



Latin 1 - Unit 3 - Aut cum Scuto, aut in Scuto

Unit Focus

Unit 3 of Latin I is titled "Aut cum scuto, aut in scuto", a phrase originating in Spartan warfare said from a mother to her son going off to war, "[Return] either with your shield or on it". This unit covers some of the contests and entertainment of Ancient Rome, whether they be some of the first battles of Rome, baths, or religious observances. We will focus heavily on Roman theater, especially the comedy of Plautus.

The PBA for this unit will have students designing their perfect day of entertainment, from the perspective of a Roman Aedilis (ancient project manager/ selectman and Senator).

Building on grammar learned in Units 1-2, the students will focus on the Present conjugation for verbs, all persons and numbers, including the irregular verb SUM, ESSE, FUI, FUTURUS (to be).

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) • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)	<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			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 Knowledge of another language and culture help one to participate in the global community (real and virtual). U4 One can deepen understanding of one language by learning another.</td><td><i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do cultural products and practices reflect the beliefs and values of a people? Q3 How do cultural differences impact how people react and interact?</td></tr></table>	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 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 Knowledge of another language and culture help one to participate in the global community (real and virtual). U4 One can deepen understanding of one language by learning another.
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 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 Knowledge of another language and culture help one to participate in the global community (real and virtual). U4 One can deepen understanding of one language by learning another.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do cultural products and practices reflect the beliefs and values of a people? Q3 How do cultural differences impact how people react and interact?			

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Vocab Lists:

- Unit 3 Packet, list a (p. 9)
- Unit 3 Packet, list b (p. 10)
- Suburani, Unit 4 list (p. 266)
- Suburani, Unit 5 list (p. 267)

K2 Pronoun endings for verbs, the English pronouns for each, definition of person, and the mnemonics to help (MOST, MUST, ISNT)

K3 The rules for conjugating verbs in the present tense (second principal part, remove the RE, add pronoun endings)

K4 The verb, sum, esse, fui, futurus in the present tense

K5 Forms of entertainment in Ancient Rome, including but not limited to:

- Chariot Games
- Festivals and Religious Observances
- Theater (looking specifically at Plautus' Comedy and Miles Gloriosus)

Skill(s)

Students will be skilled at...

S1 Analyzing the roots of Latin in English Vocabulary in order to understand the meaning of the word in English.

S2 Accessing Derivatives to help remember Latin vocabulary.

S3 Translating texts written with unit vocabulary/grammar from Latin to English.

S4 Conjugating verbs to match the pronoun of the subject

S5 Considering culturally competent connections, to design ancient entertainment