

Latin 1: Technology and the Legacy of Roman Civilization

ESTABLISHED GOALS:		
<u>Competencies:</u> - 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. <u>Content Standards:</u> - 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	
	<i>Students will be able to independently use their learning to make informed decisions about current events and shifting paradigms through their own informed reading of ancient literature, history, and culture.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - 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 - Is Latin relevant in modern life? - Does the advancement of technology change a culture? - How should we feel about Rome's influence on early American culture? - Does identifying Latin roots change the way we see English?
Acquisition		
<i>Students will know...</i> that irregular verb forms still follow the recognizable verb patterns of the present and imperfect tenses.		<i>Students will be skilled at...</i> - recognizing the sounds of Latin when they are heard spoken - recognizing and sometimes understanding

	• that adjectives can be declined in the first, second, and third conjugations in any gender. • that recognizable suffixes can change the part of speech of a Latin word. • that the perfect tense indicates a completed action. • the forms of the perfect tense in the active indicative. • that the third principle part of verbs is formed in a variety of ways. • that Latin infinitives can be used as complementary infinitives, infinitives with impersonals, infinitives as the subject of est, and accusative and infinitive verbs with certain verbs. • how clauses which use dum work with different verb tenses. • that Roman technology was the foundation for later technological development in Europe. • that Roman technology and architecture reflected cultural values. • that Roman architecture and technologies had a unique influence on the United States. • that Latin derivatives in English can be identified by employing basic principles of language evolution. • of the following key players, places, events, and/or ideas: ○ amphitheater, gladiator, Flavian Amphitheater ○ chariot races, Circus Maximus, aqueduct, Pont du Gard, thermae, testaeus mons, cloaca maxima, the Pantheon, the apotheosis of Washington, arc de triumph, scribes, assimilation, derivatives, language evolution <u>vocabulary:</u> Genitive, Dative, Accusative, Ablative, Vocative, Perfect tense, theme vowel, principle parts, nouns and adjectives related to family life, verbs related to travel, adverbs of time and place, nouns of the natural world, nouns related to travel, adjectives of value and quality, nouns related to public life, nouns related to urban life, idioms and spoken expressions, verbs related to inns, nouns related to inns, common irregular verbs in the present and imperfect, verbs of	basic information in words and phrases that have been memorized ○ recognizing and sometimes understanding words and phrases that have been learned for specific purposes ○ responding appropriately to simple questions, statements, commands, or non-verbal stimuli • reading simple words, phrases, and simple sentences and associating them with pictures and/or other words, phrases and simple sentences. • sometimes understanding the main idea of what was read ○ understanding short simple messages on familiar topics ○ sometimes understanding short, simple descriptions with the help of pictures or graphs ○ sometimes understanding the main idea of published materials ○ demonstrating reading comprehension by answering simple questions in Latin or English about short passages of Latin ○ demonstrating a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level • presenting information on some very familiar topics using single words or memorized phrases: ○ reciting short memorized phrases, parts of poems, and rhymes ○ reproducing the sounds of Latin. ○ reading Latin passages aloud with proper intonation and rhythm • writing simple phrases and sentences in Latin ○ writing about the daily activities of the Romans ○ writing notes about something that has been learned using lists, phrases, and memorized expressions • Identifying some common products and practices of cultures: ○ identifying some common products related to home and community life of other cultures and their own
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	motion, common verbs in the perfect tense	○ identifying some common practices related to home and community life of other cultures and their own ● identifying some basic cultural beliefs and values: ○ identifying some beliefs and values related to age, gender, social class, and ethnicity ○ identifying some characteristics of national identity ○ identifying ways in which cultures are globalized
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		● <i>reason effectively</i> ● <i>use and manage information</i> ● <i>solve problems</i> ● <i>think creatively</i>

ACTFL Proficiency Guidelines 2012: Speaking: Novice-Low; Writing, & Listening: Novice-Mid; Reading: Novice-High	
Reading	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.
Writing	Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.
Listening	At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.
Speaking	Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the intermediate level, and cannot therefore participate in true conversational exchange.

<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	