# Unit 2: Civics (Education and Government)

Content Area: **World Languages**
Course(s):
Time Period: **December**
Length: **8 weeks**
Status: **Published**

## Enduring Understandings

- A shared or common language helps a community function effectively and productively.
- By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings.
- Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present.
- Cultural perspectives are gained by both understanding the language and by experiencing its history, its practices, and its culture.
- Critical thinking and deductive reasoning skills can be greatly improved by carefully and thoughtfully studying the Latin language.

## Essential Questions

- What can we learn about our own culture from studying another?
- How can language and culture influence our lives?
- How can learning a language, namely Latin, help us to make connections with other cultures, languages, and settings?
- How does the utilization of good grammar develop clear, rational, and deductive thought?
- How does Latin vocabulary influence English vocabulary?
- How does Ancient Roman education compare to modern education?
- How did the Ancient Romans govern such a vast civilization?

## Content

## Skills

- Identify and Interpret singular and plural Latin nouns in the Dative Case
- Identify and Interpret Latin verbs in the Imperfect and Perfect Tense, all persons and numbers
- Identify and Interpret the imperfect forms of the Latin verb, sum, esse, all persons and numbers
- Identify and Interpret 1st, 2nd, and 3rd Declension, Latin adjectives, in all cases and numbers
- Translate simple and compound Latin sentences
- Create simple Latin prose
- Memorize new Latin vocabulary
- Draw connections between Latin vocabulary and English derivatives
- Draw connections between ancient and modern education

- Identify the aspects of Ancient Roman government that have influenced modern government

Vocabulary:

| | | | |
|---|---|---|---|
| agnoscit | homo | abit | it |
| celebrat | hospes | accipit | liber |
| celeriter | inspicit | callidus | pax |
| civis | iterum | capit | portus |
| cupit | manet | contentus | semper |
| dat | medius | exclamat | sententia |
| dies | notus | frater | servat |
| emittit | offert | imperium | solus |
| exercet | ostendit | inimicus | tacet |
| fert | tradit | invenit | uxor |

## Resources

Required Resources:

- Cambridge Latin Course: Unit 1
- Latin is Fun
- Primary and Secondary Sources
- Images of Ancient Artifacts
- Maps of the Ancient World
- Youtube

## Standards

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| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.A.C.1 | Personal identity is developed through experiences that occur within one's family, one's |

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| | community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) |
| WL.7.1.NM.A.C.2 | Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) |
| WL.7.1.NM.A.C.3 | Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this under standing should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) |
| WL.7.1.NM.A.C.4 | Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) |
| WL.7.1.NM.A.C.5 | What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) |
| WL.7.1.NM.A.C.6 | Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) |
| WL.7.1.NM.A.C.7 | Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) |
| WL.7.1.NM.A.L.1 | The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. |
| WL.7.1.NM.B.L.1.a | Respond to learned questions. |
| WL.7.1.NM.B.L.1.b | Ask memorized questions. |
| WL.7.1.NM.B.L.1.c | State needs and preferences. |
| WL.7.1.NM.B.L.1.d | Describe people, places, and things. |
| WL.7.1.NM.C.C.1 | Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) |
| WL.7.1.NM.C.C.2 | Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) |
| WL.7.1.NM.C.C.3 | Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) |
| WL.7.1.NM.C.C.5 | What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) |
| WL.7.1.NM.C.L.1.a | Make lists. |