



Latin 2 - Unit 1 -- Dī immortalēs! -- Oh Immortal Gods!

Unit Focus
The first unit of Latin II will reacquaint the students with the grammar and vocabulary covered in Latin I, while also introducing the newest region of Roman occupation: Britannia. In this unit, students will reacquaint themselves with Latin, while doing their own investigative research into the Roman gods, culminating in narrative produced by the student about his or her god or goddess. Grammatically, students will also be able to use the verb <i>possum, posse, potui, (to be able) volō, velle, voluī (to want, wish), and nōlō, nōlle, nōluī (to not want, wish)</i> , complementary infinitives, and review conjugations. These will be used in the project to describe the realm of influence a Roman god has and what the god or goddess wants to achieve in his/her myth (e.g. Apollo ea futura praedicere poterat - Apollo was able to predict future things...). At the end of the unit, the students will be responsible for the information presented by the rest of the class. Students will revisit role-playing their gods through trimester 1.

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.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • 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. <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 	T1 Gather information from a variety of resources and perspectives to build cultural context.	T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	Q1 What am I trying to say and how do I say it?
	U2 One can deepen understanding of one language by learning another.	Q2 How do cultural products and practices reflect the beliefs and values of a people?
	U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.	Q3 How do I use my target language to work with others to achieve a common goal?
		Q4 How does the study of a government inform me about its people? How does religion interplay with government in the Ancient World?
	ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS	
K1 Review: Nouns - Cases, Declensions 1-3, Neuter Laws	S1 Acquiring pertinent and appropriate information toward a desired goal	
K2 Review: Verbs - Conjugations, Persons, Numbers, Tenses,	S2 Evaluating mythology as to its functions, with primary	

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<p>cultures <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>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. 	<p>Principal Parts</p> <p>K3 Review: Verb - sum, esse, fui (to be)</p> <p>K4 Review: Prepositions - Accusative and Ablative</p> <p>K5 Review: Comparative and Superlative Adjectives</p> <p>K6 Possum, posse, potui - to be able to in present, imperfect, and perfect</p> <p>K7 Complementary Infinitive (can only be in the present tense)</p> <p>K8 volo, velle, volui; nolo, nolle, nolui (to want, wish/ not wish, not want)</p> <p>K9 Functions of Mythology (community, moral, explain, entertainment)</p> <p>K10 Vocab Sheets 13-1, 13-2, and 13-3</p> <p>K11 Romans names of the Olympians, their realms of influence, and their animals.</p>	<p>source evidence.</p> <p>S3 Conjugating verbs correctly to person, number, and tense</p> <p>S4 Declining nouns as to its case usage in a sentence.</p> <p>S5 Story-telling</p> <p>S6 Using Latin to help build English vocabulary and vice versa.</p> <p>S7 Comparing myths to fables of today to find what is culturally important to a people.</p>
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