

Wilmette Public Schools, District 39 Grade 8 Latin Curriculum		
<b>Statement of Philosophy</b> District 39 believes in empowering students to become positive and empathic global citizens. Language and communication are at the heart of the human experience. Therefore, the ability to communicate in another language and to reflect upon cultures, both past and present, fosters an appreciation for one’s place in a global village. Through the use of authentic language and cultural exposure, students build foundations for experiencing meaningful connections and develop an appreciation of cultural similarities and differences. These authentic learning experiences equip our students to be linguistically, socially, and culturally competent members of society.		
Goal Areas and Big Ideas	National World Readiness Standards for Learning Languages	
<b>Communication</b> <i>Goal:</i> Communicate effectively in more than one language in order to function in a variety of situations and multiple purposes. <i>Big Idea:</i> Language is at the heart of all human interaction.	<b>Interpretive Communication</b> Learners read, understand, listen to, and interpret Latin or Greek.	<b>Presentational Communication</b> Learners present information, concepts, and ideas in writing on a variety of topics to various audiences as part of the language learning process.
<b>Cultures</b> <i>Goal:</i> Interact with cultural competence and understanding. <i>Big Idea:</i> Culture and language are inseparable; they influence and reflect each other.	<b>Relating Cultural Practices to Perspectives</b> Learners demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.	<b>Relating Cultural Products to Perspectives</b> Learners demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
<b>Connections</b> <i>Goal:</i> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. <i>Big Idea:</i> The study of World Languages enhances learning and provides access to other content areas, strategies, and resources.	<b>Connect with Other Disciplines</b> Learners reinforce and further their knowledge of other disciplines through their study of classical languages.	<b>Expand Knowledge</b> Learners expand their knowledge through the reading of Latin and the study of ancient culture.
<b>Comparisons</b> <i>Goal:</i> Develop insight into the nature of language and culture in order to interact with cultural competence. <i>Big Idea:</i> Comparing and contrasting one’s own and other languages and cultures enable individuals to gain new insight about self and the world.	<b>Language Comparisons</b> Learners recognize and use elements of the Latin language to increase knowledge of their own language.	<b>Cultural Comparisons</b> Learners compare and contrast their own culture with that of the Greco-Roman world.
<b>Communities</b> <i>Goal:</i> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. <i>Big Idea:</i> The study of World Languages enables individuals to participate in multiple communities and enriches their experiences.	<b>Participate in Wider Communities of Culture</b> Learners use their knowledge of Greco-Roman culture in a world of diverse cultures.	<b>Participate in Wider Communities of Language</b> Learners use their knowledge of Latin in a multilingual world.

