



Latin 1

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Latin 1		
Course Title:	Latin 1		
Prerequisite(s):	N/A		
Course Description: <i>Program of Studies</i>	<p>Are you ready to step back in time and explore the language of ancient Rome? You'll embark on a journey through the streets of ancient Rome using the engaging <i>Suburani</i> textbook. This course is designed for students just like you who are curious about history, language, and culture. Through stories set in ancient Rome, you'll follow characters as they navigate the challenges of Roman life. You'll learn how to read stories in Latin while discovering how the Romans shaped the world we live in today. Along the way, you'll pick up new vocabulary, practice grammar, and uncover fascinating Roman traditions, from gladiators to emperors. By the end of the year, you'll be able to read simple Latin stories, understand the roots of many English and Romance language words, and get a glimpse of what it would be like to live in one of history's greatest civilizations. So if you love adventure, language, and history, join us for Latin 1 and unlock the mysteries of the ancient world.</p>		
Course Essential Questions:	<ul style="list-style-type: none"> ● Who were the Romans? ● What was life like in the ancient city of Rome? ● How did daily life in ancient Britain compare with life in the city, Rome in the first century CE? ● How did the conquered peoples of the first century CE in Britannia interact with the Romans? 		

	<ul style="list-style-type: none"> • What was life like in privileged/working-class society in ancient Gaul and Lusitania during the first century CE? • How did the Romans create provincial towns?
Course Enduring Understandings:	<ul style="list-style-type: none"> • Romans of all social classes, genders, and backgrounds lived in ancient Rome. • Many Romans lived in cities, and we know more about senatorial class Romans than plebeians. • The Roman occupation of Britannia involved both resistance and acceptance on the part of the native peoples. • Through connected stories in Latin, students will explore what life in the western end of the empire (Gaul and Lusitania) was like for its inhabitants.
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year <input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	<i>Suburani</i> , Book 1
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
Year at a Glance (Units):	Unit 1 - Life in the city - Roma (~13-14 weeks) Unit 2 - Establishing a province - Britannia (~13-14 weeks) Unit 3 - Life in a province - Gaul and Lusitania (~13-14 weeks)

Unit Number and Title:	Unit 1 - Life in the city - Roma
Duration:	~13-14 weeks
Resource(s):	<i>Suburani</i> , Book 1, chapters 1-6
Unit Overview:	Through connected stories in Latin, students will explore what life in the ancient city of Rome was like for its inhabitants.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● Who were the Romans? ● What was life like in the ancient city of Rome?

Enduring Understanding(s):	<ul style="list-style-type: none"> ● Romans of all social classes, genders, and backgrounds lived in ancient Rome. ● Many Romans lived in cities, and we know more about senatorial class Romans than plebeians.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● information about the city of Rome: geography, public spaces, and public health. ● how public entertainment ran - chariot racing. ● cultural details of Roman religion - state religion, sacrifice, gods, private worship. ● details of the lives of slaves and a Roman household. ● present tense of regular verbs. ● irregular verbs - volo, nolo, and possum. ● nouns: nominative/accusative cases, prepositions. ● derivatives of vocabulary <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● describe diverse populations who lived in the ancient Roman Empire of the first century, as well as the space and time that separates us from understanding the ancient Roman world. ● discuss how the Romans used public spaces in Rome, having read text describing the City. ● describe Roman religion, public and private worship, concepts of “do ut des” property of ancient practices. ● compare and contrast Roman slavery with historic American practices, and formulate questions to further understanding in this area. ● read and comprehend simple Latin text in the present tense. ● read and comprehend Latin text that contains the verbs volo, nolo, possum, along with the complementary infinitive. ● read and comprehend simple Latin text and recognize subjects and direct objects as well as prepositional phrases. ● appreciate the complexity of the Indo-European language group and research word derivation as a foundational skill.

Unit Number and Title:	Unit 2 - Establishing a province - Britannia
Duration:	~13-14 weeks
Resource(s):	<i>Suburani</i> , Book 1, chapters 7-10
Unit Overview:	Through connected stories in Latin, students will explore what life was like in Britannia in the first century BCE.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How did daily life in ancient Britain compare with life in the city, Rome in the first century CE? ● How did the conquered peoples of the first century CE in England interact with the Romans?

Enduring Understanding(s):	<ul style="list-style-type: none"> ● Roman occupation of Britannia involved both resistance and acceptance on the part of the native peoples.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● some troublesome aspects of cultural assimilation. ● details of the resistance of the Britanni to the Romans. ● information about the Roman military in Britannia. ● perfect and imperfect tenses and their respective translations. ● positive, comparative, and superlative forms of adjectives. ● verbs that take the dative case in context. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● describe some aspects of the first-century Roman struggle with diversity throughout the Empire. ● compare and contrast how tribal leaders reacted to the Roman political and cultural takeover. ● compare Roman colonization with European colonization of the Americas. ● read and comprehend text written in the past tense. ● use translation to reflect concepts of time and aspect in present and past tenses. ● identify the ways in which Latin uses adjectives in all their degrees. ● reflect on the use of adjectives in Romance languages as compared to English in word placement and form. ● recognize, in context, verbs that require a dative object in Latin and reflect this understanding in translation.

Unit Number and Title:	Unit 3 - Life in a province - Gaul and Lusitania
Duration:	~13-14 weeks
Resource(s):	<i>Suburani</i> , Book 1, chapters 11-16
Unit Overview:	Through connected stories in Latin, students will explore what life in the western end of the empire (Gaul and Lusitania) was like for its inhabitants.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What was life like in privileged/working-class society in ancient Gaul and Lusitania during the first century CE?

	<ul style="list-style-type: none"> ● How did the Romans create provincial towns?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Romans lived not only in Italy but also in most of Europe, around the Mediterranean, during the first century CE. ● Life for indigenous peoples was different from that of senatorial class Romans in Gaul and Lusitania.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● information about sea travel in the ancient world. ● how the Romans created towns in ancient Gaul. ● details of how the rich lived in their country estates. ● information about Roman marriage ceremonies and the roles of husbands and wives. ● genitive and vocative case forms. ● Imperative verb forms. ● future tense verb forms. ● infinitives used with indirect statement (se vs. eum). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● describe aspects of the Roman use of sea travel in various contexts. ● outline the creation of a Roman settlement in Gaul. ● reflect on lifestyle differences for senatorial class Romans and indigenous peoples in the western end of the Empire. ● identify details of Roman marriage ceremonies. ● compare and contrast roles of Roman spouses with modern counterparts. ● read and comprehend sentences with possessive and vocative endings to extract meaning and translate. ● read and understand sentences which contain commands. ● read and understand sentences which contain future tense verbs. ● read and understand sentences which contain infinitives used in simple indirect statements (primary sequence).