



Latin 2 - Unit 3 - *sī vīs pācem, parā bellum* -- If you want peace, prepare for war

Unit Focus

Unit 3 of Latin II starts students in Ancient Alexandria. In the 1st Century CE, Alexandria was one of the central hubs of all trade, commerce, and civilization. Alexandria would never have attained this level of multi-culturalism had Alexander the Great not brought his Macedonian army all the way through South-Central Asia. By bringing war through the Ancient World, Alexander mixed up societies, languages, religions, and cultures.

In this Unit, students will study the major wars of Rome, keeping in mind the positive and negative aspects of war. What changes does war bring? Why does war begin? What are the short-term and long-term outcomes to war? Which war was most influential to the development of Rome?

Students will explore these themes through an in-depth study of three Romans wars, as well as seeing how historians use these wars to inform their own study into the past or present through Op-Eds that use Roman History.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> • C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures • C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the 	T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	T2 Gather information from a variety of resources and perspectives to build cultural context.	
	T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q1 What does the source or text say? What does it mean?
	U2 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).	Q2 What am I trying to say and how do I say it?
	U3 Topics, skills, and ideas learned in one subject/endeavor can become deeper and more expansive in another subject/endeavor.	Q3 How do I select and use information to support my ideas?
	U4 One can deepen understanding of one language by learning another.	Q4 How do cultural differences impact how people react and interact?
		Q5 How do I find what I'm looking for? What perspective does it represent?
		Q6 How does the target language/culture compare and contrast with my own? How do I use that comparison to connect with

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>language to develop critical thinking and to solve problems creatively. <i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> • C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Student Growth and Development 21st Century Capacities Matrix <i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences. 		<p>people?</p> <p>Q7 How does war influence the growth or decline of a nation?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Grammar: Participles, what is it in English?</p> <p>K2 Grammar: Participles; Present Active</p> <p>K3 Grammar: Participles; Perfect Passive (4th PP of a verb)</p> <p>K4 Genitive Case Usages</p> <p>K5 Vocab List 17-1</p> <p>K6 Vocab List 17-2/18-1</p> <p>K7 Vocab List: Bellum Vocabulary</p> <p>K8 Vocab List 18-2</p> <p>K9 "Carthago delenda est" - Carthage must be destroyed</p> <p>K10 "ubī sōlitūdinem faciunt, pācem appellant" - "Where they make a desert, they call it peace" - Tacitus, Agricola.</p> <p>War as a tool of expansion and assimilation - classroom discussion</p> <p>K11 "Hannibal ad Portas" - History of the Punic Wars</p> <p>K12 History of the Gallic Wars</p> <p>K13 A History of <i>Trajan's Dacian War</i></p>	<p>S1 Formulating conclusions based on researched information</p> <p>S2 Using Participles to add more to English or Latin sentences</p> <p>S3 Reading Latin to help with English vocabulary</p> <p>S4 Using English vocabulary to help learn Latin</p> <p>S5 Analyzing war based on geography, pretense, battles, outcomes, and historical figures</p> <p>S6 Analyzing what would be important for a developing nation</p> <p>S7 Supporting a position through accurately cited evidence</p> <p>S8 Evaluating the positive and negative aspects of war</p>	