



## Latin 2 - Unit 2 - Imperator non potest peccare - The emperor can do no harm

### Unit Focus

The original phrase, "Rex non potest peccare" literally means "The king can do no wrong" and was used in the courts to express the idea that kings had "sovereign immunity". Changed to reflect the subject of the unit, the emperors, the phrase will guide the class as we view what the emperors themselves did during their reigns. Starting from the first emperor, Augustus, through Constantine the Great. The unit will cover the themes of imperialism, expansionism, sovereign immunity, and the lives of the Emperors. Students will have studied the Emperors through their busts so as to see how the opinions of the Romans evolved over time. Were Emperors given divine right to do as they willed, or must they also be held accountable for the actions committed in the name of Rome?

Students will reprise their role as a god or goddess in order to put on trial the Emperors post mortem. When an Emperor died, it was thought that their anima became a god through apotheosis. The trial will be conducted in order to prove if the Emperor is deserving to be a god OR if his name should be committed to *damnatio memoriae* (damnation of memory).

Concurrently, students will study in depth Rome's imperialization of Britannia through the Cambridge stories. Students will read Stages 14-16 and discover how Rome exacted its rule through the governors or kings.

Grammar for the unit will include the remaining tenses (future, pluperfect, AND future perfect), Demonstrative Pronouns, Relative Pronouns, UNUSNAUTA Adjectives (the former three follow extremely similar paradigms), i-stem nouns and the rules which govern them.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • 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 <b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Gather information from a variety of resources and perspectives to build cultural context. <b>T2</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. <b>T3</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) <b>U2</b> Effective readers, listeners, and viewers access	<i>Students will keep considering...</i> <b>Q1</b> What does the source or text say? What does it mean? <b>Q2</b> What am I trying to say and how do I say it? <b>Q3</b> How do I select and use information to support my ideas?

## Stage 1: Desired Results - Key Understandings

- C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and 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.3.2 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 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.

### Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.

**U3** Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.

- Q4** How do cultural products and practices reflect the beliefs and values of a people?
- 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 people?
- Q7** How does an author's perspective influence what we know about an historical figure?
- Q8** How do present historians make judgments about an historical figure?

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

**K1** Grammar: 3rd and 4th Conjugations

**K2** Grammar: Future tense (All conjugations)

**K3** Grammar: Pluperfect and Future Perfect Tense

**K4** Grammar: Demonstrative Pronouns, hic, haec, hoc AND ille, illa, illud

**K5** Grammar: UNUSNAUTA Adjectives

**K6** What is an antecedent?

**K7** Grammar: Relative Pronoun (qui, quae, quod)

**K8** 3rd Declension i-stem nouns and the rules which govern them

**K9** The *big* Emperors: Emperor Augustus, Emperor Caligula, Emperor Claudius, Emperor Nero, Emperor Trajan, Emperor Hadrian, Emperor Marcus Aurelius, Constantine the Great, and Imperial Turmoil - Emperors with short-lived reigns; militaristic, full of palace-intrigue and murder (e.g. Caracalla)

**K10** Vocab lists: 14-1, 14-2, 15-1, 15-2, 16-1, 16-2, irregular adjectives and pronouns with -ius genitives and -i datives

**K11** Idealized vs. Veristic Portraiture

#### Skill(s)

*Students will be skilled at...*

**S1** Conjugating verbs accurately to help convey and interpret meanings

**S2** Evaluating author bias to help understand what really happened in history

**S3** Looking at historical information through different perspectives

**S4** Selecting relevant and disregarding irrelevant primary and secondary resources

**S5** Evaluating the influence of Imperialism

**S6** Evaluating veristic and idealistic qualities of artwork

**S7** Justifying decisions based on established rules

**S8** Justifying judgments based on primary and secondary source information