

PEMBROKE PUBLIC SCHOOLS

Unit Map

Course Overarching Essential Questions:

SUBJECT: Foreign language		COURSE: LATIN I		GRADE LEVEL(S): 9-12	
UNIT / THEME/GENRE : CHAPTER 8		TIME REQUIRED: 2 WEEKS		LATEST REVISION: August 2022	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): THE PERFECT TENSE, 1ST & 2ND DECLENSION NOUNS, ROMAN BRITAIN					
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>What are other ways of recognizing verbs in the perfect tense?</p> <p>How does Latin express the idea that something is “very” or “the most” something?</p> <p>What was Britain like before the arrival of the Romans?</p> <p>How did the presence of the Romans in</p>	<p>...that the perfect tense has a small number of markers that make it recognizable and differentiate it from other tenses.</p> <p>...that Latin adjectives have a form called the <i>superlative</i> that expresses that something is “very” or “the most” something.</p> <p>...that pre-Roman Britain was a rural, tribal society with no permanent roads or buildings and frequent violence between tribes; the Britons were skilled</p>	<p>...verb tenses in Latin not only have their own sets of endings but also markers in the middle of the word that indicate which tense the verb is in and is common to all persons in that tense.</p> <p>...Latin adjectives use different endings to express degree unlike English, which uses adverbs such as “very,” “rather,” “most,” &c.</p> <p>...Celtic society was less technologically advanced than Roman society but that does not mean that they didn’t have</p>	<p>...their knowledge of endings to express the degree of adjectives when they learn about comparative adjectives.</p> <p>...their recognition that societies develop at different paces and that societies that may seem comparatively primitive may also have highly advanced skills in certain domains. This will be important as students encounter other nations and peoples with whom the Romans came into contact.</p> <p>...their ability to compare Roman and Celtic religious practices in order to deepen their sense of what religion was</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>Britain change British society?</p> <p>How were the Romans received by the Britons?</p> <p>Who were the Druids? How were the Druids viewed by the Romans?</p>	<p>metalworkers and had a well developed cultural aesthetic.</p> <p>...that different British leaders received the Romans differently: some welcomed them and others resisted, depending on their individual circumstances. Average Britons largely reacted negatively as they experienced loss of land and other property to Roman colonists.</p> <p>...that the Druids were a class of Celts who were thoroughly schooled in Celtic religion, astronomy, history, literature, magic, and law. The Romans considered the Britons to be barbarians and shared stories of violent practices, such as human sacrifice.</p>	<p>advanced knowledge in other fields.</p> <p>...ancient people were as varied as the people of today and their reactions to the Roman intrusion in their society depended on their personal circumstances and interests.</p> <p>...the Romans are not necessarily to be believed in everything that they write about other peoples since Roman authors may have had an agenda when writing about the people with whom they came into conflict.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>Because some of the endings of the perfect tense are the same as other tenses, students can mistake perfect forms for other tenses, especially if they do not memorize the markers.</p>	<p>like among certain peoples in ancient Europe, how they were similar between themselves and how they were different.</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 p. 133, short quiz on perfects and “Gladius,” short presentations on British tribes, answer questions on p. 131

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

RESOURCES:

Suburani online textbook and associated materials (pp. 103-118 of the textbook and the materials for “Chapter 8” on the website)

VOCABULARY BY TIER: (CCSS AND WIDA)

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

agō, agere, ēgī, bibō, bibere, bibī, cōnspiciō, cōnspicere, cōnspexī, dē + abl., domus, domum, f., eam, eum, gerō, gerere, gessī, iaceō, iacēre, iacuī, incendō, incendere, incendī

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

mox, nihil, noster, porta, portam, f., postquam, prōcēdō, prōcēdere, prōcessī, senex, senem, m.f., surgō, surgere, surrēxī, tandem, trāns + acc.

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

Londinium, Camulodunum, Togidubnus, Caratacus, Cartimandua

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

1. Introduce new vocabulary and read "Gladius" and consider why the young man stole the sword using context clues from earlier in the story
2. Discuss more features of the perfect tense in Latin, review "Gladius" for examples of certain verb forms.
3. Quiz on new perfect forms and "Gladius," read "Britannia" (p. 124-125) and have students do cursory research in groups on one of the tribes mentioned
4. Present findings on British tribes, read "Luccus I" & "Luccus II"; have students keep a list of all of his grievances
5. Read "Camulodunum: Britain's first city" and "Resist or accept?" (pp. 128-129) and divide class for a debate over whether they (in the place of ancient Britons
6. Read "Druides" (p. 130) and "The Druids" (p. 131) and selections from Caesar in English about Celtic sacrifice and answer questions on p. 131 on paper at the end of the period
7. Read "Heros" and discuss superlatives in Latin; have students create funeral inscriptions for the dead soldier using what they have learned about superlatives in Latin
8. Do language practice (p. 133) and review the perfect tense, superlatives, and the texts from this chapter
9. Chapter end quiz on Chapter 8

Reflections on lessons as implemented: