Course: Latin 1 Unit 4 - What is an Empire? (Quid Imperium est?)	Year of Implementation: 2021-2022

Curriculum Team Members: Brenna Atmore (batmore@lrhsd.org), Robynn Hecht (rhecht@lrhsd.org), William Palladino (wpalladino@lrhsd.org)

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.
• 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.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
• 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.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
 • 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.

<u>Presentational(C)</u>
• 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.
• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

D. National Classical Standards
INTERPERSONAL: communicate by asking highly predictable and formulaic questions in Latin or Greek, and respond to such questions by listing, naming, and identifying using single words or phrases they have learned and memorized.

INTERPRETIVE READING: understand some learned or memorized Latin or Greek words and phrases when they read. For Greek, they can recognize all Greek letters.

INTERPRETIVE LISTENING: recognize some familiar Latin or Greek words and phrases when they hear them
spoken

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.CI.3:   Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1:   Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.TL.1:   Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a
                    specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal: Students will be able to use the target language to discuss how the Roman military via conquest and expansion had a global impact on various cultures and languages.

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: as a form of government changes, so do the practices and customs of a civilization. EU 2: the Roman military served not only as a means for political and cultural expansion, but as an embodiment of Roman ideals. EU 3: the study of vocabulary and conventions of Classical Latin Language is the basis for many modern languages.	_Essential Questions_ _EU 1_ ● _What circumstances cause Rome to transition from a republic to an empire?_ ● _What makes an empire different from a republic?_ ● _How is an emperor different from a king or consul?_ ● _How did Roman values and ideals change with the transition to an empire?_ ● _How can we properly analyze potentially biased political texts to glean historical fact?_ ● _What are the benefits and pitfalls of a republic like that exhibited in Ancient Rome?_ _EU 2_ ● _Why was the Roman military important?_ ● _How did the Roman military and war shape the culture and structure of the Roman world?_ ● _How did the Roman military lead to the expansion of Rome?_ ● _What was the general structure of the Roman army?_ ● _What technology and weapons did the Romans use?_ ● _How did Rome treat their enemies?_ ● _What aspects of the Roman military allowed them to be successful?_ _EU 3_

	What influence did Roman law and politics have on English vocabulary? *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?*
<u>*Knowledge*</u> *Students will know . . .* *EU 1* *Rome shifted from a monarchy to a republic form of government in ~500 BCE. (A.1,3)* *the Roman republic consisted of various public positions inhabited by wealthier citizens. (A.1,3; B.1; C.4)* *Roman ideals changed to reflect the newfound influence of citizens (B.6, C.1,4,5)* *many accounts of Roman history have been provided by partial sources directly involved, or sources much further removed in history (A.1-4; B.1; C.4,5)* *the vocabulary words related to government positions and proceedings. (A.1; B.1,3; C.1,3,4)* *EU 2* *the major vocabulary words relating to the Roman military and weapons, organization, and key related verbs (A.1,3,4; C.4,5)* *the significance of the Roman military to Rome and the Mediterranean world.(A.1-4; C.3-5)*	<u>*Skills*</u> Students will be able to. . . *EU 1* *determine key structural differences between the Roman monarchy and republic. (A.1,3)* *discuss values and attributes deemed important by Republic-era Roman citizens (A.1,3)* *Analyze primary-source historical text for both fact and opinion (A.1.3; B.1; C.4)* *identify and match appropriate government positions to their daily tasks. (A.1.3, B.6, C.1,4,5)* *identify and describe key Roman government officials (A.1-4; B.1; C.4,5)* *EU 2* * convey the meaning of texts related to military and war. (A.1,3,4; C.4,5)* *compare and contrast the Roman military to a modern military establishment. (A.1,3,4; C.3-5)* *describe the key terms related to weapons and armor. (A.1-4; B.1; C.4,5)* *list reasons for the success of the Roman military. (A.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)*

- the impact of the Roman military on war and politics today (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)
- the impact of

- 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 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 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)**