World Language Curriculum
Level 1: Latin
Grade 9

Course Purpose
This introductory level of Latin enables the student to use the target language effectively as a means of practical communication, providing an emergent base of communication skills for future language studies. The student will use receptive, interactive and productive language skills. Spoken or written language is used to identify topics and convey basic information in familiar contexts. At this level, students use context specific words, phrases and simple sentences to communicate when speaking or writing. Students will use spoken or written language spontaneously to present information, pose questions, and express opinions in familiar contexts, applying skills to new situations. Level 1 students use inquiry-based exploration to examine cultural topics, connect the modern world to ancient cultures studied, and begin to develop intercultural competence. Additional language study in the Middle Years Programme provides students the opportunity to develop insights into the features, the processes and craft of language, the concept of culture and the diverse ways of living, viewing and behaving in the world.

Major Learning Goals and Understandings
World Language Student Learning Expectation(s):   - Gain proficiency in the target language   - Develop respect and understanding of diverse linguistic and cultural heritages   - Develop communication skills in a range of authentic contexts for a variety of audiences and purposes   - Develop target language skills through the use of various modes of communication and technology   - Understand the nature of language and the process of language learning as a tool that integrates linguistic, cultural and social components   - Identify target language cultural products and perspectives and connect these to the student's own   - Develop curiosity, inquiry, and lifelong interest in, and enjoyment of, language learning   FHS Student Learning Expectation(s): SE1   Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving. SE2   Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes. SE3   Work independently and collaboratively to solve problems and accomplish goals. SE4   Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. SE5   Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions. SE6   Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Overview of Units/Theme/Concept and Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Who were the Romans? Unit 1 Bookmark	2. What is Myth? Unit 2 Bookmark
3. The Founding of Rome Unit 3 Bookmark	4. The Roman Republic Unit 4 Bookmark

Mappers/Authors:
Nicole Howell, Lisa Dragoli (editor)
Date Approved:

Part 1 - Overall Units/Themes/Concepts			
Grade: 9	**Subject:** World Language	**Course:** Latin I	**Combined Length of Units:** 36 weeks

Connecticut Core Standards
[Alignment of Common Core State Standards to National Standards for Learning Languages](#)
ACTFL/MYP/World Readiness-5 C's Standards
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Part 2 – Overall Level 1 Course Standards	

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels
MYP Overarching Themes - Global Contexts ● Identities and relationships ● Orientation in space and time ● Personal and cultural expressions ● Scientific and technical innovation ● Globalization and sustainability ● Fairness and development	**MYP Language Acquisition Related Concepts (Phases 1 and 2)** ● Civilization ● Context ● Form ● Genre ● Identity ● Interdependence ● Patterns ● Purpose ● Structure ● Style ● Theme ● Values	<u>Create</u>: Develop, formulate, investigate, write <u>Justify</u>: judge, support, value, critique <u>Analyze</u>: relate, compare, contrast, question <u>Apply</u>: use, demonstrate, interpret, sketch/illustrate <u>Understand</u>: explain, identify, recognize, report <u>Remember</u>: list, memorize, repeat, state, recall
MYP Language Acquisition Key Concepts ● Communication ● Connections ● Creativity ● Culture	**MYP ATL - Approaches To Learning** ● Thinking Skills ● Social Skills ● Communication Skills ● Self-management Skills ● Research Skills	
Grade/Course Level Expectations - Novice mid (ACTFL) / Emergent (MYP - Phase 1)		

