, 6, 7	<p><b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b>            Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
2, 3, 8, 9	<p><b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b>            Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
	<p><b>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)</b>            A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b>            Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious</p>

	tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
	<b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b> A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

**Pacing Guide** (All dates are approximate based on the school calendar.)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<a href="#"><u>Review of 7th Grade Latin</u></a>	<b>September</b> (~19 days)
<a href="#"><u>Chapter 9</u></a> – dative nouns/ British resistance	<b>October</b> (~19 days)
<a href="#"><u>Chapter 10</u></a> – noun-adjective agreement/ cultural imperialism	<b>November</b> (~16 days)
<a href="#"><u>Chapter 11</u></a> – genitive nouns/ Roman seafaring	<b>December</b> (~15 days)
<a href="#"><u>Chapter 12</u></a> – vocative nouns & imperative verbs/ Great Fire of 64	<b>January</b> (~18 days)
<a href="#"><u>Chapter 13</u></a> – relative pronouns & personal pronouns/ Roman theater	<b>February</b> (~18 days)
<a href="#"><u>Chapter 14</u></a> – future tense verbs & comparative adjectives/ mosaics & mining (plus start of Ch. 15 if spring break is in April)	<b>March</b> (~15-20 days)
(end of ch. 15 if spring break is in March, plus) <a href="#"><u>Chapter 15</u></a> – pluperfect & future perfect tense verbs/ Aeneas	<b>April</b> (~15-20 days)
<a href="#"><u>Chapter 16</u></a> – 4th & 5th declension nouns & demonstratives/ Aeneas	<b>May</b> (~18 days)
Final review & exam Enrichment activities	<b>June</b> (~15 days)

## Units Scope and Sequence

### **Unit 1 Name: 7th Grade Latin Review**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.4, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.4](#)  
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLS - Life Literacies and Key Skills](#)  
[NJSLS - Interdisciplinary Standards](#)

##### **Fundamental Concepts / Big Ideas**

- Verbs have principal parts, from which all other verb forms are derived.
- Imperfect tense expresses the concept of a past action that is ongoing, interrupted, habitual, or repeated.
- Perfect tense expresses the concept of a past action that is completed, momentary, or “one-and-done”.
- Most languages have irregular verbs, whose forms don’t follow one fixed rule & must be memorized.
- Latin nouns have grammatical gender (masculine, feminine, neuter, or masc./fem.)
- Latin nouns have endings that change to show number (singular vs. plural).
- Latin nouns are grouped into declensions that convey which endings the noun uses.
- Latin nouns have endings that change to show grammatical function (e.g., subject vs. direct object).
- Latin adjectives agree in gender, number, and case with the nouns they modify.

##### **Learning Objectives**

Students will be able to...

- define very familiar Latin words learned in the 7th grade course
- conjugate familiar and unfamiliar verbs in present, imperfect, and future tenses
- identify a verb’s conjugation from its infinitive form
- name familiar uses of the nominative, accusative, and ablative cases
- identify the noun with which an adjective agrees and explain why
- decline familiar nouns in the nominative, accusative, and ablative cases
- express the case use of a noun in a sentence when translating from Latin to English

## Unit 2 Name: Chapter 9 – dative nouns/ British resistance

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- The dative case is used in Latin to express an indirect relationship (e.g. *to whom? for whose benefit?*)
- Certain nouns and adjectives are dative triggers – i.e. they make it more likely a dative will appear.
- What goals did Boudica's rebellion have?
- Why would Britons have different reactions to Boudica's rebellion?
- What consequences does war have for combatants? for noncombatants?
- People who were enslaved suffered a sort of social death, with the loss of all rights and loved ones.
- People who were enslaved lived under constant threat of harm.
- What was it like to serve in the Roman army?

#### Learning Objectives

Students will be able to...

- form familiar and unfamiliar nouns in their dative case form.
- translate shorter and longer sentences that contain nouns in the dative case.
- name and identify uses of the dative case when found in sentences.
- identify reasons for the Britons' rebellion under Boudica.
- explain various characters' motivations during the events of Boudica's rebellion.
- identify some reasons why men would enlist in the Roman army.
- explain the difference between being a legionary and being an auxiliary.

## Unit 3 Name: Chapter 10– noun-adjective agreement/ cultural imperialism

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.IPERS.4, 7.1.NM.PRSNT.4](#)

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[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Latin adjectives match/ agree with the noun they modify in gender, number, and case.
- Agreement in gender, number, and case does not guarantee matching spelling.
- 3rd declension adjectives cannot use endings from 1st or 2nd declension (and vice versa), but they can still agree with nouns from other declensions.
- Imperialism doesn't always equate to violence; Romans made frequent use of cultural imperialism.

#### Learning Objectives

Students will be able to...

- identify the noun(s) that a Latin adjective agrees with in a sentence or multiple choice question.
- decline cross-declension noun-adjective pairs.
- hypothesize reasons that Roman cultural imports such as bath complexes would have made Roman rule more appealing.
- explain how Romans used the concept of syncretism to integrate local polytheistic religions with the Roman state religion.

## Unit 4 Name: Chapter 11 – genitive nouns/ Roman seafaring

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPERS.5, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5](#)

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[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- A noun's stem and declension can be determined from the genitive case.
- The genitive case has a descriptive function, expressing ideas like ownership or origin.
- Seafaring – for trade and the military – was critical to the expansion of ancient Rome.
- The geography of the Roman Empire made traveling by sea a dangerous necessity.
- Underwater archaeology is critical to our knowledge of ancient Rome.

#### Learning Objectives

Students will be able to...

