



## Latin 1 - Unit 4 - Morituri te salutant - We who are about to die salute you.

### Unit Focus

The focus of this unit will be on the entertainment in Ancient Rome and Pompeii. As evidenced through what is left behind, we can see examples of Romans valuing story-telling, mythology, and athletic contests. Not the least of these are the circus maximus and the gladiatorial contests.

This unit will help students to become stronger readers of Latin by focusing on skills that will help them to read Latin better, quicker, and more fluently, especially when they do not know the words or constructions. This unit will teach basic reading strategies for the Latin (and English) student.

Students will focus on the difference between imperfect and perfect tense verbs, especially in "subito..." sentences, as well as sequence words. Students will also have their first exposure with 3rd Declension (M/F) Nouns.

The unit will culminate in a sight reading passage.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> </ul> <p><b>C.2 CULTURES - Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and</li> </ul>	<p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U2 (WL.U.08) Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.</p>	<p>Q1 What does the source or text say? What does it mean?</p> <p>Q2 What do I do when I don't understand?</p> <p>Q3 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q4 How does a culture's entertainment reflect its values?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS		
<p>K1 3rd Declension M/F - endings</p>	<p>S1 Analyzing verb forms for tense and distinguishing meaning through the nuance of tense.</p>		

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

reflect on the relationship between the products and perspectives of the cultures studied.

*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*

- C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

*C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence*

- 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.

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

*Self-Direction*

- Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal.

K2 Perfect tense endings and the perfect stem

K3 Reading Strategies: Diagramming

K4 Reading Strategies: Sequence Words

K5 Reading Strategies: Contextual clues

K6 Vocab Checklist Stages 6-8

K7 Types of Gladiators (murmillo, bestiarius, hoplomachi, venatores); lanista

S2 Diagramming the Latin sentence in order to more ably restructure the sentence in English word order.

S3 Using prior knowledge, context clues, and predictive reading to understand a passage at sight.

S4 Using knowledge of vocab (meaning, part of speech, derivatives) to help find meaning