



Latin 1 - Unit 4 - Morituri te salutant - We who are about to die salute you

Unit Focus

Unit 4 of Latin I comes after the midpoint for the year. In this unit, students will be advancing in their grammatical knowledge of Latin while focusing on the stories of entertainment in Rome. When people think about entertainment in Rome, they often think exclusively of the gladiators and the arena. While that will be a focal point for the unit, we will also explore other modes of entertainment, like the bathhouses of Rome, the racetracks (circuses), and even story-telling (fables).

The primary skills students will focus on are the reading strategies that go into translation of Latin. This is the time for the students to have to look at stories in the two perspectives, of seeing the forest from the trees, and seeing the tree from the forest. The unit will culminate in a sight reading passage of a real, ancient Roman Fable, where students will be tasked with looking at specific details within the story, but also in trying to get the general gist of the fable.

Grammar topics include 2nd declension nouns, both masculine and neuter, and the imperfect tense.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) • Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2) • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U2 Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What do I do when I don't understand? Q3 How do cultural products and practices reflect the beliefs and values of a people?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Reading Strategies: Diagramming K2 Types of Gladiators - (e.g., murmillio, bestiarius, hoplomachi, venatores); lanista	<i>Students will be skilled at...</i> S1 Analyzing verb forms for tense and distinguishing meaning through the nuance of tense.

Stage 1: Desired Results - Key Understandings

- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

K3 2nd Declension noun endings

K4 Neuter Laws for nouns

K5 Imperfect Tense verbs, imperfect of the verb "to be" - sum, esse, fuī, futurus

K6 Vocabulary, Unit 4 packet, p. 11

K7 Vocab from Suburani, checklist, Unit 6 - p. 267

K8 Vocab from Suburani, checklist, Unit 7 - p. 267

S2 Diagramming the Latin sentence in order to more ably restructure the sentence in English word order.

S3 Using prior knowledge, context clues, and predictive reading to understand a passage at sight.

S4 Analyzing the roots of Latin in English Vocabulary in order to understand the meaning of the word in English.

S5 Accessing Derivatives to help remember or predict Latin vocabulary.

S6 Translating texts written with unit vocabulary/grammar from Latin to English.