



Latin 1 - Unit 5 - Ab Urbe Condita - From the founding of the City

Unit Focus

Unit 5, Ab Urbe Condita, transitions the Latin student from studying Roman entertainment to studying Roman politics, especially through the rhetoricians of the Republic. Students will be given an overview of the city under the rule of the monarchy, the beginning stages of the Republic, and study the tools and speeches of politicians who shaped the Republic.

Students will continue their study of nouns and verbs by studying 3rd declension nouns and perfect tense verbs.

The unit will culminate in students writing a speech thinking about the tools of rhetoric studied in class in English, and writing 5 mini-slogans in Latin to support their speech.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) - Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) - 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) - 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) - 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)	<i>Students will be able to independently use their learning to...</i> T1 Gather information from a variety of resources and perspectives to build cultural context. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.	<i>Students will keep considering...</i> Q1 How does the government reflect the culture and history of a people? Q2 How does an author influence his audience? Q3 What am I trying to say and how do I say it? Q4 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 The Kings of Rome: Romulus, Numa, Tullius, Ancus, Tarquinius Priscus, Servius, and Tarquinius Superbus K2 Basic tools of rhetoric (anaphora, polysyndeton, asyndeton, alliteration, consonance, assonance, et al.) K3 3rd declension nouns, common and neuter	<i>Students will be skilled at...</i> S1 Using English derivatives to help find the meanings of Latin vocabulary. S2 Analyzing the Latin roots in English words in order to determine the meaning of the English vocabulary

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K4 Perfect tense verbs
K5 Vocab from Packet List 5a
K6 Vocab from Packet List 5b
K7 Vocab from packet List 5c
K8 Vocab from Suburani Chapter 8
K9 Vocab from Suburani Chapter 9

S3 Analyzing and emulating Roman rhetoricians in order to understand persuasive public speaking.
S4 Comparing Latin grammar to English grammar to acquire a better understanding of both.
S5 Translating texts written with unit vocabulary/grammar from Latin to English.
S6 Accessing Derivatives to help remember or predict Latin vocabulary.