**Rising Tide Charter Public School**

**UNIT PLAN Latin 1B**

<table>
<thead>
<tr>
<th>Unit Topic: Unit I - Review of Translation and Study Skills</th>
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<tbody>
<tr>
<td>Lessons XVIII - XXI, First Term</td>
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<tr>
<td><strong>Grammar:</strong></td>
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<tr>
<td>● 3rd and 4th Conjugation Verbs</td>
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<td>● Apposition</td>
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<thead>
<tr>
<th><strong>Subject Area and Unit Level Essential Question(s):</strong></th>
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<tr>
<td><strong>What is the purpose of language?</strong></td>
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<td>● What are the essential elements to a complete sentence?</td>
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<td>● What evidence do we see of Latin adapting as a spoken language?</td>
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<td>o How does this differ from the rules of Latin grammar?</td>
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<td><strong>How do we comprehend a classical language?</strong></td>
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<td>● How does our translation of Latin differ from reading in English or another modern language?</td>
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<td>● How do Latin endings change the way words are used in a Latin sentence?</td>
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<td><strong>What makes a culture successful?</strong></td>
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<td>● How did inflection help Romans communicate?</td>
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<td><strong>Why does studying a classical language and culture connect to our lives?</strong></td>
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<tr>
<td>● How does the study of Latin help to improve our speaking, reading, and reasoning skills?</td>
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<td>● How does your study of Latin differ from the way you learned your native language?</td>
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<th><strong>Goals</strong></th>
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<tr>
<td><strong>A: Skills</strong></td>
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**Communicator**

- **Receptive:**
  - Read sentence in Latin for initial understanding
  - Listen to and understand Opening Dialog

- **Expressive:**
  - Read sentence in Latin for pronunciation
  - Expanding upon the Opening Dialog
  - Presenting a sentence to the class

**Investigator**

- **Inquiry:**
  - Identifying parts of speech
  - Marking verbs and nouns
  - Breaking larger sentences into manageable pieces
  - Finding meaning using context
  - Conjugating verbs
  - Adapt to changes in Opening Dialog

- **Innovation:**
  - Using part of speech to fill in alternate meaning
  - Combining answers to Opening Dialog using conjunctions
  - Creating new responses to Opening Dialog
  - Discovering changes in rules of conjugating by using what one already knows about Latin verbs

**Self-Directed Learner**

- **Self-Awareness:**
  - Discovering and working to own learning strengths
  - Determining time needed to learn and retain new vocabulary
  - Determining own knowledge of endings charts and reviewing to increase knowledge
  - Continuous review of past vocabulary with focus on least known words (Waterfall Method)
  - Becoming comfortable making and learning from mistakes

- **Skills in Taking Responsibility:**
  - Setting up binder
  - Setting up a homework sheet
  - Spacing out homework
Making flashcards
Seeking additional practice when needed

**Community Steward**

Skills in Awareness of Others:
- Helping others to find and learn from mistakes
- Teaching a new concept to a student who does not yet understand
- Following the translation of another student and being ready to provide help when needed
- Being receptive to the mistakes of other students

Collaboration Skills:
- Working in groups to translate sentences
- Working in pairs to review flashcards
- Working in groups to present a sentence
- Teaching others a concept that you already understand
- Learning from another student about a concept you do not yet understand

MA State Frameworks: 1.1, 1.11, 2.1, 2.2, 2.3, 2.4, 2.9, 3.11, 4.1, 5.2, 5.3, 5.4, 5.6, 5.5, 5.9, 5.10, 6.4

**B: Content Knowledge** *(Students will know - FACTS, FIGURES, DEFINITIONS)*

- The vocabulary for lessons XVIII - XXI
- The vocabulary from all previous lessons
- The function and form of verb endings
- The functions and forms of noun cases
- The rules for conjugating verbs in the present and imperfect tense in all four conjugations
- The definition of Apposition
- The form and function of the imperative mood
- The definitions of different parts of speech in English
- Different styles and options of learning vocabulary

**C: Understandings**

- How to recognize English derivatives of Latin words, and how to use them to identify or remember the meanings of Latin words
- How breaking down and marking a Latin sentence helps to determine the meaning
  - How recognizing the part of speech of a Latin word helps with marking.
- The importance of an organization system for success in a classroom
- The differences in learning styles and how to determine the best fit for themselves
- The ways that languages evolve to be spoken, and the differences in ease of saying certain sounds

**Evidence of Student’s Reaching Goals:**

**Formative Assessments**
- Readings from the book demonstrating progress in marking skills and parsing of words
- Teacher created worksheets
- In-class practice exercises (whiteboards and group work)

**Summative Assessments**
- Unit tests

**Inquiry - and Skill-Based Teaching and Learning Ideas:**

- Careful review of marking skills and skills of parsing Latin words
- Review of parts of speech in English
- Introduce imperative mood by giving commands in English and having students identify the change in mood
- Continuous practice with grammar and translation skills, along with correcting work in class in order to learn from mistakes
- Students presenting sentences to the class have opportunity to reason through a problem with help from peers rather than asking teacher
- Students discovering new rules of conjugation by trial and adjustments to errors, then helping other students to discover the same concept
- Skills Progress Assessments on grammar charts
- Studying vocabulary using the Waterfall Method
- Reviewing and making corrections to grammar and translating practice (homework)
- Adjusting level of marking and parsing according to each student's needs for accurate translating

**Key Texts and Resources:**
- Latin for Americans Textbook Unit I
- Teacher-created worksheets
- Waterfall Study Technique Handout
  [https://www.cmich.edu/colleges/ehs/unit/css/Documents/How%20to%20study%20vocabulary.pdf](https://www.cmich.edu/colleges/ehs/unit/css/Documents/How%20to%20study%20vocabulary.pdf)