Unit 3 - Haruspex: Roman Religious Beliefs

Content Area: **World Languages**
Course(s): **Latin 3 CP**
Time Period: **November**
Length: **9 blocks**
Status: **Published**

Enduring Understandings

The respect shown to diviners and soothsayers in ancient Rome reflects how the Romans viewed the future.

The diversity of Roman religious practices is comparable to the variety of religions in modern multiethnic societies.

History gives a benchmark to critique the present.

Retaining the benefits of language study requires regular review and steady exposure.

Clarity of thought and ability to reason are drastically improved and developed through in-depth exploration of the Latin language.

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Essential Questions

What important role did the Roman state religion play in the Romanization of the provinces of the empire?

How did the Romans' beliefs in predicting the future help mold the empire?

How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?

How are languages other than English used to communicate?

How does the language I am studying help me to become a more effective reader, writer, speaker and listener

in English (specifically, using participles and the comparison of adverbs)?

Content

Key Vocabulary: administrare, cedere, clarus, conspicatus, cura, errare, gerere, iacere, immotus, locutus, magnopere, magis, maxime, mandatum, modus, nimium, parere, potens, pravus, regressus, scire, talis, tamquam, umquam, venenum, venia

Skills

- **Translate** with accuracy connected Latin prose.
- **Verify** translation with key grammatical constructions.
- **Relate** the key details of the Romans beliefs in predicting the future.
- **Research** the ancient origins of constellations and **explain** the myths associated with them.
- **Associate** Latin vocabulary with English derivatives.
- **Identify and distinguish** tense and voice in participles.
- **Translate** comparative adverbs.
- **Recall** the case forms of all declensions.
- **Recall** the forms of the perfect tense of all conjugations.

Resources

Cambridge Latin Course (CLC) Textbook Unit 3

CLC Unit 3 Omnibus

CLC Unit 3 Activity Masters

CLC Unit 3 Teacher Handbook

Quia: www.quia.com

Cultural and Historical DVDs

Constellation websites

Maps of Europe

Teacher generated worksheets

Standards

WL.7.1.IH.A	Interpretive Mode
WL.7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
WL.7.1.IH.A.C	Cultural
WL.7.1.IH.A.L	Linguistic
WL.7.1.IH.A.L.1	The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:
WL.7.1.IH.A.L.1.a	Analyze written and oral text.
WL.7.1.IH.A.L.1.b	Synthesize written and oral text.
WL.7.1.IH.A.L.1.c	Identify most supporting details in written and oral text.
WL.7.1.IH.A.L.1.d	Infer meaning of unfamiliar words in new contexts.
WL.7.1.IH.A.L.1.e	Infer and interpret author’s intent.
WL.7.1.IH.A.L.1.f	Identify some cultural perspectives.
WL.7.1.IH.A.L.1.g	Identify the organizing principle in written and oral text.