The students will know:	The students will be able to:	Apply, Understand, Remember
1. Key vocabulary clusters related to: greetings; everyday expressions; people and family; adjectives (positive, comparative, superlative); situational vocabulary (adverbs and prepositions), places (local and global), transitive and intransitive verbs; transition words and conjunctions, commands. Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student needs and course activities. **2. Key structures in thematic contexts:** declensions; case, gender, and number; basic regular verbs present and imperfect tense; subject/ verb agreement; basic irregular verbs 'to be', 'to have', 'to go', 'to want/not want', 'to be able' in present/imperfect tense; regular and basic patterns of adjectives; noun/adjective agreement; prepositions using the ablative and accusative cases; questions; basic negation; imperatives; verb conjugations and conjugating patterns.	1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode) 2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode) 3. Present on very familiar topics (presentational mode) 4. Compare and contrast common practices of the ancient cultures studied 5. Describe familiar products of the cultures studied 6. Summarize information gathered from target language resources connected to other content areas 7. Organize information acquired from authentic resources 8. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied 9. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact **MYP Phase 1** _Emergent communicators_ in Phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience. **ACTFL** Learners in the _Novice Range_ of proficiency in the _interpersonal_ mode can express themselves in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. In the _interpretive_ mode of communication novice learners can understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support. In the _presentational_ mode learners can communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	

MYP Big Idea and Essential Questions

- **Big Ideas - MYP Statements of Inquiry**
  "statement (of inquiry) expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself" (Erickson 2007 and Marzano 2010)

  The statement of inquiry:
  · represents a contextualized, conceptual understanding
  · describes a complex relationship that is worthy of inquiry
  · explains clearly what students should understand and why that understanding is meaningful
  · can be qualified (using phrases such as "often", "may" and "can") if it is not true in all situations, but is still an important idea, can be formulated at different levels of specificity

- **Essential Questions**
  - o Factual - what is …?; narrow range of correct responses
  - o Conceptual - how…? multiple possible responses
  - o Debatable - which do you support & why? give an opinion and justify it; make a value judgement

Part 3 – Common Level 1 Unit Assessments

Formative assessments
Examples of formative assessments in the MYP classroom may include:
· Class Observations · Venn Diagrams · Group discussions · Self-evaluations · Checklists · Drawings · Inventories · Journal Entries · Quiz or Test · Spontaneous Response · Peer Reviews

Summative assessments
Examples of summative assessments in the MYP classroom may include:
· Model Production· Investigations · Research Projects · Essays (Argumentative/Persuasive) · Questionnaires · Exams · Performances · Presentations (oral, written, multimedia)

Designing tasks for language acquisition
For students to meet the language acquisition objectives, teachers need to concentrate on each of the macro skills of language—listening, speaking, reading, writing and viewing—and ensure that units planned provide ample opportunities to practise and develop all of these skills and assessment tasks designed provide students with maximum opportunity to demonstrate their understanding.
It is important to remember that as students progress through the six phases, they are expected to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. This is demonstrated in:

- the variety and sophistication of vocabulary and structures used and understood
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction accessed.

There are also increasing cognitive demands set as understanding is developed. These should be reflected in the type of text chosen as well as in the type of task designed.

Managing the phases

Emergent level (phases 1–2):

question and response language may be in mother tongue, language of instruction or target language.

Capable and proficient levels (phases 3–4, phases 5–6):

question and response language must be in target language.

Source: IB MYP Teacher Support Material

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_2_langb_tsm_1406_1_e&part=1&chapter=1

MYP Learning Objectives

The objectives of MYP language acquisition encompass factual, conceptual, procedural and metacognitive dimensions of knowledge. Students' knowledge and understanding will be developed through:
- learning language
- learning through language
- learning about language

This helps students learn how to learn. Cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. Students are expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

MYP language acquisition objectives represent some of the essential processes of language and have been organized i\under the same four communicative processes for each of the MYP phases in order to assist teachers with planning, teaching and assessing:
- Criterion A: Understanding Language
- Criterion B: Comprehending Texts
- Criterion C: Analyzing texts
- Criterion D: Connecting Cultures and societies

The classical languages objectives represent some of the essential processes of the study of a language. These processes are interactive and interrelated, though teachers may also wish to deal with them in discrete learning experiences and separate materials.

MYP Assessment

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Understanding language

Students need an accurate knowledge and clear understanding of the building blocks of vocabulary, accidence and syntax in order to become competent users of classical languages. Analysing involves the learning of these elements, the recognition of them in the context of words, phrases and sentences, and understanding how they create meaning. Analysing the building components of a classical language should also lead to students reflecting on how other languages work, and how classical languages have shaped other languages, including modern ones.