- recognize and translate genitive case nouns.
- identify the declension of both familiar and unfamiliar nouns from their genitive form.
- fully decline (i.e. through all 5 major cases) both familiar and unfamiliar nouns.
- identify reasons that Roman ships frequently wrecked.
- identify reasons why Romans would travel by sea despite the dangers.
- name examples of discoveries made via underwater archaeology.



## Unit 5 Name: Chapter 12 – vocative nouns & imperative verbs/ Great Fire of 64

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.IPERS.4, 7.1.NM.PRSNT.4](#)

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[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Imperative mood verbs express commands – a.k.a. the English “you understood” form.
- Vocative nouns express the individual being directly addressed in a sentence.
- The Great Fire of 64 had long lasting political effects in Rome.
- The cause(s) of the Great Fire are still being debated two millenia later.

#### Learning Objectives

Students will be able to...

- translate Latin imperatives into English and form imperative verbs in Latin.
- explain the difference between an imperative verb and a second person indicative verb.
- give examples of English sentences that use direct address.
- use sentence context to differentiate between nouns in the nominative case and those in the vocative case.
- describe the impacts of the Great Fire on the people of Rome.
- explain the suspected causes of the fire and reasoning for each.
- describe the political consequences of Nero’s Domus Aurea.

## Unit 6 Name: Chapter 13 – relative pronouns & personal pronouns/ Roman theater

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

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[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Latin pronoun forms have some similarities across charts that makes memorization easier.
- A pronoun agrees with its antecedent in gender and number, but not case.
- A relative clause is a dependent clause that provides additional information about a noun or pronoun found earlier in the same sentence.
- A personal pronoun replaces a noun found earlier in the same sentence or a previous sentence.
- When and why were plays performed in ancient Rome?
- What sorts of people acted in ancient Roman plays?
- How was theater financed in ancient Rome?

#### Learning Objectives

Students will be able to...

- identify the antecedent or modified noun that agrees with a Latin demonstrative.
- correctly name and spell the forms of the relative and personal pronouns.
- identify commonalities between the spellings of relative pronouns and those of personal pronouns.
- identify the parts of an ancient Roman theater.
- explain the role of a *patronus* and describe the social status of actors.

## Unit 7 Name: Chapter 14 – future tense verbs & comparative adjectives/ mosaics & mining

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.5, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Knowing a verb's conjugation is critical to forming or recognizing its future tense forms.
- English and Latin adjectives exist in three degrees.
- Ancient and modern artists use small colored tiles to create large images called mosaics.
- Mining, both in the ancient world and today, can have long lasting environmental effects.
- Many people enslaved in ancient Rome were employed in roles with a high mortality rate, such as mining and rowing galley ships.

#### Learning Objectives

Students will be able to...

- name a verb's conjugation and identify which of three appearances its future tense forms will have.
- conjugate familiar Latin verbs in the future tense.
- identify and translate the comparative form of Latin adjectives.
- name and correctly spell the irregular comparative and superlative forms of *magnus*, *parvus*, *bonus*, *malus*, and *multus*.
- explain what a mosaic is, and what makes it different from other visual art forms.
- describe the mining techniques used at Las Médulas and their permanent effect on the landscape.
- compare the *ruina montium* mining technique to modern examples of destructive mining techniques.
- describe the hazards of working in the mines and what sorts of people would be employed there.

## Unit 8 Name: Chapter 15 – pluperfect & future perfect tense verbs/ Aeneas

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Latin verbs have six tenses, which are divided evenly between the present system and the perfect system.
- Why was it important to the ancient Romans that they traced their ancestry back to Aeneas, the legendary prince who escaped the fall of Troy?
- Why is the *Aeneid* considered one of the great works of Latin literature, and for what reasons was it written?
- What values does Aeneas exemplify? What qualities make him a “hero”?
- How does Aeneas’s sense of duty impact his decisions and affect those around him?
- Does Aeneas have free will? What role does prophecy play in the *Aeneid*?
- What consequences does war have for combatants? for noncombatants?

#### Learning Objectives

Students will be able to...

- conjugate & translate verbs in the pluperfect and future perfect tenses.
- synopsise familiar Latin verbs through all 6 indicative tenses.
- identify characters connected to the myths about the Trojan War.
- explain the Judgment of Paris and how it caused the Trojan War.
- describe the connection between the Trojan War and the legendary founding of Rome.

## Unit 9 Name: Chapter 16 – 4th & 5th declension nouns & demonstratives/ Aeneas

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.1, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Latin case endings have some similarities across declensions that makes memorization easier.
- Latin pronoun forms have some similarities across charts that makes memorization easier.
- Latin adjectives agree with the nouns they modify in gender, number, and case, but not necessarily spelling or declension.
- A pronoun agrees with its antecedent in gender and number, but not case.
- What values does Aeneas exemplify? What qualities make him a “hero”?
- How does Aeneas’s sense of duty impact his decisions and affect those around him?
- Does Aeneas have free will? What role does prophecy play in the *Aeneid*?
- What consequences does war have for combatants? for noncombatants?

#### Learning Objectives

Students will be able to...

- fully decline (i.e. through all 5 major cases) both familiar and unfamiliar nouns.
- identify the noun(s) that a Latin adjective agrees with in a sentence or multiple choice question.
- decline cross-declension noun-adjective pairs.
- identify the antecedent or modified noun that agrees with a Latin demonstrative.
- correctly name and spell the forms of *hic* and *ille*.
- describe the connection between the Trojan War and the legendary founding of Rome.
- discuss the Roman values seen in the *Aeneid*.
- identify various characters found in the *Aeneid*.

Please contact the content supervisor for any questions.