

Latin 1: Geography & Social Status

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 make informed decisions about current events and shifting paradigms through their own informed reading of ancient literature, history, and culture.

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

- What does the structure of Latin say about how language works?
- Does geography shape human culture?
- Does wealth define social status?
- How should we judge the values of the past?

Acquisition

Students will know...

- that all Latin nouns and adjectives have gender.
- that all Latin nouns and adjectives have number.
- that all Latin nouns and adjectives follow a

Students will be skilled at...

- recognizing the sounds of Latin when they are heard spoken
 - recognizing and sometimes understanding

	declension. ● that impersonal verbs are often complemented by infinitives. ● that an “m” or “s” ending usually indicate a direct object. ● the endings of regular present active indicative verbs. ● that the names of proper nouns in Latin change with function in a sentence. ● that prepositions cause nouns to change their endings. ● that all verbs have a “conjugation” with a theme vowel. ● the imperative forms for regular verbs in the present tense. ● how to translate nouns in all basic cases. ● that Roman civilization spanned a great period of time and distance. ● that Roman civilization was ethnically, linguistically, and culturally diverse. ● that the rights of Roman citizens and non-citizens corresponded with wealth and family history. ● that daily life in Roman cities and towns varied greatly depending on social class. ● of the following key players, places, events, and/or ideas: ○ paterfamilias, pater potestas, civitas, forum, domus, insulae, triclinium, impluvium, cena, Spartacus, patrician, plebeian, Italia, Palatine Hill, Via Appia, Campus Martius, Hills of Rome, Ostia, Brundisium, Pompeii, Etruria, Apennine Mountains, Sicily, Mediterranean Sea, Gaul, the Levant, Asia Minor, Egypt, North Africa <u>vocabulary:</u> Genitive, Dative, Accusative, Ablative, Vocative, Declension, present active indicative forms of esse, nouns related to family life, verbs related to agriculture and rustic life, nouns related to the running of the household, nouns of the natural world, adjectives of value and quality, verbs of ordering and	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. ○ recognizing words and phrases with the help of visuals ○ recognizing words and phrases when they are associated with previously known things ○ 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 ○ 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
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	teaching, verbs of sensing, verbs of motion	to age, gender, social class, and ethnicity o identifying some characteristics of national identity o identifying ways in which cultures are globalized
Content Area Literacy Standards		21st Century Skills
not applicable		● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>solve problems</i> ● <i>be self-directed learners</i>

ACTFL Proficiency Guidelines 2012: Speaking: Novice-Low; Reading, Writing, & Listening: Novice-Mid

Reading	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.
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.

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