

Grade Level: 9-12

Number of Class Meeting Days: 12

### **Stage 1: Desired Results**

#### **Established Goals:**

In this unit, students will learn about...

##### **The following grammar terminology and structures:**

- The alphabet and pronunciation of Latin
- How to identify parts of speech
- Terminology necessary to talk about nouns in Latin (declension, gender, number, case, dictionary entry, noun stem)
- The use(s) of the nominative, genitive, accusative and vocative cases
- Prepositions and the cases they govern
- Terminology necessary to talk about verbs in Latin (conjugation, person, number, tense, principal parts, verb stem)
- Subject/verb agreement
- English words that derive from the Latin words on the chapters 1-3 vocabulary lists

##### **The following art, cultural, historical and mythological topics:**

- Overview of Roman history
- The beginnings of Latin literature
- Aqueducts
- Roman theater
- Roman comedies
- Roman mosaics
- The following classical gods: Mars, Jupiter, Juno
- Slavery in ancient Rome

#### **Transfer Goals:**

Students will be able to independently use their knowledge and analytical thinking skills to...

- Develop a global perspective and a greater understanding of self, language (both Latin and English) and culture;
- Create, identify and correctly translate all the forms they have used in the context of Latin passages;
- Acknowledge the deep interrelationships between culture and language.

## Meaning = Understandings (U) and Essential Questions (Q):

- **U: Understandings:**

- **Students will understand that...**

- Learning an inflected language enhances their understanding of themselves and the grammar of their own language;
- The effective use of memorization and analytical skills helps them to translate Latin passages with ease;
- Learning Latin vocabulary and examining how those Latin vocabulary words became the stems of English vocabulary words will increase their English vocabulary and better help them to remember their Latin vocabulary words
- Learning the history, art/culture, and mythology of Ancient Rome helps them better understand the ancient Romans and the long-lasting effects they have had on our modern society.

- **Q: Essential Questions:**

- What are the benefits of learning another language - especially one that is so structurally different than English?
- How does one go about the process of learning a new language? What are the most beneficial tactics (skills, strategies and resources) to apply to the language learning process?
- How can the study of language develop a deep appreciation for linguistic, historical and cultural learning?

## Acquisition and Skills:

- **Students will know that (K)...**

- Only a small amount of the grammatical and usage terminology employed to identify and discuss Latin nouns and verbs is similar to the grammatical and usage terminology employed to identify and discuss English nouns and verbs;
- How to begin to break down and identify the roots of the approximately 60-80% of our English vocabulary words (especially those that are two syllables or longer) that derive from Latin - either directly or by way of the French;
- How great an influence the ancient Romans had over almost every aspect of our modern lives.

- **Students will be able to (S)...**

- Read Latin texts out loud using the restored classical pronunciation;
- Identify parts of speech when they are isolated or in the context of a Latin sentence;
- Decline any first or second declension noun;

- Identify, form and correctly translate nouns that bear nominative, genitive, accusative, ablative and vocative endings;
- Use the correct noun case ending after any Latin preposition;
- Conjugate any first or second conjugation verb;
- Identify, form and correctly translate all six present tense verb forms and infinitives;
- Identify the Latin subject of a sentence by looking at the verb endings;
- Find the stems of Latin vocabulary words in English words;

**Stage 2: Assessment Evidence**

**Evaluative Criteria:**

- **Informative Assessments:**
  - **Homework:**
    - Graded on a completion basis only
  - **Classwork//Participation:**
    - Graded on a rubric based on a scale from 1-5 that covers the following areas:
      - Presence/Punctuality
      - Participation/Attentiveness
      - Preparedness
      - Attitude

	Never	Not often	Some-times	Very often	All the time
Presence/Punctuality: Are you present in class every day? Are you always on time for class? (N.B. Being late to class means that you enter the classroom after the bell has already rung.) Do you leave class daily to use the restroom? Do you sign in when you are late? (it is required!)	1	2	3	4	5
Participation/Attentiveness: Do you know where the class is when you are called on? Are you fully focused on today's lesson? Do you refrain from talking in/disrupting class?	1	2	3	4	5

