

# 03\_Unit 3: Republican 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:

- the difference between Direct Statement and Indirect Statement in both English and Latin.
- class structure of Republican Rome was reflected in the clothing worn by the its citizens and slaves.

Essential Questions

What is the difference between Direct Statement and Indirect Statement?

How can clothes indicate social status?

Enduring Understanding

In Latin, Indirect Statement is structured as the Direct Object of a verb.

One's status in ancient Rome was determined by family and occupation.

## **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.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.
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.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.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.
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:

- Third Declension has two groups, the Masculine/Feminine, including –i-stems, and the Neuter.
- Indirect Statement uses the Subject Accusative and Infinitive construction.
- Third and Fourth Conjugation Verbs have both active and passive forms in the present tense.
- the Ablative Case can be used to express Manner, Instrument, Separation, and Place.
- the Accusative Case can be used to express Place to Which.
- the current vocabulary has many English derivatives.
- Roman Clothing was limited in type.

- Roman Republic Government had a defined structure that lasted over five hundred years.

## **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 Third Declension Nouns.
- translate, comprehend, and create sentences in indirect statement.
- identify and translate infinitives, including Complementary Infinitives, Infinitives in Indirect Statement, and Subject Infinitives.
- connect Latin vocabulary to English derivatives to improve comprehension of both Latin 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 names and terms related to Roman clothing.
- identify the responsibilities of various magistracies of the early republic.
- explain how the *cursus honorum* served as a process for gaining political power and influence in the early republic.

## **EVIDENCE OF LEARNING**

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

## **Benchmark Assessments**

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Edulastic Assessments

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations

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

## **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.