

# 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 3		<b>TIME REQUIRED:</b> 2 WEEKS		<b>LATEST REVISION:</b> August 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> 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.	
How does Latin make nominative nouns and verbs plural?	...that Latin adds special endings to nominative nouns and verbs to make them plural.	...the endings for verbs are common to all conjugations but nominative noun endings are specific to their declension only.	...their practice reading texts carefully as more and more endings are added to their repertoire.	NL.1.a NL.1.b NL.5.a NL.6.a.1 NL.6.b.1 NL.7.b NL8.b.1	
How does Latin make accusative nouns plural?	...that Latin adds special endings to accusative nouns to make them plural.	...accusative noun endings are specific to their declension only.	...their understanding that public festivals and entertainment from 2,000 years ago can seem surprisingly familiar in some ways and our modern versions are in many ways direct descendents of these specifically Roman events.		
What kind of public entertainment did the Romans enjoy?	... that Roman public festivals often included elements of entertainment and chariot races were the most popular.	...although gladiatorial games are more familiar to modern audiences, the Romans actually preferred chariot races.	...an appreciation of what can be built (or otherwise achieved) when technology is combined with cultural pursuits.		
How do Roman games resemble modern sporting events?	...inhabitants of the city of Rome had access to the most modern stadiums and areas of the ancient	...ancient stadiums were built using many of the same principles of engineering that are still used			

	<p>world and they resembled modern facilities in many ways. Gambling was also common.</p>	<p>today. Also, modern sports fans would recognize the devotion of some ancients to their preferred team, the commonality of gambling along with events, as well as other elements.</p>		
		<p><b>COMMON MISUNDERSTANDINGS</b></p>		
		<p>Perhaps because verb endings are common to all conjugations, students often use them on nouns when they are writing in Latin.</p>		

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

Formative: Language practice p. 47, Language practice p. 53, short writing assignment on games/public entertainment in the modern U.S.

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 3” on the website)

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

Tier 1 (general vocabulary that is used in daily life)-ex: create, write  
*ambulō, amīcus, amīcum, m., ancilla, ancillam, f., clāmō, clāmor, clāmōrem, m., cum, currō, dīcō*

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish  
*equus, equum, m., festīnō, gladius, gladium, m., infēlix, laetus, multus, omnis*

Tier 3 (history-social studies specific vocabulary): Abolitionist  
*per, pīmus, senātor, senātōrem, m., urbs, urbem, f., vincō*

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

1. Discuss modern sporting events and public festivals in the United States and other countries, their place in culture & society, &c.; look at the pictures for "Ludi" and infer information about ancient Roman chariot racing
2. Examine vocabulary for chapter and decide which words could be used to describe each panel in "Ludi", write simple sentences using new vocabulary
3. Read "Ludi" and focus on noun and verb endings
4. Students write their own "day at the races" story using vocabulary from this chapter and new noun and verb endings
5. Short quiz "Ludi," read "Palma" and have students explain the ending and how they used context clues to understand what was happening
6. Examine the layout of the Circus Maximus (pp. 48-49) and see how these elements of the racetrack enter into the Latin story
7. Read "Post Ludos" in Latin and "Charioteers" and talk about why the charioteers in the story might have behaved the way they did; discuss accusative plurals
8. Review vocabulary with games, review new nouns and verb endings with reading and speaking practice; review culture
9. Chapter end quiz on Chapter 3

**Reflections on lessons as implemented:**