

PEMBROKE PUBLIC SCHOOLS

Unit Map

Course Overarching Essential Questions:

SUBJECT: Foreign language		COURSE: LATIN I		GRADE LEVEL(S): 9-12	
UNIT / THEME/GENRE : CHAPTER 2		TIME REQUIRED: 2 WEEKS		LATEST REVISION: August 2022	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): LATIN VS. ENGLISH WORD ORDER, THE IMPORTANCE OF ENDINGS IN LATIN, ROME AS A CITY WITH MANY IMMIGRANTS, CLASS DIFFERENCES IN ROME					
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 does Latin indicate who/what is doing the action of a sentence and who/what is receiving it? How does that differ from English?</p> <p>How does Latin classify its nouns? Why is that important?</p> <p>How did the geography of Rome affect life in the city?</p>	<p>...that the nominative case in Latin is used to express the subject of a sentence and the accusative case is used to express the direct object.</p> <p>...that Latin classifies its nouns based on using the same endings for the respective cases. This is important for being able to predict how new words will appear in context.</p> <p>...that Rome’s location in a swampy area required early builders to become experts in</p>	<p>...cases are used to indicate how a noun or adjective is being used in a sentence instead of word order, as is the case with English.</p> <p>...Latin case endings are consistent and predictable once their pattern is learned.</p> <p>...the physical appearance and even culture of a city depends to a significant degree on its geographical location; Rome would have looked very different in a different part of the world.</p>	<p>...greater attention to spelling and phrasing when reading.</p> <p>...an improved ability to categorize and memorize information.</p> <p>...critical thinking skills around how the natural environment can affect the development of a city and how that development can have consequences for the people who live there.</p> <p>...an understanding of the cultural, political, and social importance of public spaces.</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>What were <i>fora</i> and why were they so important in ancient Rome?</p> <p>What was life like for the poor in ancient Rome?</p>	<p>drainage and water management, and affected what could be built where.</p> <p>...that <i>Fora</i> were large marketplaces where business, social, and political transactions occurred and were therefore extremely important public spaces.</p> <p>...that the poor, in practice, had basically no rights in ancient Rome, especially vis-a-vis someone of significantly higher social class.</p>	<p>...Rome was a city that emphasized civic engagement and public pride, as shown by the grandiosity and luxury of her ancient <i>fora</i>.</p> <p>...Rome was a highly socially stratified place where the upper classes could, in practice, do almost whatever they wanted with/to citizens of lower classes.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>Case endings are not interchangeable across declensions but students sometimes put, e.g., a third declension accusative ending on a first declension word.</p>		
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: short quiz on “Via Flaminia,” short quiz on “Forum Boarium,” short writing assignment on the social interactions in “Forum Boarium”

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

RESOURCES:

Suburani online textbook and associated materials (pp. 23-38 of the textbook and the materials for "Chapter 2" on the website)

VOCABULARY BY TIER: (CCSS AND WIDA)

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

cadō, cibus, cibum, m., dūcō, et, filia, filiam, f., filius, filium, m., forum, forum, n., habeō, habitō, intrō, magnus

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

pecūnia, pecūniam, f., quaerō, quoque, salūtō, sed, spectō, videō, vīnum, vīnum, n., vocō

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

Campus Martius, Ara Pacis, Plautus, declension, gender of nouns

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

1. Examine geographical location of Rome, how that affected the layout of the city, *fora*, introduce "Via Flaminia" with pictures and vocabulary
2. Read "Via Flaminia," introduce cases, practice writing out a good English translation
3. Short quiz on "Via Flaminia," introduce "Forum Boarium" and talk in more detail about *fora* in general and their importance to Rome
4. Read "Forum Boarium" and discuss declensions in Latin
5. Short quiz on "Forum Boarium" and further practice with cases using old and new vocabulary, short writing assignment on social interactions in this story
6. Watch a video about the Forum Romanum, compare and contrast it with the Forum Boarium, read "Forum Romanum," discuss social roles seen in the story
7. Introduce gender in Latin, read "Cella" in Latin
8. Review Latin stories and culture, discuss what was most striking to students in the story
9. Chapter end quiz on Chapter 2

Reflections on lessons as implemented: