

	Course: Latin 8/9
	Teacher: Jan Steyn de Beer
	Unit: Hearth and Home in Ancient Rome
	Date: 1 to 30 April
	Duration: 5 weeks (10 lessons)
<p>Description: Our <i>families</i> echo the <i>familiae</i> of Ancient Rome in many ways, but with some telling differences. Our study of Roman domestic buildings & relationships will help students reflect on their own, and prepare them should they visit <i>e.g.</i> Pompeii. Several preliminary activities will introduce the basic knowledge and provide the building-blocks of a unit project. This will all happen in parallel to the drills, discussions and quizzes that constitute our continued study of the language and of the <i>Odyssey</i>.</p>	

Understand	Big Ideas	→ Essential Questions
	<ul style="list-style-type: none"> (1) Studying Latin gives us intimate access to Classical and Mediaeval civilisation. (2) We can learn a great deal from reading Classical and Mediaeval literature in translation. (3) The Latin language is a means of communication. 	<ul style="list-style-type: none"> (1) How does my house and household reflect what is important to my family? (2) Did the Suitors deserve what they got at the end of the <i>Odyssey</i>? (3) What is the best way <i>for me</i> to learn Latin?

Do	Core Competencies (common to all subjects)	
	<ul style="list-style-type: none"> (1) Positive Personal and Cultural Identity (2) Social Awareness and Responsibility 	<p>The unit project will centre on similarities and differences between Ancient Roman and modern Canadian houses and households, which requires an investigation into one's own identity. Some of the preliminary activities will also address the responsibilities between different members of the household, both presently and historically. These emphases, as well as the fact that discussion between family members will be an integral part of the project, echoes this First Peoples' Principle of Learning: <i>Learning involves generational roles and responsibilities</i>.</p>
	Curricular Competencies (particular to this course)	
	<ul style="list-style-type: none"> (1) Understand and evaluate elements of Classical or Mediaeval history and culture. (2) Read and interpret Classical or Mediaeval texts in translation. (3) Comprehend meaning in Latin stories. 	<p>The preliminary activities will focus on simple understanding; the unit project will allow more complex understanding/evaluation. Our approach to the language will have to change as a result of the transition to online learning, and students' feedback will be vital in developing this aspect of the programme. This reflects the First Peoples' Principle of Learning that <i>learning is ... reflective ... and relational (focused on ... reciprocal relationships ...)</i> (cf. Essential Question (3), above).</p>

Knowledge (particular to this course)	
Know	<p>(1) Selected topics in Classical or Mediaeval culture or history</p> <p>(2) Selected works of Classical or Mediaeval Latin literature in translation</p> <p>(3) Latin grammar and syntax</p> <p>The preliminary activities will be organised around the inquiry cycle and will serve as the building-blocks of the unit project. As for the <i>Odyssey</i>, students will complete weekly readings, followed by a quiz and discussion (or another activity). At this point, the goal is to finish the epic in preparation for a future project that will reflect on the entire work. See the remarks above w.r.t. the methods of language instruction.</p>

Assessment	Formative Assessment <i>Assessment as preparation for learning</i>	Reflexion/Self-assessment <i>Assessment as part of learning</i>	Summative Assessment <i>Assessment of completed learning</i>
	Assessment	<p>(1) Warm-ups at the beginning of class</p> <p>(2) Reading quizzes (<i>Odyssey</i>)</p>	<p>(1) Class discussions</p> <p>(2) Oral/written drills and exercises (language)</p> <p>(3) Feedback on language instruction</p> <p>(4) Preliminary activities (culture)</p>

Required Resources
<p>Students will require the following resources.</p> <ul style="list-style-type: none"> - Google Drive (both the class folder and their individual folders) - Access to a computer and the Internet for video-conferencing - <i>Either</i> basic art supplies <i>or</i> image- and word-processing software to complete the unit project either manually or digitally - <i>Optional:</i> a camera (such as a smartphone camera) that will allow students to photograph and share any work done on paper