<b>Theme:</b> Life in the City of Rome <b>Culture/History:</b> Roman Baths/Roman Fora <b>Essential Question:</b> How has the Latin language impacted our modern lives? What purposes did Roman fora and baths serve in the ancient world and how have we repurposed those spaces in the modern world?		<b>Course Level:</b> Grade 8 8th Latin Year 1	<b>Unit 1 (Chapters 20-21 of <i>Ecce Romani</i>)</b> <b>Approximate Time:</b> Quarter 1
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
<b><i>Students will be able to ...</i></b> <ul style="list-style-type: none"><li>•Understand that perfect verbs operate in the perfect tense, which is translated with an -ed.</li><li>•Recall the third principal part of verbs.</li><li>•Understand the import of the third principal part of the Latin verb.</li><li>•Identify and translate perfect verbs.</li><li>•Create and conjugate perfect verbs.</li><li>•Translate longer passages of unfamiliar text with confidence.</li></ul>		<b><i>Students will be able to...</i></b> <ul style="list-style-type: none"><li>•Understand the role that imperial fora had on the Roman world.</li><li>•Understand the role of bathing in the Roman world, both in Italy and in the provinces.</li><li>•Understand the different buildings that made up the Forum Romanum, what purposes those buildings served in ancient times, and what purpose the surviving buildings served throughout history.</li><li>•Understand the different rooms in a Roman bath and what purpose those rooms served.</li></ul>	
Summative Performance Tasks			
Interpretive Reading			
<ul style="list-style-type: none"><li>•Translate numerous unfamiliar Latin passage with familiar vocabulary</li><li>•Complete a series of grammar syntactical based activities:<ul style="list-style-type: none"><li>Identify the third principle part of a series of verbs</li><li>Differentiate between perfect verbs vs. present tense verbs vs. imperfect tense verbs correctly</li><li>Conjugate verbs in the perfect tense</li></ul></li></ul>			
Presentational			
<ul style="list-style-type: none"><li>•Recreate and present an ancient Roman bath or forum labeled in Latin in diorama format</li></ul>			
Can Do Statements			
Interpretive	<ul style="list-style-type: none"><li>•I can understand the basic purpose of a message.</li><li>•I can understand the message related to familiar topics in context.</li><li>•I can understand questions and simple statements on familiar topics when they are a part of the conversation.</li><li>•I can easily understand accounts of unfamiliar scenarios or experiences.</li><li>•I can usually follow written descriptions or instructions without visual support.</li><li>•I can understand the main idea and supporting facts in multi-paragraph Latin texts.</li><li>•I can often deduce the meaning of unfamiliar Latin words from context.</li><li>•I can often use the knowledge of Latin prefixes and roots to expand my understanding of the text.</li></ul>		
Presentational	<ul style="list-style-type: none"><li>•I can write about my immediate environment using words, phrases, and memorized expressions.</li><li>•I can write about general topics of Roman culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) using words, phrases, and memorized expressions.</li><li>•I can write about the daily activities of the Romans using phrases and simple sentences.</li><li>•I can speak in English about the role of the Roman forum in the ancient world.</li><li>•I can speak in English about the role of a Roman bath in the ancient world versus bathing today.</li></ul>		
Vocabulary: <a href="#">Chapter 19 Vocabulary</a>			

<b>Theme:</b> Travel to Rome <b>Culture/History:</b> Later Roman Emperors-Vespasian to Constantine <b>Essential Question:</b> How has the Latin language and the later emperors impacted our modern lives?		<b>Course Level:</b> Grade 8 8th Latin Year 1	<b>Unit 2 (Chapters 22-23 of <i>Ecce Romani</i>)</b> <b>Approximate Time:</b> Quarter 2
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
<i>Students will be able to...</i> <ul style="list-style-type: none"><li>•Understand the purpose of the dative case.</li><li>•Identify the dative case in a Latin and English sentence.</li><li>•Identify the dative case versus the ablative case in a Latin sentence.</li></ul>		<i>Students will be able to...</i> <ul style="list-style-type: none"><li>•Understand the impact these later emperors had on the Roman Empire and the eventual fall of the Roman Empire.</li><li>•Comprehend the role that the Flavians had in changing the landscape of the Roman empire, specifically in regards to the Forum.</li><li>•Understand the role that the five good emperors had on the Roman Empire and on Western Civilization.</li><li>•Come to conclusions about why Marcus Aurelius broke tradition with the five good emperors to make his son the next emperor.</li><li>•Critique the impact of Commodus and his impact on the later Roman world.</li><li>•Discuss the impact the Severans had on the Roman world in regards to population control and military changes.</li><li>•Comprehend how the adoption of Christianity changed the Roman Empire.</li></ul>	
Summative Performance Tasks			
Interpretive Reading			
<ul style="list-style-type: none"><li>•Translate an unfamiliar and case complex Latin passage with familiar vocabulary</li><li>•Complete a series of grammar syntactical based activities:<ul style="list-style-type: none"><li>Illustrate knowledge of case endings</li><li>Identify cases of nouns correctly in a complex sentence</li></ul></li></ul>			
Presentational			
<ul style="list-style-type: none"><li>•Create a Twitter feed for an emperor studied as if you are that emperor, including feeds that reflect events of their reign.</li></ul>			
Can Do Statements			
Interpretive	<ul style="list-style-type: none"><li>•I can understand the basic purpose of a message.</li><li>•I can understand the message related to familiar topics in context.</li><li>•I can understand questions and simple statements on familiar topics when they are a part of the conversation.</li><li>•I can easily understand accounts of unfamiliar scenarios or experiences.</li><li>•I can usually follow written descriptions or instructions without visual support.</li><li>•I can understand the main idea and supporting facts in multi-paragraph Latin texts.</li><li>•I can often deduce the meaning of unfamiliar Latin words from context.</li><li>•I can often use the knowledge of Latin prefixes and roots to expand my understanding of the text.</li></ul>		
Presentational	<ul style="list-style-type: none"><li>•I can write about my immediate environment using words, phrases, and memorized expressions.</li></ul>		

