

Latin 3: Origins of the Roman Empire

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to interpret information from a variety of authentic and adapted ancient sources in order to connect with diverse cultural perspectives.*
- *Students will demonstrate the ability to analyze relationships among products, practices and perspectives in order to compare them across cultures.*
- *Students will demonstrate the ability to analyze linguistic structures in order to understand their influence on meaning in narrative text.*

Content Standards:

- SCLL 1.1. read, understand, and interpret Latin or Greek.
- SCLL 1.2. use orally, listen to, and write Latin or Greek as part of the language learning process.
- SCLL 2.1. demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
- SCLL 2.2. demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- SCLL 3.1. reinforce and further their knowledge of other disciplines through their study of classical languages.
- SCLL 3.2. expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
- SCLL 4.1. recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- SCLL 4.2. compare and contrast their own culture with that of the Greco-Roman world.
- SCLL 5.1. use knowledge of Latin or Greek in a multilingual world.
- SCLL 5.2. use knowledge of Greco-Roman culture in a world of diverse cultures.

Transfer

*Students will be able to independently use their learning to **analyze texts with cultural competence and understanding.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- knowledge of culture drives meaningful communication.
- language and communication are at the heart of the human experience.
- the perspectives, practices and products of a people define their culture.
- culture and language are interrelated and influence how people behave.
- culture and language evolve and are influenced by people, time and place.
- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- strategies used to acquire a language are transferable to other areas of learning throughout life.

ESSENTIAL QUESTIONS

- Should the meaning of words change over time?
- Should we admire empires today?

Acquisition

Students will know...

- that quam can be used in more than one way, e.g., in a comparison, with a superlative, and in a relative clause.
- that some Latin verbs are passive in form but active in meaning.

Students will be skilled at...

- recognizing the sounds of Latin when they are heard spoken:
 - responding appropriately to questions, statements, commands, or other stimuli.
- reading and understanding, with appropriate

	• that Latin can identify place without a preposition. • that Latin can identify time without a preposition. • the forms of the present active participle. • that the present active participle can be used as a substantive. • the forms of the perfect active infinitive. • that the Roman Republic evolved into an empire over about half a century. • that the lineage of Julius Caesar was an important factor in the rise of Octavian. • that Marcus Antonius and Octavian fought a decades long war against each other to establish a single ruler of the Roman empire. • that a system of succession was difficult to establish in the early empire. • that the Julio-Claudian family made a connection between mythic stories and their reign. • that Roman literature was supported by the imperial family and often expressed imperial interests. • <u>of</u> the following key players, places, events, and ideas: ○ Julius Caesar, Marcus Antonius, oligarchy, Cleopatra, triumvirate, Augustus, Julio-Claudian family, Cicero, Livia, Diva Augusta, Tiberius, imperial succession, Battle of Actium <u>vocabulary:</u> days of the week, months, nouns and adjectives related to the Roman calendar, nouns and verbs related to education, the most common deponent verbs, nouns and verbs related to literature and writing, cardinal and ordinal numbers, significant cities, towns and islands of the Roman Empire	assistance, passages of Latin adapted from original authors. • reading and understanding short un-adapted passages of Latin when provided appropriate assistance. • demonstrating reading comprehension by interpreting the meaning of passages they read. • recognizing some figures of speech and features of style of the authors they read. • demonstrating a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level. • reading and understanding passages of Latin composed for acquisition of content and language skills. • presenting basic information on familiar topics using practiced language comprised of phrases and simple sentences: ○ reciting short memorized phrases, parts of poems, and rhymes. ○ reproducing the sounds of Latin. ○ reading Latin passages aloud with proper intonation and rhythm. • writing phrases and sentences in Latin: ○ labeling familiar people, places, and objects in pictures and posters. ○ presenting information using a series of simple sentences. ○ preparing materials for a presentation. • identifying common patterns in the products and practices of cultures: ○ exploring and referencing current and past examples of authentic culture. ○ comparing and contrasting some behaviors or practices of other cultures and their own. • comparing familiar cultural beliefs and values: ○ describing some basic cultural viewpoints. ○ making some generalizations about a culture.
Content Area Literacy Standards	21st Century Skills	
<i>not applicable</i>	• <i>reason effectively</i> • <i>make judgments and decisions</i>	

	• <i>solve problems</i> • <i>think creatively</i>
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ACTFL Proficiency Guidelines 2012: Reading: Intermediate-Mid; Writing and Listening: Intermediate-Low; Speaking: Novice-High	
Reading	At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.
Writing	Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.
Listening	At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.
Speaking	Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	