

Latin 2: History in the Republican Period

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

- Why did the representational government of the Roman Republic become an autocratic state?
- How is a democracy preferable to an autocracy?
- Should military structure be an important influence on a society?

Acquisition

Students will know...

- that territory expansion changed the dynamics of Roman government.
- that victory in the Punic Wars was transformational to Roman expansion.
- that the distribution of agricultural lands was a

Students will be skilled at...

- recognizing the sounds of Latin when they are heard spoken:
 - responding appropriately to questions, statements, commands, or non-verbal stimuli.

	prominent issue in Roman politics of the 2nd Century BCE. • that the Gracchi brothers attempted radical social reforms but were met with resistance and violence. • that Roman generals were increasingly the most important political voices in the 1st century BCE. • that Julius Caesar helped to transform the Roman republican government into a de facto autocracy. • that adjectives can change their forms to express comparative or superlative meanings. • that some Latin verbs are passive in form but active in meaning. • that Latin adverbs can be formed by altering the endings of an adjective. • the forms of Latin perfect passive participles. • that the ablative case can express agent with a passive verb. • <u>of</u> the following key players, places, events, and ideas: ○ Carthage, Punic Wars, Hannibal, Scipio Africanus, Tiberius Gracchus, Gaius Gracchus, Marius, Sulla, triumvirate, Pompey, Julius Caesar, the Civil War, dictator perpetuo <u>vocabulary:</u> nouns, adjectives, and verbs related to eating and cooking, nouns, adjectives, and verbs related to festivals and dining, the most common comparative and superlative adjectives, indefinite adjectives (quidam, quaedam, quoddam), the most common passive and deponent verbs	• reading words, phrases, and sentences and associating them with pictures and/or other words, phrases and simple sentences: ○ 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. • labeling familiar people, places, and objects in pictures and posters. • Identifying some common products and practices of cultures: ○ identifying some common products related to home and community life of other cultures and their own. ○ 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, and social class. ○ identifying some characteristics of national identity.
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>	

ACTFL Proficiency Guidelines 2012: Reading: Intermediate-Low; Writing and Listening: Novice-High; Speaking: Novice-Mid

Reading	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
Writing	Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.
Listening	At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.
Speaking	Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials