

# LATIN • 8<sup>TH</sup> GRADE

<u>CONTENT AREA/ UNITS OF STUDY</u>	<u>ESSENTIAL QUESTIONS</u>	<u>SKILLS EMPHASIZED</u> Introduced, Developed, Mastered	<u>MAJOR ASSIGNMENTS/ PROJECTS</u>	<u>RESOURCES MATERIALS TECHNOLOGY</u>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Municipal organization of Rome in the 1st c. AD</li> <li>• Words applicable to gods and religion</li> <li>• Games + Spectacles</li> <li>• Donation and public works</li> <li>• <i>Hic, ille, is, ego/meus, tu/tuus, nos/noster, vos/vester, suus</i></li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Indirect Object case (Dative), more uses of the Ablative case</li> <li>• Declensions 4-5</li> <li>• Perfect, Future, Pluperfect, Future Perfect tenses</li> <li>• Irregular verb <i>ire</i> (to go)</li> <li>• 3rd Declension Adjectives</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Roman mythology via Hyginus</li> <li>• Roman worship of gods and the imperial family</li> <li>• Life of Christians and Jews in the Empire</li> <li>• Graves and burial in the Roman World</li> <li>• Spectacles: Gladiators, Races (<i>panem et circenses</i>)</li> <li>• The Augustan Age</li> <li>• Julio-Claudian Emperors</li> <li>• 69 AD: The Year of the Four Emperors</li> <li>• Flavian Emperors</li> <li>• 5 “Good” Emperors + Philip the Arab (the REAL first Christian Emperor)</li> <li>• 238 AD: The Other Year of Four Emperors</li> <li>• Maxentius vs. Constantine and the Growth of Christianity</li> <li>• Tetrarchy and Byzantium</li> </ul>	<ul style="list-style-type: none"> <li>• How can students use the target language effectively to communicate about themselves and others?</li> <li>• How can students’ understanding of the cultures of the target language help them better comprehend the world in which they live?</li> <li>• How can the interdisciplinary connections students draw from their study of language help broaden their understanding of the world?</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension of short sentences with supporting pictures (D)</li> <li>• Comprehension of multiparagraph prose stories (D)</li> <li>• Comprehension of dialogues (D)</li> <li>• Describing patterns (D)</li> <li>• Interpretation of Classical society (I)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Composition of basic sentences in response to questions and other prompts (D)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Comprehension of classroom instructions (D)</li> <li>• Comprehension of short questions (D)</li> <li>• Describing patterns (D)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Correct pronunciation (D)</li> <li>• Answering direct questions (D)</li> <li>• Creating simple questions (D)</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>• Understanding synchronic and diachronic cultural exchange (I)</li> <li>• Interpreting ancient, renaissance, and modern art (D)</li> <li>• Interpreting archaeological remains (D)</li> <li>• Reconciling historical questions using material and literary evidence (D)</li> <li>• Understanding dictionary entries (D)</li> <li>• Use of flash cards and audio study tools (D)</li> <li>• Effective note taking (D)</li> <li>• Read maps (D)</li> <li>• Identifying a topic; Brainstorming; Web Organizers; Providing details</li> </ul>	<ul style="list-style-type: none"> <li>• Temple/grave project</li> <li>• Spectacle project</li> <li>• Independent investigation project</li> <li>• Others T.B.D.</li> <li>• Tests/quizzes as written and/or oral formal assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ecce Romani I</i> (Text and Workbook)</li> <li>• History text T.B.D.</li> <li>• Handouts and activities created by teacher (incl. Hyginus, Sulpicia, Tacitus, Suetonius)</li> </ul>

	<ul style="list-style-type: none"><li>• Fall of the Empire (and end of humanity!)</li></ul>		<p>and evidence; Distillation and Synthesis of Information; Summarizing; Paraphrasing; Bibliography (I)</p> <ul style="list-style-type: none"><li>• Time management of research for completion of projects (I)</li><li>• Efficient search methods (D)</li><li>• Web search tools (D)</li><li>• Ethical internet use (D)</li></ul>		
--	---	--	---	--	--