

Unit Topic: Unit I - Review of Translation and Study Skills

Lessons XVIII - XXI, First Term

Grammar:

- 3rd and 4th Conjugation Verbs
- Apposition

Subject Area and Unit Level Essential Question(s):

What is the purpose of language?

- What are the essential elements to a complete sentence?
- What evidence do we see of Latin adapting as a spoken language?
 - How does this differ from the rules of Latin grammar?

How do we comprehend a classical language?

- How does our translation of Latin differ from reading in English or another modern language?
- How do Latin endings change the way words are used in a Latin sentence?

What makes a culture successful?

- How did inflection help Romans communicate?

Why does studying a classical language and culture connect to our lives?

- How does the study of Latin help to improve our speaking, reading, and reasoning skills?
- How does your study of Latin differ from the way you learned your native language?

Goals

A: Skills

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 students 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>