In order to achieve this objective, students should be able to:
• recall a range of vocabulary
• identify and translate accidence and syntax of appropriate complexity
• describe how the classical language builds meaning in words, phrases and sentences.

Criterion B: Comprehending texts

Students should develop accuracy in understanding the meaning of passages in the classical language, and develop the ability to convey that meaning fluently in their own language. Furthermore, full comprehension of a passage may require students to understand meaning that is implied by form or content.

In order to achieve this objective, students should be able to:
• translate passages of the classical language in light of the context of the passage and the idiom of
the response language
• interpret a range of texts in the classical language (stated and implied meaning).

Criterion C: Analysing texts

Students will read texts in the classical language and will start to consider the relationship between what is said and how it is said. After understanding the language of the text and comprehending its meaning, students can consider the style of a text, genre or author, how authors use technique to create effect, as well as the cultural perspectives and references the texts offer. Students will develop their ability to communicate in their own language this critical appreciation of the literary and cultural aspects of the text. In order to achieve this objective, students should be able to:
• analyse the content, structure, form, meaning and significance of prepared texts
• explain cultural perspectives expressed in prepared texts
• construct informed, coherent and independent responses.

Criterion D: Connecting cultures and societies

Students will meet a variety of material (textual and physical) that reflects the values, ideas and experiences of the societies that used these classical languages. Students should be able to find this material and reflect on what it does (or does not) tell us about those societies and others, including our own. Students should be able to organize their ideas in informed, independent and coherent responses. In order to achieve this objective, students should be able to:
• investigate the cultures and societies in which the classical language was developed and used
• discuss how the classical society, culture or language has (or has not) influenced other societies, cultures or languages
• develop arguments about the connections between language and culture

Part 4 – Common Level 1 Assured Learning Experiences

➢ Students experience and use the target language in all relevant communicative modes
➢ Lessons focus on meaningful communication
➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in the target language
➢ Language acquisition is enhanced through the use of visual, audio and manipulative stimuli as well as online applications, web-based tasks and social media if appropriate
➢ Current events and authentic materials are a key component of the learning experience
➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
➢ Creation of personal projects is encouraged
➢ Students interact with, investigate and compare cultures and global concepts
➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

GPS Curriculum Map - Latin 1
Units 1 - 4

Mappers/Authors:
Nicole Howell, Lisa Dragoli

Date Approved:

Part 1 - Unit 1: Who are the Romans? Global Concept: Orientation in Time and Space			
Grade: 9	**Subject:** World Language	**Course:** Level 1	**Length of Unit:** 10 weeks

Connecticut Core Standards
Alignment of Common Core State Standards to National Standards for Learning Languages
ACTFL/MYP/World Readiness-5 C's Standards
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

Part 2 –Unit 1: Who Were the Romans? Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: **1. Vocabulary:** Chapters 1-6 of Ecce Romani **2. Structures:** -Parts of speech: nouns, adjectives, and verbs -Declensions and Cases, 1st, 2nd, and 3rd declension and Nominative/Accusative case - Transitive and Intransitive Verbs -Singular/Plural Noun/adjective agreement -Complementary Infinitive **3. Cultural Topics** -Roman Dress -Roman Families -Patrias Potestas -Roman Housing -Slavery in Ancient Rome.	**The students will be able to:** 1. Greet and present others 2. Demonstrate the difference between nouns, adjectives, and verbs 3. Categorize nouns into declensions (1st, 2nd, and 3rd) 4. Use the nominative and accusative case to show subjects and direct objects 5. Use transitive and intransitive verbs in the present tense 6. Use both singular and plural forms of nouns and verbs 7. Recognize and recreate noun/adjective agreement 8. Use the Predicate Nominative 9. Recognize and recreate subject/verb agreement 10. Compare and contrast daily Roman life to modern situations	1.Match illustrations to objects 2. List common world languages 3. Classify information about self and present it to others 4. Recognize common questions and respond with information about a prepared text. 7. Evaluate responses of others and tailor questions/comments to respond. 8. Apply phonemic awareness of sounds and phonetic rules to comprehensible speech in the target language. 9. Create short responses to a picture or stimulus. 10. Recall information from the story to make predictions about the next text. 11. Apply knowledge of ancient Roman culture by comparing and contrasting information.

