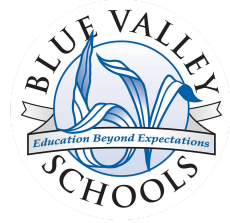


WORLD LANGUAGE

LEVEL 1 UNIT 1

Aeneid - The Beginning

Latin | Novice Low-Intermediate Low | Level 1 | HS 6-7 weeks



ESSENTIAL QUESTION

How do we construct meaning in Latin and English?

BIG IDEAS

In this introductory unit, students learn:

- classical pronunciation of Latin in brief greetings and common Latin phrases.
- the basics of English grammar: parts of speech and sentence structure.
- the basics of Latin communication through inflection: declension in nouns and conjugation in verbs
- to read brief modified passages about the Trojan War.

GUIDING QUESTIONS

How does Latin sound?

What differing roles do word order and word form play in Latin and English grammar?

What was the Trojan War and why was it important to the Romans?

FOCUS STANDARDS

ACL/ ACTFL WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Global Statement and Indicators

Interpretive Reading-NH	Novice High Learners can <ul style="list-style-type: none">• understand accounts of familiar events or personal experiences sometimes follow short, written descriptions or instructions when supported by visuals• understand the main idea of and a few supporting facts about famous people and historic events• understand simple questions related to a familiar text
Interpretive Listening-NL	Novice Low Learners can <ul style="list-style-type: none">• occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures
Presentational Writing-NL	Novice Low Learners can: <ul style="list-style-type: none">• copy some letters and words that they see in various media.• write letters, words, and phrases that they've learned• label familiar people, places, and objects in visual media.

Presentational Speaking - NL	Novice Low Learners can: <ul style="list-style-type: none"> ● recite words and phrases that they have learned ● state the names of familiar people, places, and objects depicted visually using words or memorized phrases. ● introduce self to group using words or memorized phrases.
Interpersonal Speaking - NL	Novice Low Learners can <ul style="list-style-type: none"> ● greet peers ● introduce self to someone ● answer simple questions about a familiar topic in single words or short phrases

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** Roman House
- **Practice:** how Romans used the Roman House
- **Perspective:** House usage reflects the various societal values and daily lives of a culture

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary: concept of word derivation, grammar: subject/verb agreement, transitivity and parts of speech: noun, verb, preposition
- Social Studies--Geography of the Roman World

Access and evaluate information and diverse perspectives available through Latin and its culture.

- Popular Latin mottoes as reflections of Roman cultural perspectives

COMPARISONS

Develop insight into the nature of language to interact with cultural competence.

- Students begin to see the rhetorical effect of Latin-derived words compared to their Germanic synonyms (e.g., amicable vs. friendly).

Develop insight into the nature of culture to interact with cultural competence.

- Houses--how do Romans use the spaces in their homes compared to our own use?

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Find and interpret Latin inscriptions in the community

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

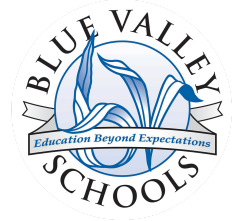
- Self-assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 2

Aeneid - Dido, Aeneas, and the Fall of Troy

Latin | Novice Low-Intermediate Low | Level 1 | HS 6-7 weeks



ESSENTIAL QUESTION

BIG IDEAS

How do we express future and past time frames in Latin?

In this unit, students learn to:

- apply inflection of verbs to identify and express past and future time frames.
- use adjectives and adverbs in Latin to describe objects and actions.
- apply inflection of nouns to new uses.
- read and translate brief modified passages about the Trojan War.

GUIDING QUESTIONS

How do we express past and future tenses in Latin?

How are adjectives and adverbs formed and used in Latin?

Who were Dido and Aeneas and why were they significant to the founding of Rome?

FOCUS STANDARDS

ACL/ ACTFL WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Global Statement and Indicators

Interpretive Reading-NH	Novice High Learners can <ul style="list-style-type: none">• understand accounts of familiar events or personal experiences sometimes follow short, written descriptions or instructions when supported by visuals• understand the main idea of and a few supporting facts about famous people and historic events• understand simple questions related to a familiar text
Interpretive Listening - NL	Novice Low Learners can <ul style="list-style-type: none">• occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures
Presentational Writing-NL	Novice Low Learners can: <ul style="list-style-type: none">• copy some letters and words that they see in various media.• write letters, words, and phrases that they've learned

	<ul style="list-style-type: none"> ● label familiar people, places, and objects in visual media.
Presentational Speaking - NL	<p>Novice Low Learners can:</p> <ul style="list-style-type: none"> ● recite words and phrases that they have learned ● state the names of familiar people, places, and objects depicted visually using words or memorized phrases. ● introduce self to group using words or memorized phrases.
Interpersonal Speaking - NL	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● greet peers ● introduce self to someone ● answer simple questions about a familiar topic in single words or short phrases

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** Roman Food
- **Practice:** how Romans shopped for, prepared and ate food
- **Perspective:** Environment shapes food culture

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary: concept of word derivation; grammar: concept of tense and time-frame and parts of speech -
- Social Studies - The Trojan War, causes and outcome

Access and evaluate information and diverse perspectives available through Latin and its culture.

