

# 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 4		<b>TIME REQUIRED:</b> 2 WEEKS		<b>LATEST REVISION:</b> August 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> PLURAL VERB ENDINGS, NOMINATIVE AND ACCUSATIVE NOUN ENDINGS, PUBLIC EVENTS					
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 are 2nd declension neuter nouns similar to their masculine counterparts? How are they different?</p> <p>How does Latin express actions being done by “we” and “you (pl.)”?</p> <p>How are 3rd declension neuter nouns similar to their</p>	<p>...that 2nd declension neuter nouns have the same endings as their masculine counterparts except in the nominative singular and nominative and accusative plural.</p> <p>...that Latin uses “-mus” and “-tis” to express actions being done by “we” and “you (pl),” respectively.</p> <p>...that both 2nd and 3rd declension neuter nouns have identical nominative and accusative singular forms, and</p>	<p>...declensions in Latin are similar and so learning one thoroughly will aid in learning the next.</p> <p>...although the “we” and “you (pl.)” endings appear less often in Latin literature, they are nevertheless important to know.</p> <p>...neuter nouns in Latin have their own patterns that make them different from masculine and feminine nouns, and they apply across all declensions.</p>	<p>...their knowledge of the rules of 2nd and 3rd declension neuter nouns to 4th declension neuter nouns when they eventually learn them.</p> <p>...the present tense endings for “we” and “you (pl.)” are similar to the same persons in other tenses, so learning them well now will make later tenses easier to learn.</p> <p>...Roman emperors often had an uneasy relationship with the Senate and people of the empire and this is a theme that frequently influences events in Roman history.</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>2nd declension counterparts?</p> <p>What are some of the features of Roman religion? How does it differ from Christianity?</p> <p>What was the relationship between senators and the emperor?</p>	<p>identical nominative and accusative plural forms.</p> <p>Roman religion was largely performative and based on action and participation with the community, as opposed to personal belief and most aspects of behavior outside of a religious ceremony.</p> <p>As the supreme power in Roman government, the emperor was considered by many senators to be a usurper of senatorial power and so was viewed with suspicion and disdain.</p>	<p><b>COMMON MISUNDERSTANDINGS</b></p> <p>Because nouns of the 3rd declension may have nominative forms that don't contain the stem of the noun, students often forget to revert to the nominative form for the accusative case.</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: Language practice on pp. 63 & 67, short writing assignment on how students think religion has shaped the modern world, short writing assignment on how students think Roman religion influenced Roman society at the end of the chapter, quiz on “Saxum,” quiz on “Vestalia”

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

**RESOURCES:**

*Suburani* online textbook and associated materials (pp. 55-70 of the textbook and the materials for “Chapter 4” on the website)

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

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

*ad, adsum, deus, deum, m., dominus, dominum, m., dōnum, dōnum, n., laudō, nōs, parvus, perīculum, perīculum, n., perterritus, puella, puellam, f.*

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

*quod, rēx, rēgem, m., Rōmānus, subitō, templum, templum, n., teneō, tollō, veniō, vōs*

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

*Nero, Vesta, mola salsa, haruspex, exta, Lares*

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

1. Students write and then share ideas about what they consider a religion to be and how it has influenced the modern world in a classwide discussion that we will reference throughout the rest of the chapter, forecast story based on the images
2. Read "Saxum," ask students what they can infer about Roman attitudes toward Christians from the story; talk about new verb endings and practice with them
3. Short quiz on "Saxum," prepare to read "Vestalia" by playing with new vocabulary and discussing 2nd declension neuter nouns
4. Read "Vestalia" and discuss what can be inferred about Roman religion from the story; discuss Vesta, temples and how they differed from modern houses of worship
5. Practice new verb forms and 2nd declension neuter nouns
6. Short quiz on "Vestalia," read excerpts in translation and discuss how Romans expressed their religion in public and in private, prepare to read "Omina" by reviewing vocabulary and images
7. Read "Omina" and practice with 3rd declension neuter nouns
8. Review the three stories in the chapter and practice with 2nd and 3rd declension nouns together
9. Chapter end quiz on Chapter 4

**Reflections on lessons as implemented:**