Latin 2 - Unit 3 - sī vīs pācem, parā bellum – If you want peace, prepare for war

Unit Focus

In this unit, students will study the major wars of Rome, keeping in mind the positive and negative aspects of war. What changes does war bring? Why does war begin? What are the short-term and long-term outcomes of war? Which war was most influential to the development of Rome?

Students will explore these themes through an in-depth study of Roman wars, with a more careful examination of the Punic Wars, as well as seeing how historians use these wars and other historical facts to inform their own study into the past or present though op-eds that use Roman History.

Students will create their own Op-Ed using what they know from Greco-Roman history to inform their argument.

Grammar: Present active participle, perfect passive participle, passive verbs

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)
- 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 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Gather information from a variety of resources and perspectives to build cultural context.
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 communicators make linguistic choices about how to deliver their message. (Presentational Communication)
U2 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).
U3 One can deepen understanding of one language by learning another.
U4 Topics, skills, and ideas learned in one subject/endeavor can become deeper and more expansive in another subject/ endeavor.
U5 There are a variety of reasons, including geo-positional, resource, politics, religious, development of nations, et al., that any nation would choose to go to war

Essential Question(s)

Students will keep considering...

Q1 What does the source or text say? What does it mean?
Q2 How do I select and use information to support my ideas?
Q3 How do cultural differences impact how people react and interact?
Q4 How does the target language/ culture compare and contrast with my own? How do I use that comparison to connect with people?
Q5 How does war influence the growth or decline of a nation?

Stage 1: Desired Results - Key Understandings

- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Participles, in English and in Latin. Present Active Participles (PAP -ns, -nt- = -ing); Perfect Passive Participles (PPP -at-, -it-, -ct-, -s-)

K2 Passive Verbs, all tenses

K3 Vocabulary Lists:

- Unit 3a, p. 16
- Unit 3b, p. 17
- Unit 3c, p. 18
- Suburani, Ch. 13, p. 269
- Suburani, Ch. 14, p. 269

K4 Basic knowledge of significant Roman wars, emphasis on Punic Wars (geography, belligerents, resources, causes)

Skill(s)

Students will be skilled at...

S1 Using Participles to add more to English or Latin sentences

S2 Reading Latin to help with English vocabulary

S3 Using English vocabulary to help learn Latin

S4 Analyzing war and its positive/negative aspects based on geography, pretense, battles, outcomes, and historical figures

S5 Supporting a position through accurately cited evidence

S6 Utilizing and translating passive verbs to better understand what a text communicates