

# 02\_Unit 2: Early Rome

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **30 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **Latin 1**

Latin 1 is an introductory course in what is arguably the most influential language in the history of Western Civilization. Students study the fundamentals of the language, while learning its unique relationship with English. Focusing on the basics of Latin grammar, students develop the skills necessary to comprehend Latin texts of increasing difficulty. The course also examines the influence of Roman culture on our own world by examining the institutions, traditions, and history of the Greeks and the Romans. In general, Latin serves as an excellent preparation for the verbal and written assessments of the PSAT, SAT, and ACT.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Objectives:

Students will demonstrate comprehension of:

- how essential grammatical information is built into each word which causes the Latin language to be extremely precise and concise in how it communicates.
- how ancient Roman society was organized around the family, at the head of which was the father or *paterfamilias*.

Essential Questions

How can a word's relationship to other words, i.e., syntax, be contained in the word itself?

Around what principles was Roman society structured?

Enduring Understanding

A word can convey both meaning (semantics) and function (syntax).

Ancient societies tended to be patriarchal.

## **CONTENT AREA STANDARDS**

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WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

LA.RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- the Second Declension has Neuter Nouns.
- the Dative Case can serve as the indirect object.
- First and Second Declension Adjectives include –er types.
- a noun and adjective agree in number, gender, and case.
- First and Second Conjugation verbs have both active and passive endings.
- Present Infinitive has both active and passive endings.

- the Ablative Case can be used as the Agent of a passive verb.
- *sum* and *possum* are Irregular Verbs.
- an Infinitive can Complementary in its function.
- verbs can be Transitive or Intransitive.
- the current vocabulary has many English derivatives
- Roman family had a specific structure and function
- a Roman marriage could take different legal forms.

### **Procedural Knowledge**

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Students will be able to:

- recognize and reproduce the sounds of Latin.
- compare and contrast the basic language patterns of English and Latin.
- differentiate endings of First and Second Declension Adjectives.
- identify and explain transitive and intransitive verbs.
- translate, comprehend, and create sentences with a subject, indirect object, and direct object.
- translate, comprehend, and create sentences with a noun, linking verb, and complement.
- identify and translate infinitives, including Complementary Infinitives
- connect Latin vocabulary to English derivatives to improve comprehension of both Latin <sup>[L]</sup><sub>[SEP]</sub> and English.
- use dictionary entries to determine the etymology of English words.
- identify how Latin verbs change their morphology when they come into English.
- identify each of the major gods and goddesses, their symbols, attributes and one story involving the deity and a mortal.
- distinguish between historical fact and legend.
- draw a family tree of their family and identify family members with the correct Latin terminology: (i.e.: mater, pater, etc.).

### **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Translation Analysis

## **Benchmark Assessments**

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Eduastic Assessments

## **Formative Assessments**

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- Observation of student performance in classroom setting
- Various closure activities
- Daily oral performance
- Oral presentations
- Pair-shares
- Cooperative learning assignments
- In class writing assignments
- Teacher-generated ancillary worksheets for review
- Workbook assignments completed for homework or in class.
- Exit Tickets

- KWL charts
- Graphic organizers
- Checklists
- Kahoot.it Assessments
- Quizizz.com Assessments
- NearPod Assessments

### **Summative Assessments**

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- Quizzes (Vocabulary, Derivatives, Morphology, Culture, and History)
- Chapter Tests
- Unit Test
- Multimedia projects

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Latin for the New Millennium, Level 1 (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1, Workbook (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1, Teacher's Manual (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1, Audio Recording (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1, Test Bank (Bolchazy-Carducci Publishers)

Latin for the New Millennium Teachers' Lounge (worksheets, paradigm sheets, maps, comprehension questions for background essays, sight readings, supplemental Latin readings)

The Original Dysfunctional Family: Basic Classical Mythology for the New Millennium, by Rose Williams (Bolchazy-Carducci Publishers)

From Romulus to Romulus Augustulus: Roman History for the New Millennium, by Rose Williams (Bolchazy-Carducci Publishers)

## **INTERDISCIPLINARY CONNECTIONS**

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### **Career Readiness**

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Use technology to enhance productivity.

### **English/Language**

Implementation of conventions of Standard English

Language Acquisition

### **Science & Health**

Social Emotional Learning

Geoscience

Sustainability

### **Social Studies**

Historical Research

Philosophy

Topography

Social relationships among people

### **Technology/Multimedia**

Google

Media Literacy

Educational tech applications

## **Visual Performing Arts**

Dramatization

Historical/current art analysis

Aesthetic Analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.