| **Course: Latin 1**<br>**Unit # - 1, Who am I? Who were they? (Quis sum? Qui erant?)** | **Year of Implementation:** 2021-2022 |
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# Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

https://www.state.nj.us/education/cccs/2020/
American Classical League Classical Standards

Interpretive (A)
• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
• .1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal (B)
• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region

using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational (C)
• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Unit Standards:**
https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf
9.4.12.CI.1:    Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1:    Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2:    Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1:  Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
9.4.12.DC.2:  Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6:  Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.GCA.1:Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions may work better than others.
9.4.12.TL.1:   Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**Transfer Goal:** Students will be able to use the target language to share basic information about people and geography to describe the modern and ancient worlds.

**As aligned with LRHSD Long-Term Learning Goal(s):** Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes.
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present.
- make connections with other disciplines by applying learning from language class to relevant situations in other classes.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

| Enduring Understandings | Essential Questions |
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| Students will understand that. . .<br><br>EU 1:  learning about an ancient multicultural society can provide insight into a modern diverse culture.<br>EU 2:  the method of keeping time reflects the needs and culture of a society.<br>EU 3:  the study of vocabulary and conventions of Classical Latin Language is the basis for many modern languages. | *EU 1*<br>● *How does a name define one's identity today and how does this differ from the way a Roman name defined one's identity? What can we know about Roman society from how their names worked?*<br>● *How multicultural was the ancient Roman world? How did Rome's location make it the center of a vast multicultural civilization?*<br>● *How did the Romans introduce and present themselves to other people in society?*<br><br>*EU 2*<br>● *How did the Romans relate to numbers differently than we do? How did the Romans reckon time? What impact has Roman timekeeping had on ours?*<br>● *How did Roman religion affect everyday life situations, such as time and the calendar?*<br><br>*EU 3*<br>● *Why study an archaic language?*<br>● *How can the study of a world language enhance one's knowledge of other disciplines?*<br>● *How does the proper use of grammar and vocabulary impact one's communication skills?*<br>● *Where does this language live in my community?*<br>● *How might learning Latin open "doors of opportunity" for me in my life?* |

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| *Knowledge*<br>*Students will know . . .*<br>EU 1<br>● the traditional patterns and customs of Roman naming. (A.1,3)<br>● the geographical borders and major provinces of the Roman Empire. (A.1,3; B.1; C.4)<br>● the basic climate and weather of the Mediterranean world (B.6, C.1,4,5)<br>● that the Roman world was a diverse culture, comprised of people from many different backgrounds and geographical locations. (A.1-4; B.1; C.4,5)<br>● the vocabulary words related to people and their locations. (A.1; B.1,3; C.1,3,4)<br><br>EU 2<br>● how Romans used numerals and numbers in day to day life. (A.1,3,4; C.4,5)<br>● the method in which the Romans divided up the year. (A.1-4; C.3-5)<br>● the names of major gods and goddesses and how they were present in Roman culture. (A.1,3)<br>● the structure and formation of Roman numerals. (A.1,3,4; C.4,5)<br>● the cardinal numbers in Latin from 1-20. (A.1,3,4; C.3-5)<br><br><br><br><br><br><br><br><br><br>EU 3 | *Skills*<br>Students will be able to. . .<br>EU 1<br>● describe the three parts of a Roman name, the significance of each part, and the differences between male and female names. (A.1,3)<br>● locate and label major Roman provinces on a map. (A.1.3; B.1; C.4)<br>● interpret the weather conditions of locations throughout the map in reading and conversation (A1.3, B.6, C.1,4,5)<br>● use different adjectives and nouns to describe themselves and others. (A.1-4; B.1; C.4,5)<br>● introduce and greet others in a traditional Roman custom. (A.1; B.1,3; C.1,3,4)<br>● form and respond to questions of identity using the words "quis" and "quid." (A.1,3; B.1,4; C.1,4)<br><br>EU 2<br>● compose and interpret Roman numerals.(A.1,3,4; C.4,5)<br>● communicate in Latin using cardinal numbers 1-20. (A.1,3,4; C.3-5)<br>● describe the number of items in pictures and culturally relevant products. (A.1-4; B.1; C.4,5)<br>● name the god or goddess related to aspect of Roman daily life (A.1,4; B.1; C.4,5)<br>● give the date using the Roman names for months and days of the week. (A.1,4; B.1; C.4,5)<br>● determine the year and day by using Roman numerals. (A.1,4; B.1; C.4,5)<br>● form and respond to questions using the word "quot." (A.1,4; B.1; C.4,5) |

