

## Latin I Overview 2023 - 2024

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

## Grading Period 1

### Unit 1: Pompeii

Estimated Date Range: 8/9/23-10/6/23

#### Unit Overview:

Students will then gain a basic understanding of Latin, with some cultural background, particularly life in Pompeii. They will begin with a pre-unit in which they will learn the basic language to function in the classroom in the target language. Through their readings, they will learn about home, family and daily life in Pompeii specifically, and in Roman culture in general. They will compare the structure and roles of a Roman *familia* with that of a modern family. Finally, they will read about the Roman forum, the theater, meals, and other aspects of life common in Ancient Roman society.

By the end of this unit, students are expected to identify the categories of nouns, and identify first, second and third declension nouns in their readings. They will also be able to identify the stem of first, second and third declension nouns, and interpret the nominative and accusative cases of those types of nouns, as well. Finally, students are expected to be able to conjugate present tense.

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Home</p> <p>TEKS: 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Function in a classroom setting in Latin by identifying body parts, classroom items and basic phrases related to everyday classroom activities.</li> <li>• Demonstrate understanding of short readings related to homes in Pompeii.</li> <li>• Identify cultural practices of the people in Pompeii based on what they read about their homes.</li> <li>• Within their readings, students will be able to</li> </ul>

	<ul style="list-style-type: none"> <li>○ Identify the categories of nouns within their readings.</li> <li>○ Identify first, second and third declension nouns in their readings.</li> <li>○ Identify the stem of first, second and third declension nouns.</li> <li>○ Interpret nominative and accusative cases of first, second and third declension nouns.</li> </ul>
<p>Concept #2: Family</p> <p>TEKS: 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3b</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of short readings related to Roman families.</li> <li>• Use words and phrases to name different family members.</li> <li>• Demonstrate understanding of Roman names (citizen status), in nominative and accusative cases.</li> <li>• Compare the structure of a modern family to a Roman familia.</li> <li>• Describe the traditional roles of family members in ancient Rome.</li> <li>• Within their readings, students will continue to             <ul style="list-style-type: none"> <li>○ Identify the categories of nouns within their readings.</li> <li>○ Identify first, second and third declension nouns in their readings.</li> <li>○ Identify the stem of first, second and third declension nouns.</li> <li>○ Interpret nominative and accusative cases of first, second and third declension nouns.</li> </ul> </li> </ul>
<p>Concept #3: Daily Life</p> <p>TEKS: 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3b</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of short readings related to daily Roman life including             <ul style="list-style-type: none"> <li>○ The Roman forum</li> <li>○ The theater</li> <li>○ Meals (kinds of food, recipes, etc.)</li> <li>○ Patron/Client dynamic</li> <li>○ The lares and the penates</li> <li>○ The basilica</li> </ul> </li> <li>• Recognize the term for traditional Roman clothing.</li> <li>• List the types of traditional Roman clothing.</li> <li>• Within their readings, students will be able to             <ul style="list-style-type: none"> <li>○ Identify the categories of nouns within their readings.</li> <li>○ Identify first, second and third declension nouns in their readings.</li> <li>○ Identify the stem of first, second and third declension nouns.</li> <li>○ Interpret nominative and accusative cases of first, second and third declension nouns.</li> </ul> </li> <li>• Conjugate present tense (all categories including the verb “to be”)</li> </ul>

## Grading Period 2

### Unit 2: Roman Culture

Estimated Date Range: 10/11/23-11/29/23

**Unit Overview:**

In this unit, students will learn about the role of slavery in Roman culture, including the different ways someone could become a slave and how they could gain freedom. They will examine the different roles of a slave in society, and the ways the number of slaves in a community impacted society. Next, students will investigate the activities people in Ancient Rome engaged in for entertainment, such as gladiators, hunting and Roman baths. Finally, they will learn about key elements of Roman government and education.

By the end of this unit, students will learn the perfect and imperfect tenses, and they will be able to analyze the different ways the two tenses are used. They will also recognize and conjugate regular and stem-changing verbs in the perfect tense, and demonstrate their understanding of implied third person subjects. They will begin learning the accusative plural forms of first, second and third declensions, and the use of *quam* with superlative degree of adjectives. Finally, they will use interrogatives to form their own questions.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Slavery TEKS: 1.2a, 1.2b, 1.2c, 1.2d, 1.3b</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of reading related to slavery.</li> <li>• Recognize key terms related to slavery in Ancient Rome.</li> <li>• List the different ways someone could become a slave.</li> <li>• Describe the different roles of a slave.</li> <li>• Describe how a slave could gain freedom.</li> <li>• Describe the way the number of slaves in a community impacted society.</li> <li>• Through their readings, students will <ul style="list-style-type: none"> <li>○ learn the imperfect tense and the perfect tense</li> <li>○ Analyze the difference between how the imperfect tense and perfect tense are used</li> <li>○ Analyze the different ways to translate the imperfect tense and the perfect tense</li> </ul> </li> <li>• Recognize and conjugate regular (v verbs) and stem-changing (non-v verbs) verbs in the perfect tense.</li> <li>• Recognize and demonstrate understanding of implied third person subjects.</li> </ul>
<p>Concept #2: Entertainment TEKS: 1.2a, 1.2b, 1.2c, 1.2d, 1.3b</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of readings related to entertainment in Roman culture such as... <ul style="list-style-type: none"> <li>○ Gladiators</li> <li>○ Hunting</li> </ul> </li> <li>• Through their readings they will learn about <ul style="list-style-type: none"> <li>○ Accusative plural forms from the first, second and third declensions</li> <li>○ The superlative degree of adjectives and the use of <i>quam</i> with that</li> </ul> </li> </ul>
<p>Concept #3: Roman Baths TEKS: 1.2a, 1.2b, 1.2c, 1.2d</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of readings related to Roman baths.</li> <li>• Through their readings, students will learn about the dative case in the first, second and third declensions as well as personal pronouns</li> </ul>
<p>Concept #4: Roman Society TEKS: 1.1a, 1.2a, 1.2b, 1.2c, 1.2d, 1.3b</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of readings related to education and government.</li> <li>• Through their readings, students will learn about</li> </ul>

