



Latin 2 - Unit 4 - Dum spīrō, spērō - While I breathe, I hope

Unit Focus

The final unit of Latin II takes a departure from war and imperialism and introduces the Latin student to the Roman world of Medicine. Over the course of the unit, the student will see some of the more practical Latin they may see in future careers. In this case, students will be exposed to the common language used in the medical field with prescriptions and will learn the main body parts. As they finish Cambridge Unit 2, students will see one of the main characters suffer a nearly fatal attack and the medical responses used to counter death. The PBA will be broken into two parts: in the first, they must take on the role of a doctor and write a prescription and the rationale for the prescription based on what were common medical practices at the time (Decision Making). At that point, the student will take on the role of the patient, take a turn for the worse and begin to die. The second half of the unit will culminate in the students writing their last will and testament (Product Creation). During this unit, students will also explore other bases of knowledge in the ancient world, like mathematics and philosophy.

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.2.1 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. • 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</p>	<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> <p>T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p>U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U3 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>U4 One can deepen understanding of one language by learning another.</p> <p>U5 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.</p>	<p>Q1 What does the source or text say? What does it mean?</p> <p>Q2 What am I trying to say and how do I say it?</p> <p>Q3 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q4 How does medicine improve or harm a society?</p> <p>Q5 How is Latin used in the medical field? How useful is that still today?</p> <p>Q6 How do I use evidence to support my ideas or to make decisions?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p><i>situations</i></p> <ul style="list-style-type: none"> • 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. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><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><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context. 	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
K1 Grammar: What is the passive voice?	S1 Reading Latin to help better understand English	
K2 Grammar: Denoting Agency with the Passive Voice	S2 Using English to help learn Latin	
K3 Grammar: Present System of the passive voice	S3 Writing Latin grammatically	
K4 Grammar: Perfect system of the passive voice	S4 Writing in the passive voice to emphasize action or distance responsibility	
K5 Grammar: Future Passive Participle - The <i>Amanda</i> form	S5 Using evidence to support ideas and opinions	
K6 Grammar: The Dative of Agent with the Passive Periphrastic	S6 Using historical context to develop a plan of action	
K7 Vocabulary: 19-1	S7 Evaluating funerary practices to understand the Ancient World	
K8 Vocabulary: 19-2	S8 Comparing medical techniques of the Ancient World to our own	
K9 Vocabulary: 19-3		
K10 Vocabulary: 20-1		
K11 Vocabulary: 20-2		
K12 Vocabulary: Medical Abbreviations		
K13 Vocabulary: <i>CorpusHumānum</i>		
K14 Culture: Sarcophagoi and their types		
K15 Culture: Greek medical practices, Asclepius, and temples of healing		
K16 Culture: Roman medical practices, Apollo		