Course: Latin 1 Unit 2 - Where Do I Live? (Quō habitō?)	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. and their own

Enduring Understandings Students will understand that. . .	*Essential Questions*

	EU 1
EU 1: learning about an ancient multicultural society can provide insight into a modern diverse culture. EU 2: the environment in which you live reflects the needs and culture of a society. EU 3: the study of vocabulary and conventions of Classical Latin Language is the basis for many modern languages.	*EU 1* ● *How are cultural elements and social institutions reflected in Ancient Roman civilization?* ● *What can Roman family structure tell us about their society? How were Roman children treated?* ● *Which aspects of the Roman family structure were reflected in their myths and religion?* ● *How was Roman education different from education in American societies today?* ● *How can clothing reflect the roles and status of an individual in a society?* *EU 2* ● *What differences were there between the dwellings of poorer and the wealthier Romans? How did these differences affect daily life?* ● *What elements of an ancient city can still be seen in modern cities around the world?* ● *How would social class influence what one could do in the city? How might it affect the spaces and structures used on a daily basis?* *EU 3* ● *Why study an archaic language?* ● *How is word order important in conveying meaning?* ● *How has the Latin language affected the English language?* ● *How can pre-existing knowledge of English grammar and vocabulary enhance Latin language skills?* ● *How can new Latin language skills inform English grammar and vocabulary skills?*
Knowledge *Students will know . . .* *EU 1* ● *the basic structure of a Roman family. (A.1,3)*	*Skills* Students will be able to. . . *EU 1* ● *classify the roles of a Roman family and compare to their own. (A.1,3)*

- *the basics elements of the ancient education system. (A.1,3; B.1; C.4)*
- *the traditional clothing worn by different members of society (B.6, C.1,4,5)*
- *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)*
- *the vocabulary words related to family, school, and clothing. (A.1; B.1,3; C.1,3,4)*

EU 2
- *the traditional layout of a Roman villa or insula. (A.1,3,4; C.4,5)*
- *different buildings in Rome and their function. (A.1-4; C.3-5)*
- *the impact of Roman architecture on the modern cityscape. (A.1,3)*

EU 3
- *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 Latin vocabulary. (A.1; C.4)*
- *the basic syntactic relations between Latin words. (A.5)*

- *compare the family structure of the Roman gods and goddesses to the structure of a typical Roman family. (A.1,3)*
- *describe the course of studies of a typical Roman student (A.1.3; B.1; C.4)*
- *identify and match appropriate articles of clothing to different members of Roman society. (A.1.3, B.6, C.1,4,5)*
- *use different adjectives and nouns to describe the members of a family (A.1-4; B.1; C.4,5)*
- *form and respond to questions of identity based on description using the words "quis" and "quid." (A.1,3; B.1,4; C.1,4)*

EU 2
- *label the common floor plan of a traditional Roman villa. (A.1,3,4; C.4,5)*
- *label prominent buildings on a city map of Ancient Rome (A.1,3,4; C.3-5)*
- *analyze modern architecture and describe its connection to Roman models . (A.1-4; B.1; C.4,5)*

EU 3
- *communicate using nouns from the 1st, 2nd, and 3rd declension in five major cases. (A.1; C.4,5)*
- *communicate using verbs of the third and fourth conjugation using all persons, singular and plural. (A.1; C.4,5)*
- *communicate using the verb "to be able (posse)" in the present tense.(A.1; C.4,5)*
- *communicate using impersonal verbs such as licet, placet, necesse est*
- *communicate using irregular verbs (velle, nolle, ferre, ire) in the present tense.(A.1; C.4,5)*
- *create and interpret commands using the imperative form of the verb in all conjugations. (A.1; C.4,5)*
- *communicate using the perfect tense of verbs of all conjugations. (A.1; C.4,5)*
- *express motion and placement using prepositional phrases and the locative of domus and Roma. (A.1; C.4,5)*
- *differentiate ablative usages including means/instrument in sentence context.*

	● *communicate using pronouns for 1st, 2nd, and 3rd person in the five major cases. (A.1; C.4,5)* ● *identify and define 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 rooms of a Roman villa using a basic floor plan* **(A EU1)**
- *Explore Roman housing with the use of youtube videos such as* Magister Craft , Roman History, Secrets of Ancient Rome **(A EU3)**
- *Create a personal family tree using traditional Roman family terms* **(A EU1)**
- *Create an Olympian family tree using traditional Roman family terms* **(A EU3)**
- *Decline unknown nouns in all forms using Magistrula.com* **(T EU3)**
- *Explore Roman architecture using youtube or other video descriptions such as* Crash Course *and* Engineering an Empire **(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)**
- *Create known nouns in all cases and numbers using* Magistrula.com **(M EU3)**
- *On a map of Ancient Rome identify key structures and buildings* **(M EU1)**
- *Outline the daily route of various Romans through the city* **(M,T 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)**
- *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)**
- *Practice comprehension using advanced stages on DuoLingo app* **(M EU1,2,3)**
- *Respond to questions and prompts on digital walls, such as padlet.com* **(M EU1,2,3)**
- *Describe family members in pictures using proper vocabulary and adjective agreement.* **(M, T EU1)**
- *Create unknown noun forms using Magistrula.com* **(T EU3)**
- *Compose original sentences using the all noun cases from the 1st, 2nd, and 3rd declensions* **(T EU3)**
- *Conjugate verbs of all conjugations in the Perfect Tense* **(T EU3)**