	<ul style="list-style-type: none"> <li>•I can write about general topics of Roman culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) using words, phrases, and memorized expressions.</li> <li>•I can write about the daily activities of the Romans using phrases and simple sentences.</li> <li>•I can explain the role of later emperors and their impact on the Roman world in English.</li> </ul>
Vocabulary: <a href="#">Chapter 21</a> <a href="#">Chapter 22</a>	

<b>Theme:</b> Travel to Rome <b>Culture/History:</b> The Iliad, the Odyssey, and the Aeneid and their connection to Rome <b>Essential Question:</b> How has the Latin language and these books impacted our modern lives?		<b>Course Level:</b> Grade 8 8th Latin Year 1	<b>Unit 3 (Chapters 24-25 of <i>Ecce Romani</i>)</b> <b>Approximate Time:</b> Quarter 3
Grammar Goals/Learning Targets		Culture and History Goals/Learning Targets	
<i>Students will be able to...</i> <ul style="list-style-type: none"><li>•Understand that future verbs happen in the future tense vs. present tense , perfect tense, and imperfect tense.</li><li>•Identify and translate future verbs.</li><li>•Create and conjugate future verbs.</li><li>•Understand the difference between plu-perfect and future perfect verbs and where in time they happen vs. the future tense vs. present tense, perfect tense, and imperfect tense.</li><li>•Identify and translate plu-perfect and future perfect verbs.</li><li>•Create and conjugate plu-perfect and future perfect verbs.</li></ul>		<i>Students will be able to...</i> <ul style="list-style-type: none"><li>•Understand the impact the Iliad, Odyssey and Aeneid (the origin myths of Rome) and the related myths had on modern culture.</li><li>•Identify characters from these myths in art based on symbols associated with these characters.</li><li>•Comprehend the impact that the Aeneid had on the Roman state of mind and how the Augustan propaganda machine used this myth to further their aims.</li></ul>	
Summative Performance Tasks			
Interpretive Reading			
<ul style="list-style-type: none"><li>•Translate an unfamiliar and case complex Latin passage with familiar vocabulary in a variety of verb tenses</li><li>•Complete a series of grammar syntactical based activities:<ul style="list-style-type: none"><li>Differentiate between future verbs, present tense verbs, imperfect verbs, perfect verbs, plu-perfect verbs, and future perfect verbs</li><li>Translate a series of verbs in a number of the above tenses correctly</li><li>Conjugate a series of verbs in a number of the above tenses correctly</li><li>Identify future tense verbs</li><li>Conjugate future tense verbs</li></ul></li></ul>			
Presentational			
<ul style="list-style-type: none"><li>•Synthesize these stories into a miniature golf course with their hole representing a myth with themes represented in the hole</li></ul>			
Can Do Statements			
Interpretive	<ul style="list-style-type: none"><li>•I can understand the basic purpose of a message.</li><li>•I can understand the message related to familiar topics in context.</li><li>•I can understand questions and simple statements on familiar topics when they are a part of the conversation.</li></ul>		

