



Course: Latin 7

Teacher: Jan Steyn de Beer

Unit: What Makes a Great Man?

Date: 1 April to 15 May

Duration: 6 weeks

Description: Julius Caesar lived at a turning-point in Roman history, and many at that time believed that he was the one that did the turning. Starting from the historical facts, students will begin to develop their own estimation of the man, and of what greatness means to them. We shall look at Caesar's life by stages, balancing reading and writing with creative assignments. We shall also continue our study of the language, with the aim of improving students' fluency and comprehension through drills and projects.

Understand	Big Ideas	Essential Questions
	(1) Studying Latin gives us intimate access to Classical and Mediaeval civilisation. (2) The Latin language is a means of communication.	(1) How do we know what Julius Caesar did, or that he even existed at all? (2) What makes a great man (or woman)? Is greatness inherent? or earned by hard work? or won by luck? (3) If I had lived in Rome at that time, would I have been a Caesarean or a Pompeian? (4) Is it possible to understand Latin without resorting to English translations?

Core Competencies (common to all subjects)	
Do	Critical and Reflective Thinking In this unit, students will learn about the life of Julius Caesar. The heart of the unit, though, are the Essential Questions above, particularly (2) and (3), and this will require students to reflect on the meaning of greatness <i>for them</i> . Especially later the unit, students will have greater latitude to launch personal inquiries into this question.
	Skills (particular to this course) (1) Understand and evaluate elements of Classical or Mediaeval history and culture. (2) Read and interpret Classical or Mediaeval texts in translation. (3) Recognise and interpret Latin inflexional endings. Students will broach Essential Question (1), above, through modern texts, but also through Ancient Roman documents in translation, including some of Caesar's own writing. This focus on the writing of history and weighing of versions of events will integrate this First Peoples' Principle of Learning: <i>Learning is embedded in memory, history and story.</i>

Knowledge (particular to this course)	
Know	<p>(1) Selected topics in Classical or Mediaeval culture or history (2) Selected works of Classical or Mediaeval Latin literature in translation (3) Latin grammar and syntax</p> <p>As we strive to increase students' fluency with the grammar learned thus far, we shall look at how one learns a language, and students will be encouraged to reflect on their own learning and to use the language with greater spontaneity. This will allow us, in a different way, to implement the same First Peoples' Principle of Learning above: <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) Grammar drills (oral or written) (2) Homework checks (3) Written responses to assigned readings</p>	<p>(1) Class discussions (2) Short written responses (3) Quizzes (4) Responses in Latin to simple Latin prompts (written or oral)</p>	<p>(1) Project: election poster (2) Project: political cartoon of Caesar (3) Project: booklet</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 - Either basic art supplies or image- and word-processing software to complete the projects either manually or digitally - Optional: a camera (such as a smartphone camera) that will allow students to photograph and share any work done on paper