- that Latin is an inflected language, which uses groups of nouns called declensions and groups of verbs called conjugations to express ideas. (A.1,5)
- the definitions of key Latin vocabulary related to people, geography, language, and conversation (A.1; C.4)
- the basic syntactic relations between Latin words. (A.5)

EU 3
- communicate using nouns from the 1st, 2nd, and 3rd declension in the nominative, accusative, and vocative cases. (A.1; C.4,5)
- communicate using verbs of the first and second conjugation using all persons, singular and plural. (A.1; C.4,5)
- create and interpret the imperative mood of first and second conjugation verbs. (A.1; C.4,5)
- communicate using the verb "to be (esse)" in the present tense.(A.1; C.4,5)
- describe nouns with adjectives using the proper gender, number and case. (A.1; C.4,5)
- communicate using pronouns for 1st, 2nd, and 3rd person in the nominative and accusative forms. (A.1; C.4,5)
- describe the root and meaning of an English word based upon its Latin etymology. (A.1; C.4,5)
- troubleshoot through roadblocks while translating a Latin sentence. (E.2)
- derive the meaning of Latin words using cognates and the knowledge of their own language. (E.2)

## Stage Two - Assessment

*Other Evidence:*
- Formative and Summative Assessments
- Reading Comprehension Activities
- Listening Comprehension Activities
- Interpretive Assessments
- Interpersonal Assessments
- Presentational Assessments

## Stage Three - Instruction

*Learning Plan:* **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:  Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** *{place A, M and/or T along with the applicable EU number in parentheses after each statement}*

- *Label the three parts to a Roman name and distinguish gender and status* **(A EU1)**
- *Edpuzzle on TedTalk Roman Myths* **(A EU3)**
- *Label the major provinces of the Roman Empire on a map* **(A EU1)**
- *Imitate greetings and conversations based upon teacher model* **(A EU3)**
- *Count from 1-10 in Latin with choral response* **(A EU2)**
- *Create known nouns in the nominative and accusative plural forms using Magistrula.com* **(A EU3)**
- *Practice conversational vocabulary through songs such as* <u>*Salve- Rap Teach*</u> **(A EU3)**
- *Practice vocabulary words for unit on technology resources such as Pear Deck and Quizlet* **(A EU1,2,3)**
- *Review grammatical concepts using youtube channels such as latintutorial* **(A EU1,2,3)**
- *Various online interactive games to practice vocabulary and forms (Quizlet, Quizizz, Kahoot, GimKit, etc.)* **(A, M EU3)**
- *Match pictures of weather conditions to the proper Latin term* **(M EU1)**
- *Conjugate and translate the verb "to be" in all 6 personal forms* **(M EU3)**
- *Create known nouns in the nominative and accusative plural forms using Magistrula.com* **(M EU3)**
- *On a modern map identify countries that currently speak Romance languages* **(M EU1)**
- *Respond to questions in the target language from scripted responses using resources such as FlipGrid* **(M EU3)**
- *Translate into English conversations and sentences using unit vocabulary and grammar* **(M EU1,2,3)**
- *Translate into Latin teacher produced conversations and sentences using unit vocabulary and grammar* **(M EU1,2,3)**

- *Compare and contrast Roman names to the naming conventions of various modern cultures* **(M EU1)**
- *Research the meaning of Roman names using a predetermined list of cognomina* **(M EU1)**
- *Transcribe conversations played or spoken by the teacher* **(M EU3)**
- *Highlight the different cases within a sentence to demonstrate case relationship* **(M EU3)**
- *Answer comprehension questions based upon scripted audio or video conversations Salve!* **(M, T EU3)**
- *Converse with partner to identify each other's names and feelings* **(M, T EU3)**
- *Practice comprehension using stages Intro and 1 on DuoLingo app* **(M EU1,2,3)**
- *Respond to questions and prompts on digital walls, such as padlet.com* **(M EU1,2,3)**
- *Compose a Roman numeral based upon famous years or dates* **(M, T EU2)**
- *Describe people in pictures using proper vocabulary and adjective agreement.* (**M, T EU1**)
- *Create a Roman tripartite name using traditional Roman naming customs* **(M,T EU1)**
- *Create unknown in the nominative and accusative plural forms using Magistrula.com* **(T EU3)**
- *Compose original sentences using the nominative and accusative cases* **(T EU3)**
- *Conjugate verbs of the first and second conjugation in all personal forms* **(T EU3)**