	<ul style="list-style-type: none"> <li>•I can easily understand accounts of unfamiliar scenarios or experiences.</li> <li>•I can usually follow written descriptions or instructions without visual support.</li> <li>•I can understand the main idea and supporting facts in multi-paragraph Latin texts.</li> <li>•I can often deduce the meaning of unfamiliar Latin words from context.</li> <li>•I can often use the knowledge of Latin prefixes and roots to expand my understanding of the text.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>•I can write about my immediate environment using words, phrases, and memorized expressions.</li> <li>•I can write about general topics of Roman culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) using words, phrases, and memorized expressions.</li> <li>•I can write about the daily activities of the Romans using phrases and simple sentences.</li> <li>•I can speak, in English, about the origin myths of Rome and the impact these have on our world today.</li> </ul>
Vocabulary: <a href="#">Chapter 23</a> <a href="#">Chapter 24</a>	

<b>Theme:</b> Travel to Rome <b>Culture/History:</b> The Eruption of Mt. Vesuvius <b>Essential Question:</b> How has the Latin language impacted our modern lives? How did the eruption of Mt. Vesuvius and the future discovery of Pompeii affect our understanding of the Roman world?	<b>Course Level:</b> Grade 8 8th Latin Year 1	<b>Unit 4 (Chapters 25 and 26 of <i>Ecce Romani</i>)</b> <b>Approximate Time:</b> Quarter 4
<b>Grammar Goals/Learning Targets</b>	<b>Culture and History Goals/Learning Targets</b>	
<i><b>Students will be able to...</b></i> <ul style="list-style-type: none"><li>•Identify nouns of the fourth and fifth declension.</li><li>•Decline nouns of the fourth and fifth declension.</li><li>•Understand the use of demonstrative adjectives and pronouns.</li><li>•Decline all forms of hic/haec/hoc and ille/illa/illud.</li><li>•Understand the use of personal pronouns</li><li>•Decline personal pronouns</li></ul>	<i><b>Students will be able...</b></i> <ul style="list-style-type: none"><li>•Discern the import of Pompeii and Herculaneum, destroyed in the eruption of Mt. Vesuvius in 79 A.D., and how this discovery revealed the daily life of the Romans.</li><li>•Understand the volcanic eruption timeline and how that impacts those who were trapped in the eruption.</li><li>•Examine artifacts salvaged from the eruption and interpret what that says about the Roman world in 79 A.D.</li></ul>	
<b>Summative Performance Tasks</b>		
<b>Interpretive Reading</b>		
<ul style="list-style-type: none"><li>•Translate an unfamiliar and case complex Latin passage with familiar vocabulary in a variety of verb tenses</li><li>•Complete a series of grammar syntactical based activities:<ul style="list-style-type: none"><li>Illustrate knowledge of entire fourth and fifth declension</li><li>Identify cases of nouns in a complex sentence correctly</li><li>Decline demonstrative adjectives and pronouns in their entirety.</li><li>Decline personal pronouns in their entirety</li></ul></li></ul>		
<b>Presentational</b>		

•Create a 3D recreation of the Mt. Vesuvius eruption featuring vignettes provided in the authentic resources accounting what happened on the day of the volcanic eruption	
Can Do Statements	
Interpretive	<ul style="list-style-type: none"><li>•I can understand the basic purpose of a message.</li><li>•I can understand the message related to familiar topics in context.</li><li>•I can understand questions and simple statements on familiar topics when they are a part of the conversation.</li><li>•I can easily understand accounts of unfamiliar scenarios or experiences.</li><li>•I can usually follow written descriptions or instructions without visual support.</li><li>•I can understand the main idea and supporting facts in multi-paragraph Latin texts.</li><li>•I can often deduce the meaning of unfamiliar Latin words from context.</li><li>•I can often use the knowledge of Latin prefixes and roots to expand my understanding of the text.</li></ul>
Presentational	<ul style="list-style-type: none"><li>•I can write about my immediate environment using words, phrases, and memorized expressions.</li><li>•I can write about general topics of Roman culture (i.e., the Roman home, daily life on Rome, etc.) and history (i.e., legend of Romulus and Remus) using words, phrases, and memorized expressions.</li><li>•I can write about the daily activities of the Romans using phrases and simple sentences.</li><li>•I can explain, in English, the timeline of the eruption of Mt. Vesuvius and its impact on our understanding of the Roman world.</li></ul>
Vocabulary: <a href="#">Chapter 25</a> <a href="#">Chapter 26/27</a>	