Big Ideas and Essential Questions

- **Big Ideas(s):**
  - Communication can vary in structure and theme based off of the social history of the language.

- **Essential Questions:**

  - **Factual— What is daily life like for a Roman? What type of language is Latin?**

  - **Conceptual— How can I relate to the Romans? How is Latin different than English?**

  - **Debatable— To what extent is the language and daily life of Romans different than my own**

Part 3 – Unit 1: How Do We Learn?
Common Unit Assessments

Formative Assessments:
- Vocabulary Assessments
- Etymology and Derivative practices
- Translations
- Sentence Syntax Dissection
- Vocabulary Practice Games, such as Apples to Apples and Pictionary Olympics
- Guided Notes and Practice Sentences
- Self-assessment
- Peer-assessment

Summative assessments:
- Translate a simple prepared text and answer corresponding comprehension questions
- Create unique sentences in response to a stimulus
- Create a guide-book explaining the daily lives of Romans
- A summative exam where students must correctly identify grammatical forms in use and choose the correct forms for the purpose needed.

Part 4 – Unit 1: How Do We Learn?
Common/Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in the target language
- ➢ Language acquisition is enhanced through the use of visual, audio and manipulative stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Current events and authentic materials are a key component of the learning experience
- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
- ➢ Creation of personal projects is encouraged

- ➢ Students interact with, investigate and compare cultures and global concepts
- ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Mappers/Authors:

Nicole Howell, Lisa Dragoli

Date Approved:

Part 1 - Unit 2: What is Myth?			
Global Concept: Personal and Cultural Expression			
Grade: 9	**Subject:** World Language	**Course:** Level 1	**Length of Unit:** 10 weeks

Connecticut Core Standards
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Part 2 –Unit 2: What is Myth? Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

The students will know:	The students will be able to:	
1. Vocabulary Chapters 7-10 Ecce Romani **2. Structures** -Plural Accusatives -Context for deciding Nominative Accusative or Plural -Person in verbs -Prepositional Phrases and the Ablative Case -Conjugations -Infinitives and Imperatives **3. Cultural Topics** -What is a myth? -Gods and Goddesses -Famous Myths -Famous Heros	1. Express plural direct objects. 2. Understand the purpose and difference between Nominative or accusative plural in relationship to subject verb agreement. 3. Use the first person and second person singular and plural in the present tense. 4. Use first and second person to create dialogue. 5. Understand when prepositions use the accusative versus the ablative case. 6. Use preposition to show location in placement in regards to other nouns in the sentence. 7. Understand the four main conjugation patterns and how it dictates what pattern a verb will use when conjugating. 8. Identify and use infinitives in context. 9. Form singular and plural imperatives 10. Understand how myth is different from other texts and why it is significant to ancient Roman culture 11. Identify the Olympian gods and goddesses of ancient Rome and their roles in Roman culture 12. Identify the primary sources for well known myths involving ancient heroes	1.Recognize and remember information 2.Express first and second person in written form 3. Apply mnemonic devices to accurately use accusative versus ablative endings with prepositions 4. Create visual representations to demonstrate the understanding of prepositions 5. Follow simple commands as a group in spoken situations 6. Create a representation of a god or goddess and a myth that they are known for 7. Apply grammar knowledge to read a simple prepared text

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Big Idea and Essential Questions

● **Big Ideas**
   o   The context and purpose of a text can express the culture of a belief system.