- N/A

COMPARISONS

Develop insight into nature of language to interact with cultural competence.

- Common Latinate abbreviations in daily use; e.g., “e.g.,” “a.m./p.m.”

Develop insight into nature of culture to interact with cultural competence.

- Names of meals and courses in Latin; e.g., “secunda mensa” literally entails bringing in a *second table*
- Attitudes toward eating: reclining vs sitting, etc.

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Find and interpret Latin inscriptions in the community

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Self assess progress toward unit goal

WORLD LANGUAGE



LEVEL 1 UNIT 3

Aeneid - The Wandering of Aeneas and his Followers

Latin | Novice Low-Intermediate Low | Level 1 | HS 8 weeks

ESSENTIAL QUESTION

How do we reflect concepts of voice, time, and aspect with Latin verbs?

BIG IDEAS

In this unit, students learn to:

- apply inflection of verbs to express different aspects of past and future time frames
- express and contrast active and passive voices.
- read and translate brief modified passages about Aeneas' wanderings on his journey to find Rome.

GUIDING QUESTIONS

How do time and aspect together make up a tense expression?

What is the difference between active and passive voice in Latin and how is it expressed?

What adversities does Aeneas have to overcome in order to fulfill his fate?

FOCUS STANDARDS

ACL/ ACTFL WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Global Statement and Indicators

Interpretive Reading - NH	Novice High Learners can <ul style="list-style-type: none">• understand accounts of familiar events or personal experiences sometimes follow short, written descriptions or instructions when supported by visuals• understand the main idea of and a few supporting facts about famous people and historic events• understand simple questions related to a familiar text
Interpretive Listening - NL	Novice Low Learners can <ul style="list-style-type: none">• occasionally understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures
Presentational Writing-NL	Novice Low Learners can: <ul style="list-style-type: none">• copy some letters and words that they see in various media.

	<ul style="list-style-type: none"> • write letters, words, and phrases that they've learned • label familiar people, places, and objects in visual media.
Presentational Speaking - NL	<p>Novice Low Learners can:</p> <ul style="list-style-type: none"> • recite words and phrases that they have learned • state the names of familiar people, places, and objects depicted visually using words or memorized phrases. • introduce self to group using words or memorized phrases.
Interpersonal Speaking - NL	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> • greet peers • introduce self to someone • answer simple questions about a familiar topic in single words or short phrases

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** Patron-Client Relationship
- **Practice:** daily life of a patron or client and how it affected society
- **Perspective:** Formal and informal social bonds within a community

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary: concept of word derivation; grammar: voice, tense (time + aspect)
- Social Studies - hierarchies within a society

Access and evaluate information and diverse perspectives available through Latin and its culture.

- N/A

COMPARISONS

Develop insight into nature of language to interact with cultural competence.

- Impossibility of exact or one-to-one translations of words such as *animus* or *anima*

Develop insight into nature of culture to interact with cultural competence.

- Analyze patron-client relationship and compare to similar relationships in modern American culture.

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Find and interpret Latin inscriptions in the community

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Self-assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 4

Aeneid - The Romance of Dido and Aeneas

Latin | Novice Low-Intermediate Low | Level 1 | HS 4-5 weeks



ESSENTIAL QUESTION

How do we construct meaning with a new declension of nouns?

BIG IDEAS

Students apply inflection of nouns and adjectives in 3rd declension to understand written passages. Students read brief modified passages about the last stage of Aeneas' and Dido's romance, and the end of Aeneas' wanderings. Students learn about different articles of Roman clothing and their social significance.

GUIDING QUESTIONS

How does the 3rd declension compare to the 1st and 2nd declensions?
What was the significance of the ending of the relationship between Aeneas and Dido?
How did Romans signal social status through clothing?

