



Course: Latin 10

Teacher: Jan Steyn de Beer

Unit: Clothes Make the Man

Date: 14 April to 5 May

Duration: 1 month

Description: In Antiquity as today, clothing communicated a great deal about the person wearing it. Students will study the key features of male and female dress, undertake several activities examining the form and function of clothing, and conclude the unit creating paper dolls with historically-accurate garments. At the same time, students will advance their understanding of the language through the study of participles (a major feature of Latin grammar) and the reading of unabridged passages of Latin prose. Because of the size of the class, many of the activities take the form of oral discussions and drills.

Understand	Big Ideas	→ Essential Questions
	(1) Stories give us unique ways to understand and reflect on meaning. (2) Cultural expression can take many forms.	How far should we follow our culture's standards of fashion? To what extent can and should we develop our own style?

Do	Core Competencies (common to all subjects)	
	Social Awareness and Responsibility	During the discussions around clothing and fashion, students will be encouraged to think about their own style and presentation. This reflects the First Peoples' Principle of Learning, <i>Learning ultimately supports the well-being of the self, the family, the community, ...</i>
	Curricular Competencies (particular to this course)	
(1) Analyse words, phrases and sentences grammatically (2) Comprehend key information & supporting details in Latin (3) Use various strategies to understand and produce Latin (4) Read and narrate stories in Latin (5) Exchange ideas & information with growing fluency in Latin (6) Investigate & recount features of Classical culture/history	The class has begun to undertake certain limited activities in Latin only, and this area will continue to be developed. In particular, question-and-answer drills are a stepping-stone toward freer writing and conversation in the language. Questions will also be posed in Latin (either aloud or in writing) about the text that students take home for their independent translation (in this unit, John 18:1-12 from the Vulgate). The Curricular Competencies will be largely be assessed orally in class, but also through selected written exercises and quizzes.	

Curricular Content	
Know	<p>(1) Common vocabulary, sentence structures and expressions (2) Past, present and future time frames (3) Selected topics in Classical history or culture</p> <p>Students will practise the new grammatical structures (particularly participles) through written and oral drills and their independent translation of an unabridged text, as well as discussions around them. The increasing emphasis on reading and authentic interaction in the language, as well as our discussions in class around Roman culture and the use of Latin therein, reflects this First Peoples' Principle of Learning: <i>Learning is embedded in memory, history, and story.</i></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) Review activities of chapters 1-4 from <i>Latin: An Intensive Course</i></p>	<p>(1) Class discussions (2) Oral and written drills (in English & Latin) (3) Quizzes</p>	<p>(1) Unit test (chapter 5) (2) Project (& presentation?): Paper dolls (3) Final version of independent translation</p>

Required Resources
<p>Students will need the following resources to complete this unit.</p> <ul style="list-style-type: none"> - Access to the class folder in Google Drive. - A computer with Internet access for videoconferencing. - Textbook: <i>Latin: An Intensive Course</i> - Simple art supplies, such as paper (cardstock or printer paper), scissors, and colouring pencils - A camera (such as a smartphone camera) that will allow students to photograph and e-mail any work done on paper.