● **Essential Questions**

   ○ **Factual— What is a myth? What makes a myth different from other texts?**

   ○ **Conceptual— How can I interpret a myth?**

   ○ **Debatable— To what extent does myth represent Roman culture and religion?**

Part 3 – Unit 2: What is myth?
Common Unit Assessments

Formative assessments:
- Vocabulary Assessments
- Etymology and Derivative practices
- Translations
- Sentence Syntax Dissection
- Vocabulary Practice Games, such as Apples to Apples and Pictionary Olympics
- Guided Notes and Practice Sentences
- Self-assessment
- Peer-assessment

Summative assessment:
- Translate a simple prepared text and answer corresponding comprehension questions
- Create unique sentences in response to a stimulus
- Create a visual representation of a myth with an oral presentation
- A summative exam where students must correctly identify grammatical forms in use and choose the correct forms for the purpose needed.

Part 4 – Unit 2: What is Myth?
Common Assured Learning Experiences

➢ Students experience and use the target language in all communicative modes
➢ Lessons focus on meaningful communication
➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in the target language
➢ Language acquisition is enhanced through the use of visual, audio and manipulative stimuli as well as online applications, web-based tasks and social media if appropriate
➢ Current events and authentic materials are a key component of the learning experience
➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
➢ Creation of personal projects is encouraged
➢ Students interact with, investigate and compare cultures and global concepts
➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Mappers/Authors:
Nicole Howell, Lisa Dragoli
Date Approved:

Part 1 - Unit 3: The Founding of Rome
Global Concept: Orientation in time and space

Grade: 9	Subject: World Language	Course: Level 1	Length of Unit: 10 weeks

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Part 2 – Unit 3: The Founding of Rome Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: **1. Vocabulary** Chapters 11-14 of Ecce Romani **2. Structures** -Genitive Case -Dative Case -Independent uses of Ablative -Adverbs, Positive and Comparative -Irregular Verbs on the Imperfect (to be, to be able) **3. Culture** -Aeneas -Romulus and Remus -Kings of Rome	**The students will be able to:** 1. Use the ablative case to express time/time within which an event happens, the means in which something is done, the manner something is done, or with respect to something else. 2. Use the Genitive case to express possession. 3. Use the Dative case to express indirect objects. 4. Use adverbs to describe and differentiate actions. 5. Recognize and form irregular verbs in the Imperfect tense 6. Understand the cultural significance of Aeneas in relationship to Rome and epic poetry 7. Understand the relationship between Aeneas, Romulus and Remus, and the founding of Rome. 8. Explain how the founding of Rome is a mythological event that is supported by historical information. 9. Understand how Romulus became the first king of Rome.	1.Create a family tree using the genitive case to show relationships 2. Apply the Genitive and Dative cases in context through translations 3. Evaluate the difference between positive and comparative adjectives 4. Understand the cultural significance of Aeneas by comparing him to founding fathers 5. Remembering the gods and goddesses from our myth unit and what role they play in the founding of Rome

		6. Create an origin myth using the founding of Rome as an example. 7. Analyze the difference between tenses and when actions happen in relationship to each other (present vs. imperfect)

Big Idea and Essential Questions

- **Big Idea(s)**
    - o The context and inferences made from a text can express the culture of a social history.
- **Essential Questions**

    - o **Factual— What is the difference between myth and history? What is the story of the founding of Rome?**

    - o **Conceptual— How can myth and history be related?**

    - o **Debatable— To what extent can we differentiate between mythology and history?**

Part 3 – Unit 3: The Founding of Rome
Common Unit Assessments

Formative assessments:
- Vocabulary Assessments
- Etymology and Derivative practices
- Translations
- Sentence Syntax Dissection
- Vocabulary Practice Games, such as Apples to Apples and Pictionary Olympics
- Guided Notes and Practice Sentences
- Self-assessment
- Peer-assessment

Summative assessment:
- Translate a simple prepared text and answer corresponding comprehension questions
- Create unique sentences in response to a stimulus
- Create an origin myth with a visual presentation to the class

- A summative exam where students must correctly identify grammatical forms in use and choose the correct forms for the purpose needed.