Preparedness: Each day, do you have a pen/pencil, your textbook, your notebook, and your folder/binder with loose leaf paper?	1	2	3	4	5
Attitude: Is your cellphone turned off and in your bag during class (if you use your phone for flashcards, please turn off and put the phone away immediately after homework check)? Do you avoid speaking out of turn? Do you always contribute positively to the class? Are you always respectful to the other students and to the teacher?	1	2	3	4	5

- **Summative Assessments:**
  - **Vocabulary Quizzes:**
    - Given each chapter, based on the “Vocabulary to Learn” lists included in each chapter of the textbook
  - **Tests:**
    - **Given each unit, based on the “Student will be able...” criteria listed above;**
    - **Each assessment contains a mixture of types of questions and a mixture of topics assessed**
- **Other Evidence:**
  - Daily completion of homework
  - Daily participation in class
  - Daily participation in review games and activities

**Stage 3: Learning Plan:**

**Lessons/Learning Activities:**

**Day 1:**

**Can Do Statement:**

The students can pronounce Latin in the restored Classical Pronunciation

**Class Activities:**

1. What is a dead Language?

2. How was Latin pronounced?
3. Translate the story on p. 2 in textbook

### Homework:

- Watch the following video about how Latin died and write 10 facts in English about what you learned. <https://www.youtube.com/watch?v=TPh03KsGrAA>
- Watch the following video about Roman naming conventions and write 10 facts in English about what you learned. <https://www.youtube.com/watch?v=5zrfAzTtGdc>
- Go back to the pronunciation website we used in class today, and go through the following pages, pronouncing the sounds out loud:  
<http://www.wheelockslatin.com/chapters/introduction/introduction.html>
  - The Alphabet
  - Vowels
  - Diphthongs
  - Consonants
- Go to either (or both of the following websites) and select three possible Latin names for yourself.
  - [http://www.20000-names.com/male\\_latin\\_names.htm](http://www.20000-names.com/male_latin_names.htm)
  - [http://www.20000-names.com/female\\_latin\\_names.htm](http://www.20000-names.com/female_latin_names.htm)
  - <http://www.behindthename.com/names/usage/ancient-roman>

### Day 2:

#### Can Do Statement:

The students understand some of the basic terminology associated with Latin nouns and know the 1st declension endings.

#### Class Activities:

1. How to “read” and “study” from a vocabulary list; format of all vocabulary quizzes
2. Define the following terms: inflected language, declension, gender, number, case, nominative case, genitive case
3. Introduce the 1st declension endings and a song to help the students remember the endings.
4. 1st declension ending reinforcement

### Homework:

- Make chapter 1 flashcards
- Do exercises 1.1, 1.3, 1.4, 1.5 & 1.6
- Watch the following two videos on aqueducts and write 10 facts total:
  - <http://www.sciencechannel.com/tv-shows/what-the-ancients-knew/videos/what-the-ancients-knew-i-roman-aqueducts/>
  - <https://www.youtube.com/watch?v=AeKpRqjFSHM>

### Day 3:

#### Can Do Statement:

- The students can follow all necessary steps to decline a noun.
- The students can derive English words from their Latin vocabulary words.

#### Class Activities:

1. What is a dictionary entry?
2. How to tell what declension a noun is
3. How to find the stem of a noun
4. How to decline a noun
5. Noun declension practice
6. Derivatives from the words on the chapter 1 vocabulary list

#### Homework:

- Watch the following Youtube video on aqueducts:
  - <https://www.youtube.com/watch?v=zRSjFrGYCIE>
- Study for the chapter 1 vocabulary quiz
- Pick any 6 first declension nouns from the vocabulary list (hint: they are all 1st declension!) and decline each one with the first declension endings

### Day 4:

#### Can Do Statement:

Students can conjugate 1st conjugation verbs in the present active forms.

