



## Latin 1 - Unit 6 - Post hoc, ergo propter hoc (After this, therefore because of this)

### Unit Focus

The final unit of Latin 1 covers the last chapter of the book "Cambridge 1". The story ends with the eruption of Vesuvius, the event which leaves behind everything which we have from Pompeii. The title of the unit is specifically chosen a. because of the use of prepositions and b. because many students create the connection that the anulus aegyptius found in chapter 10 is the "reason" for the eruption of Vesuvius in the book.

The primary cultural piece will be a reading from Pliny the Younger concerning the eruption of Pompeii (6.16; 6.20).

In this unit, students will use all the skills they've developed throughout the year to create a story from the perspective of an object or person left behind at Pompeii. Students will be asked to also consider what we learn from the artifact or art piece. Also included in this unit is the grammar lesson on prepositional phrases, especially the ablative prepositions (SIDSPACE - sine, in, de, sub, pro, ab, cum, ex).

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>World Readiness Standards for Learning Languages</b>  <i>World-Readiness Standards for Learning Languages (All)</i>  <b>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> </ul> <p><b>C.2 CULTURES - Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul> <p><b>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</b></p>	<p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p> <p>T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U2 Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.</p>	<p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q3 What does the source or text say? What does it mean?</p>
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
<p>K1 Prepositions which take the ablative (SIDSPACE - Sub, in, de,</p>	<p>S1 Reading primary sources in order to ascertain historical</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

- C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures  
*C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence*
- C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

*Collaboration/Communication*

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

- sine, pro, ab, cum, ex)
- K2 Vocab, Unit 12
  - K3 Pliny the Younger and his Letters to Tacitus (6.16; 6.20)
  - K4 The Destruction and Excavation of Pompeii, p. 216-220
  - K5 Accusative Prepositions which denote motion towards; Ablative Prepositions which denote Place/Where

- facts and emotions of the author.
- S2 Speculating about an object to hypothesize about how it was used in history.
  - S3 Differentiating between prepositions which take the Accusative and the Ablative in order to write and read more effectively.
  - S4 Reading Latin to improve vocabulary and grammar skills
  - S5 Writing Latin to improve vocabulary and grammar