Part 4 – Unit 3: The Founding of Rome
Common Assured Learning Experiences

➢ Students experience and use the target language in all communicative modes
➢ Lessons focus on meaningful communication
➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in the target language
➢ Language acquisition is enhanced through the use of visual, audio and manipulative stimuli as well as online applications, web-based tasks and social media if appropriate
➢ Current events and authentic materials are a key component of the learning experience
➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
➢ Creation of personal projects is encouraged
➢ Students interact with, investigate and compare cultures and global concepts
➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Mappers/Authors:
Nicole Howell, Lisa Dragoli
Date Approved:

Part 1 - Unit 4: The Roman Republic Global Concept: Orientation in time and space			
Grade: 9	**Subject:** World Language	**Course:** Level 1	**Length of Unit:** 10 weeks

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Part 2 – Unit 4:The Roman Republic Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. **Vocabulary** Chapters 15-18 of Ecce Romani **2. Structures** -Neuter Nouns -Noun Adjective Agreement for 1st and 2nd declension adjectives and 3rd declension adjectives -Irregular Verbs in the Imperfect (to want, to not want, to bring, to carry) - The Early Republic -Punic Wars -Structure of the Roman Republic	**The students will be able to:** 1. Recognize the differences between 2nd Declension/3rd Declension nouns and 2nd Declension Neuter and 3rd Declension Neuter nouns. 2. Understand the two major patterns adjectives take (1st/2nd Declension Adjectives or 3rd Declension Adjectives). 3. Create noun/adjective pairs that are correct in case, gender, and number. 4. Translate adjectives appropriately in context. 5. Form irregular verbs in the imperfect tense 6. Recognize irregular verbs in context. 7. Use irregular verbs with complementary infinitives in the imperfect tense. 8. Understand the formation of the Early Roman Republic 9. Identify the primary antagonist of the Punic Wars, when they occurred, and the political result 10. Identify and explain the design of the Roman republic government and the different political roles within that system	1. Remember the differences between 2nd/3rd declensions and their neuter equivalents 2. Analyze the patterns for adjectives and how they reflect/connect with the patterns for nouns. 3. Understand that adjectives must match in case, gender, and number which means not necessarily sharing the same ending. 4. Apply knowledge of adjectives by translating them in context. 5. Create unique noun/adjective pairs 6. Evaluate the cause and effect of the origins of the Roman Republic and Punic wars as well as the results 7. Create an explanation of the different roles in the Roman Republic government

Big Idea and Essential Questions
● **Big Idea(s):** 　o　Through language we create messages related to home that are aimed at a specific audience. ● **Essential Questions:** 　**o　Factual:** How do we describe our homes? What differences are there between our homes and the homes of others? 　**o　Conceptual:** How does culture influence the design of a home?

o   **Debatable:** Should all people have the same type of home? Do all people have the same needs?

Part 3 – Unit 4: The Roman Republic
Common Unit Assessments

Formative assessments:
- Vocabulary Assessments
- Etymology and Derivative practices
- Translations
- Sentence Syntax Dissection
- Vocabulary Practice Games, such as Apples to Apples and Pictionary Olympics
- Guided Notes and Practice Sentences
- Self-assessment
- Peer-assessment

Summative assessment:
- Translate a simple prepared text and answer corresponding comprehension questions
- Create unique sentences in response to a stimulus
- Create a brochure to explain the different political positions in the Roman Republic in relationship to the *cursus honorem.*
- A summative exam where students must correctly identify grammatical forms in use and choose the correct forms for the purpose needed.

Part 4 – Unit 4: The Roman Republic
Common Assured Learning Experiences
➢ Students experience and use the target language in all communicative modes
➢ Lessons focus on meaningful communication
➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in the target language
➢ Language acquisition is enhanced through the use of visual, audio and manipulative stimuli as well as online applications, web-based tasks and social media if appropriate
➢ Current events and authentic materials are a key component of the learning experience
➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
➢ Creation of personal projects is encouraged
➢ Students interact with, investigate and compare cultures and global concepts
➢ Field trips or other connections with the community are integrated in the learning experience whenever possible