

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

Course Overarching Essential Questions:

<b>SUBJECT:</b> Foreign language		<b>COURSE:</b> LATIN I		<b>GRADE LEVEL(S):</b> 9-12	
<b>UNIT / THEME/GENRE :</b> CHAPTER 1		<b>TIME REQUIRED:</b> 2 WEEKS		<b>LATEST REVISION:</b> August 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> NONE (THIS IS THE INTRODUCTORY CHAPTER)					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<p>How can you tell who (I, you, he/she/it) is doing the action of a verb in Latin?</p> <p>How is Latin word order different from English so far? How does that affect how you read Latin?</p> <p>What was life like in the Subura of Rome at the time of the story? In what ways was life today similar to life</p>	<p>...that Latin verbs indicate who is performing the action through their endings.</p> <p>...that Latin tends to put the verb at the end of the sentence, but that shouldn't affect how one reads Latin; that is, they should read from left to right without skipping around.</p> <p>...that the Subura was a lively, poor, densely populated, part of the city where crime was common. It was full of multistory buildings where both native</p>	<p>...it is not necessary to use pronouns (as in English) to express who is doing the action of a sentence.</p> <p>...different languages often present information in an order different from English.</p> <p>...broadly speaking, there are some similarities between life in a modern city and Rome, with multistory apartment buildings and multicultural populations; but there are many differences, as well, with</p>	<p>...the understanding that the ending of a word can help to identify how it is being used in a sentence, regardless of its location within that sentence, as opposed to in English.</p> <p>...a greater flexibility when reading as they start with short sentences in Latin in which information is presented in an order unusual for an English speaker.</p> <p>...an understanding of the nature of life and society in the time and place of the story and how it affects what happens among the characters (i.e. how they behave, how they react to each other, &amp;c.).</p>	<p>NL.1.a NL.1.b NL.5.a NL.6.a.1 NL.6.b.1 NL.7.b NL8.b.1</p>	

<p>back then? In what ways was it different?</p> <p>How do we build our understanding of the ancient world?</p>	<p>Romans and immigrants from numerous locations lived. It was an especially dangerous place for the lack of building codes, and so fires and collapses of buildings were common.</p> <p>...Juvenal and Martial were ancient poets who wrote socially critical (and sometimes humorous) poetry about Roman society; and Seneca's letters can give us a first hand impression of what it was like to be in ancient Rome.</p>	<p>the advent of modern city planning and public services.</p> <p>...we can use ancient literature (specifically poetry and letters) to help us understand what life was like in the ancient world.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>Students often write in Latin while thinking in English and so couple forms of the verb "to be (esse)" with other Latin verbs that are already complete in and of themselves (e.g. <i>est currit</i> instead of <i>currit</i> to mean "he/she is running").</p>		
---	---	---	--	--

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: vocabulary quizzes on "Sabina" and "Lucilius," short essay comparing "Sabina" and "Lucilius"

Summative: chapter-end quiz that includes sections on vocabulary, reading Latin, and culture

**RESOURCES:**

Suburani online textbook and associated materials (pp. 1-22 of the textbook and the materials for "Chapter 1" on the website)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

*dormiō, ego, frāter, hōra, in, īnsula, labōrō, legō, meus, nōn, pater, rīdeō,*

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

*servus, tū, turba, ubi?, via, sum, es, est*

Tier 3 (history-social studies specific vocabulary): Abolitionist

Martial, Juvenal

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Introduce chapter using images to have students guess at what happens in the stories, introduce new vocabulary
2. Practice with vocabulary & pictures, practice writing in Latin
3. Short quiz on "Sabina" vocabulary, read "Sabina" from beginning to end, practice both silent and oral reading, introduce verbs, talk about word order
4. Read about living in and *insula* and watch some short videos on the topic and discuss as a class, revisit relevant passages in Latin with a focus on both content and verb endings
5. Formative quiz on "Sabina," introduce "Lucilius" with pictures and vocabulary
6. Short quiz on "Lucilius" vocabulary," practice reading "Lucilius" and writing using new vocabulary with special attention to verbs; compare and contrast "Sabina" and "Lucilius"
7. Introduce "Nox" and read together as a class and read about working women in ancient Rome
8. Review all three stories from the chapter and practice reading
9. Chapter-end quiz for chapter 1

**Reflections on lessons as implemented:**