#### Class Activities:

1. principal parts of verbs
2. how to tell what conjugation a verb is
3. person, number and tense
4. how to conjugate a verb in the present tense
5. let's write Latin sentences!
6. vocabulary review

#### Homework:

- Do the "chapter 1 noun practice" worksheet
- Do the "chapter 1 verb practice" worksheet
- Study for the ch. 1 vocabulary quiz

### Day 5

#### Can Do Statement:

The students can identify infinitives and they can make the subject and verb of a sentence agree.

**Activities:**

1. Chapter 1 vocabulary quiz
2. The infinitive
3. Subject and verb agreement
4. Review activities in the Language Lab
5. Facts about Jupiter, King of the Gods!

**Homework:**

- Study for a small test
  - Decline a noun
  - Identify individual noun forms
  - Conjugate a verb
  - Identify individual verbs forms
  - Translate small sentences

**Day 6:**

**Can Do Statement:**

The students can demonstrate their mastery of nouns and verbs on a small test.

**Activities:**

1. Chapter 1 & 2 test
2. Complementary infinitives
3. Chapter 2 derivatives

**Homework:**

- Make chapter 2 flashcards
- Translate the chapter 2 story
- Listen to "1- In the Beginning" on the following website (scroll down to the bottom of the page): [http://thehistoryofrome.typepad.com/the\\_history\\_of\\_rome/page/6/](http://thehistoryofrome.typepad.com/the_history_of_rome/page/6/)
- Answer the questions on the podcast

**Day 7:**

**Can Do Statement:**

- The students can recognize and decline second declension masculine nouns

**Activities:**

1. Recognizing the three types of second declension masculine nouns
2. How to decline 2nd declension nouns
3. Compare 1st and 2nd declension endings

**Homework:**

- Do exercises 2.1, 2.3, 2.4, 2.5, 2.6 and 2.7
- Watch the video <https://www.youtube.com/watch?v=FLKay5n7f2A> and answer comprehension questions

- Study for ch. 2 quiz

### Day 8:

#### Can Do Statement:

- The students can translate the genitive and vocative cases in context;
- The students can put the appropriate case endings on objects of prepositions based on the preposition used

#### Activities:

1. Chapter 2 vocabulary quiz
2. Explain the genitive and vocative cases
3. Explain the SID SPACE prepositions

#### Homework:

- Do exercises 2.8, 2.9 & 2.10
- Listen to “2- Youthful Indiscretions” on the following website (scroll down to the bottom of the page): [http://thehistoryofrome.typepad.com/the\\_history\\_of\\_rome/page/6/](http://thehistoryofrome.typepad.com/the_history_of_rome/page/6/)
- Answer the questions on the podcast
- Watch the following video: <https://www.youtube.com/watch?v=S0bVn7hJvts>
- Answer the questions on the video

### Day 9

#### Can Do Statement:

- The students translate stories of increasing difficulty
- The students practice with second declension nouns

#### Activities:

1. Translate ch. 3 story
2. Chapter 3 derivatives

#### Homework:

- Do ex. 3.1, 3.3, 3.4 & 3.5
- Make ch. 3 flashcards
- Watch the following video:  
<https://www.youtube.com/watch?v=2BSxJbh6h-4&list=PLVy8ksHS-G6aERiPVvXANPCoY2fBVMhCE&index=2>
- Answer the questions on the video

### Day 10:

#### Can Do Statement:

- The students begin to review the unit material.
- The students learn about some of the major Roman gods and goddesses.
- The students demonstrate that they know ch. 3 vocabulary

#### Activities:

1. Read about Mars, Jupiter & Juno
2. Chapter 3 vocabulary quiz

**Homework:**

- Do unit review exercises 1-6
- Read about slavery in ancient Rome
- Answer the questions on slavery

**Day 11**

**Can Do Statement:**

Students can see what they know and what they need to study further for the unit test

**Activities:**

1. Review
2. Answer any questions

**Homework:**

- Study for unit test

**Day 12**

**UNIT TEST**