	<ul style="list-style-type: none"> <li>○ The comparative degree and the use of <i>quam</i> with that</li> <li>○ Interrogatives</li> <li>○ Plus dative verbs</li> <li>• Use interrogatives to form their own questions</li> </ul>
<b>Unit 3: Vesuvius</b> Estimated Date Range: 11/30/23-12/15/23 (includes time for final exams)	
<b>Concepts within Unit # 3</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Mt. Vesuvius	Students will be able to... <ul style="list-style-type: none"> <li>• Demonstrate understanding of readings that describe the eruption of Vesuvius</li> <li>• Describe different types of volcanos</li> <li>• Explain the different ways the eruption affected the cities around Vesuvius</li> </ul>

<b>Grading Period 3</b>	
<b>Unit 4: Early Rome and the Republic</b> Estimated Date Range: 1/4/24-3/8/24	
<b>Unit Overview:</b> In this unit, students will read texts with more complex narrative structures, such as flashbacks and stories within stories. They will read about the history of Early Rome, including the foundation of Rome, the Seven Kings of Early Rome, and the creation of the Republic. They will also explore the history of the Republic, including major events and historical figures of the Republic, the breakdown of the Republic, the life and career of Julius Caesar and the first Civil War.  By the end of the unit, students will examine such grammatical concepts as irregular verbs in the present and imperfect tenses, complementary infinitives, noun/adjective agreement, and prepositional phrases.	
<b>Concepts within Unit # 4</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Intermediate Language Structures TEKS: 1.2a, 1.2b, 1.2c	Students will be able to... <ul style="list-style-type: none"> <li>• Demonstrate understanding of readings with more complex narrative structures and characterization, including               <ul style="list-style-type: none"> <li>○ Flashbacks</li> <li>○ Stories within stories</li> </ul> </li> <li>• Through the readings, students will learn about grammatical structures such as               <ul style="list-style-type: none"> <li>○ Irregular verbs in the present and imperfect</li> <li>○ Complementary infinitives</li> <li>○ Noun/adjective agreement</li> <li>○ Prepositional phrases</li> </ul> </li> </ul>
Concept #2: History ( <i>topics taught in conjunction with language structures above</i> )	Students will explore the history of Early Rome including

TEKS: 1.2a, 1.2b, 1.2c, 1.2d, 1.3b	<ul style="list-style-type: none"> <li>• The foundation of Rome</li> <li>• The Seven Kings of Early Rome</li> <li>• The Creation of the Republic</li> </ul> <p>Students will explore the history of the Republic including</p> <ul style="list-style-type: none"> <li>• Major events of the Republic</li> <li>• Major historical figures of the Republic</li> <li>• The breakdown of the Republic</li> <li>• The life and career of Julius Caesar</li> <li>• The first Civil War</li> </ul>
------------------------------------	---

## Grading Period 4

### Unit 5: Early Empire

Estimated Date Range: 3/18/24-5/23/24 (include time for final exams)

#### Unit Overview:

In this unit, students will be tackling even more complex texts. In those texts, they will explore the history of the Early Roman Empire, including such topics as the rise of Octavian, the Second Civil War, the Pax Romana, and the first four Emperors.

By the end of the unit, students will also tackle more complex grammatical structures. They will learn about relative pronouns and relative clauses, as well as the pluperfect tense. Finally, they will learn to use the pluperfect tense in relative clauses.

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Intermediate Language Structures TEKS: 1.2a, 1.2b, 1.2c	Students will be able to... <ul style="list-style-type: none"> <li>• Demonstrate understanding of readings with more complex narrative structures and characterization, including               <ul style="list-style-type: none"> <li>○ Flashbacks</li> <li>○ Stories within stories</li> </ul> </li> <li>• Through the readings, students will learn about grammatical structures such as               <ul style="list-style-type: none"> <li>○ Relative pronouns and relative clauses</li> <li>○ The pluperfect tense</li> <li>○ The pluperfect tense in relative clauses</li> </ul> </li> </ul>
Concept #2: History of the Early Empire TEKS: 1.2a, 1.2b, 1.2c, 1.2d, 1.3b	Students will explore the history of the Early Roman Empire including topics such as... <ul style="list-style-type: none"> <li>• The rise of Octavian</li> <li>• The Second Civil War</li> <li>• The Pax Romana</li> <li>• The first four Emperors</li> </ul>

### Glossary of Curriculum Components

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

### Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
	This is the link to the Chinese textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
<a href="#">Duolingo</a>	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
<a href="#">Multilingual Books</a>	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.

## Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding