Latin 2 - Unit 2 – Imperator non potest peccare - The emperor can do no harm

Unit Focus

The original phrase, "Rex non potest peccare" literally means "The king can do no wrong" and was used in the courts to express the idea that kings had "sovereign immunity". Changed to reflect the subject of the unit, the emperors, the phrase will guide the class as we view what the emperors themselves did during their reigns, starting from the first imperator, Augustus, through Constantine the Great. The unit will cover the themes of imperialism, expansionism, sovereign immunity, and the lives of the emperors. Students will have studied the emperors through their busts so as to see how the opinions of the Romans evolved over time. Were emperors given divine right to do as they willed, or must they also be held accountable for the actions committed in the name of Rome?

When an emperor died, it was thought that their anima (spirit) became a god through apotheosis. Students will provide evidence of an emperor's life in order to prove if they were deserving to be a god through deificatio OR if his name should be committed to damnatio memoriae (damnation of memory).

Grammar for the unit will include the remaining tense to be taught (pluperfect), demonstrative pronouns, and relative pronouns.

Stage 1: Desired Results - Key Understandings

Standard(s)

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 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)
- 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)
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)
- 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)

Transfer

Students will be able to independently use their learning to...

T1 Gather information from a variety of resources and perspectives to build cultural context.
T2 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)

Students will understand that...

U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)
U2 Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.
U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.

Essential Question(s)

Students will keep considering...

Q1 What does the source or text say? What does it mean?
Q2 How do cultural products and practices reflect the beliefs and values of a people?
Q3 How does an author's perspective influence what we know about an historical figure?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Grammar: Pluperfect **K2** Grammar: Demonstrative Pronouns, hic, haec, hoc AND ille, illa, illud; Relative Pronoun (qui, quae, quod); Definition and identification of antecedent **K3** Vocabulary lists: Unit 2a, p. 5 Unit 2b, p. 6 Suburani Ch. 11, p. 268 Suburani Ch. 12, p. 268	*Students will be skilled at...* **S1** Conjugating verbs accurately to help convey and interpret meanings **S2** Utilizing and identifying demonstrative and relative pronouns and their antecedents in writing/translation **S3** Evaluating veristic and idealistic qualities of artwork **S4** Accessing Derivatives to help remember or predict Latin vocabulary. **S5** Translating texts written with unit vocabulary/grammar from Latin to English. **S6** Selecting relevant and disregarding irrelevant primary and secondary resources **S7** Evaluating author bias to help understand what really happened in history