

**Course: Latin 1**  
**Unit 3 - How Did It Start? (Quomodo incepit?)**

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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](https://www.state.nj.us/education/cccs/2020/American%20Classical%20League%20Classical%20Standards)

### 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.
- 7.1.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%20NJSL-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

Students will understand that. . .

EU 1: the Roman society created origin stories and myths to establish their identity.

EU 2: the Roman Republic evolved from the experience of early Roman kings.

EU 3: the study of vocabulary and conventions of Classical Latin Language is the basis for many modern languages.

Essential Questions

*EU 1*

- *What roles do the many divinities play in the lives of mortals?*
- *How did the Romans describe their*
- *What role did etiological myths play in Roman culture? How are etiological myths still present in society today?*
- *How did Roman religion influence daily practices?*
- *What mythological connections did the Romans make about their foundation?*
- *What is the relationship between cause-and-effect and prophecy in the existence of Rome?*
- *How did the Romans reflect their cultural views and standards through their myths?*
- *How do Roman values compare to today's values?*
- *How do the beliefs and values of a diverse culture affect a society?*

*EU 2*

- *What is the Roman Monarchy?*
- *What is the Roman Republic?*
- *What are the differences between a monarchy and a republic?*
- *What forces can cause a government to change?*
- *What are the benefits and disadvantages of a monarchy like that exhibited in early Rome?*
- *What similarities are there between the governments of the Roman Republic and America today?*
- *In what ways were people in power held accountable in the ancient world compared to the modern world?*
- *How did the Romans teach their idea of "pietas" through stories of early Republican heroes?*

*EU 3*

- *Why study an archaic language?*
- *How is word order important in conveying meaning?*
- *How has the Latin language affected the English language?*

	<ul style="list-style-type: none"> <li>• <i>How can pre-existing knowledge of English grammar and vocabulary enhance Latin language skills?</i></li> <li>• <i>What influence does Latin vocabulary have on English vocabulary?</i></li> <li>• <i>What can vocabulary choice tell a reader about the culture of the native speaker?</i></li> <li>• <i>How did Latin vocabulary regarding law and politics shape English vocabulary?</i></li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>• <i>the founding of Rome was a consequence of the Trojan War . (A. 1,3)</i></li> <li>• <i>the Roman state was based heavily on a histo-myth tale(B.6, C. 1,4,5)</i></li> <li>• <i>the Romans explained many elements of their natural world through myths (A. 1,3; B.1; C.4)</i></li> <li>• <i>myths were used to teach the values honored by the ancient people (A. 1-4; C.3-5)</i></li> <li>• <i>the vocabulary words related to religion and mythology (A.1; B. 1,3; C. 1,3,4)</i></li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>• <i>the major differences between a monarchy and republican government.</i></li> <li>• <i>the vocabulary words relating to government and ruling (A. 1; B. 1,3; C. 1,3,4)</i></li> <li>• <i>The key historical figures of the Roman monarchy and their</i></li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>• <i>describe the key characters and events of the Trojan War (A. 1,3)</i></li> <li>• <i>Describe the main elements of Roman daily religion and beliefs(A. 1,3)</i></li> <li>• <i>Identify the role of Roman religious officials. (A. 1,3)</i></li> <li>• <i>Use religion and mythology based vocabulary to compose and interpret texts (A. 1.3; B. 1; C.4)</i></li> <li>• <i>Identify the major characters of Roman and Greek mythology (A. 1.3, B.6, C. 1,4,5)</i></li> <li>• <i>Describe how the myths of Midas, Arachne, and Phaethon taught traditional Roman and Greek cultural values (A. 1,3,4; C.4,5)</i></li> <li>• <i>Describe the key characters and the events of Rome’s foundation story. A. 1,3)</i></li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>• <i>Detail the events of the founding of Rome and its early history (A. 1-4; B. 1; C.4,5)</i></li> <li>• <i>describe the events that led to the changes in Roman government structure (A. 1,3,4; C.4,5)</i></li> <li>• <i>Communicate using various Latin vocabulary relating to government (including rēx, consul, rēs publica, senator, regere, ducere, etc.) (A. 1,3,4; C.4,5)</i></li> <li>• <i>Use government and military based vocabulary to compose and interpret texts (A. 1.3; B. 1; C.4)</i></li> <li>• <i>Describe the seven kings of Rome. (A. 1.3; B. 1; C.4)</i></li> <li>• <i>Describe the example of pietas within the stories of Cloelia, Horatius, Cincinnatus, and Scaevola (A. 1,3,4; C.4,5)</i></li> </ul>

*attributes/accomplishments.(A. 1-4; B. 1; C.4,5)*

- *The definition of “pietas”(A. 1,3,4; C. 4,5)*
- *the major heroic tales (Cloelia, Cincinnatus, Horatius and Scaevola) of the early Republic(A. 1,3,4; C. 4,5)*
- *The impact of the Roman Republic on American politics.*

**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)*
- *the translation and inflection between various tenses of verbs.(A.5)*

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- *communicate using nouns from the 1st, 2nd, and 3rd declension in five major cases. (A. 1; C.4,5)*
- *communicate using the imperfect and future tenses of all conjugations (A. 1; C.4,5)*
- *communicate using the verb “to be able (posse)” in the imperfect, future, and perfect 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, imperfect, future, and perfect tense.(A. 1; C.4,5)*
- *Communicate using comparative and superlative forms of adjectives (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 (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}

- Create a timeline of the major historical divisions of Ancient Rome (A EU1)
- Explore Roman history and government with the use of youtube videos such as [Magister Craft](#) (A EU3)
- Create a comic detailing the founding of Rome with Latin text (M EU1)
- Summarize myths by creating Latin “commentaries” and summaries in a youtube format (A EU3)
- Decline unknown nouns and adjectives in all forms using [Magistrula.com](#) (T 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, Quizalize, Kahoot, GimKit, etc.) (A, M EU3)
- Create known nouns in all cases and numbers using [Magistrula.com](#) (M EU3)
- On a map of the Ancient Mediterranean, identify key locations pertaining to the founding of Rome (M EU1)
- Create comparison books using the positive, comparative, and superlative form of the adjective (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 EU 1,2,3)
- Translate into Latin teacher produced conversations and sentences using unit vocabulary and grammar (M EU1,2,3)
- Compare and contrast Roman government to the governments 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 Imperfect and Future Tenses (T EU3)*