FOCUS STANDARDS

ACL/ ACTFL WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Global Statement and Indicators

Interpretive Reading - IL	Intermediate Low Learners can <ul style="list-style-type: none">• understand messages in which the writer tells or asks them about familiar topics• read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals• use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text
Interpretive Listening - NM	Novice Mid Learners can <ul style="list-style-type: none">• understand simple greetings• recognize and sometimes understand basic information phrases that they have memorized• recognize and sometimes understand words and phrases that they have learned for specific purposes

Presentational Writing-NL	Novice Low Learners can: <ul style="list-style-type: none"> ● copy some letters and words that they see in various media. ● write letters, words, and phrases that they've learned ● label familiar people, places, and objects in visual media.
Presentational Speaking - NL	Novice Low Learners can: <ul style="list-style-type: none"> ● recite words and phrases that they have learned ● state the names of familiar people, places, and objects depicted visually using words or memorized phrases. ● introduce self to group using words or memorized phrases.
Interpersonal Speaking - NL	Novice Low Learners can <ul style="list-style-type: none"> ● greet peers ● introduce self to someone ● answer simple questions about a familiar topic in single words or short phrases

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** Clothing, e.g., toga, stola, tunica
- **Practice:** How and why Romans dressed as they did
- **Perspective:** Clothing is a signal of social status

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary: concept of word derivation; grammar
- Social Studies - class and status signalling within a society

Access and evaluate information and diverse perspectives available through Latin and its culture.

- N/A

COMPARISONS

Develop insight into nature of language to interact with cultural competence.

- Impossibility of exact or one-to-one translations of words such as *numen*, *munus*, and *decus*.

Develop insight into nature of culture to interact with cultural competence.

- Compare clothing as status signal in Rome and the modern world.

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Find and interpret Latin inscriptions in the community

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 5

Aeneid - Aeneas Descends into the Underworld

Latin | Novice Low-Intermediate Low | Level 1 | HS 6-7 weeks



ESSENTIAL QUESTION

How do we construct meaning with regular Latin verbs?

BIG IDEAS

In this unit, students learn to:

- form and translate verbs of the 3rd and 4th conjugations.
- read brief modified passages about Aeneas' adventures in Italy and the Underworld.
- describe the figures, topography, and explain beliefs associated with the ancient Greek and Roman Underworld.

GUIDING QUESTIONS

How do the four verb conjugations differ in their formation?
What is the significance of Vergil's description of the Underworld?

FOCUS STANDARDS

ACL/ ACTFL WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Global Statement and Indicators

Interpretive Reading - IL	Intermediate Low Learners can <ul style="list-style-type: none">• understand messages in which the writer tells or asks them about familiar topics• read and understand basic Latin or Greek texts written in simple sentences, which may or may not be supported with visuals• use their knowledge of Latin prefixes and roots to expand their understanding of the Latin text
Interpretive Listening - NM	Novice Mid Learners can <ul style="list-style-type: none">• understand simple greetings• recognize and sometimes understand basic information phrases that they have memorized• recognize and sometimes understand words and phrases that they have learned for specific purposes
Presentational Writing-NL	Novice Low Learners can: <ul style="list-style-type: none">• copy some letters and words that they see in various media.• write letters, words, and phrases that they've learned

	<ul style="list-style-type: none"> • label familiar people, places, and objects in visual media.
Presentational Speaking - NL	<p>Novice Low Learners can:</p> <ul style="list-style-type: none"> • recite words and phrases that they have learned • state the names of familiar people, places, and objects depicted visually using words or memorized phrases. • introduce self to group using words or memorized phrases.
Interpersonal Speaking - NL	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> • greet peers • introduce self to someone • answer simple questions about a familiar topic in single words or short phrases

CULTURES

Use Latin to investigate, explain and reflect on the relationship between the practices, products and perspectives of Roman culture.

- **Product:** Geography and contents of the Underworld
- **Practice:** Vergil presented the afterlife as a generally grim experience
- **Perspective:** Concept of the afterlife varies according to culture

CONNECTIONS

Build, reinforce and expand knowledge of other disciplines.

- ELA - vocabulary: concept of word derivation; grammar: verb conjugations; Readings of the *Odyssey* and *Inferno* in translation

Access and evaluate information and diverse perspectives available through Latin and its culture.

- Simple, annotated grave inscriptions

COMPARISONS

Develop insight into nature of language to interact with cultural competence.

- Compound verbs may or may not reflect the meaning of both of its roots
- Spelling can change in predictable ways when forming compounds: *cipio* -> *incipio*

Develop insight into nature of culture to interact with cultural competence.

- Views of death and afterlife across cultures

COMMUNITIES

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Find and interpret Latin inscriptions on headstones in community cemeteries

Communicate and interact with cultural competence to participate in communities of Latin learners at home and around the world

- Self-assess progress toward unit goal