**Programming Example 5**

**Latin, Year 9**

**Miriam Thompson**

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| **LEARNING CONTEXT**  This program is intended for a Year 9 class. It is an elective subject and there will only be five students in the class. The students are female, and come from a high socio-economic demographic. All have high levels of engagement with their work. | **YEAR 9**  **TERM 1** |
| **UNIT:** **ROMAN RELIGION**  **THEMES:**  The Myths surrounding the founding of Rome  The Olympian gods  The Household gods – Lares, Penates, Janus, etc.  The Traditional Festivals – Parilia, Lupercalia, etc. | **INDICATIVE TIME:** 10 weeks  **RESOURCES:**  Oxford Latin Course, Part I |
| **Unit Description:**  This unit, within the historical context of Rome’s early history and traditions, further develops translation and comprehension skills.  Students are made aware of the temporal and causal clauses as they encounter them as subordinate clauses.  They are then introduced to relative/adjectival clauses and to relative pronouns.  The forms and use of personal pronouns are also learned. | |
| **NSW Syllabus outcomes:**  5.U.L.1 A student reads extended passages of Latin, recognises language structures and overall meaning  5.U.L.2 A student analyses familiar grammatical structures of complex sentences in extended passages of Latin  5.U.L.3 A student translates passages of Latin into fluent and idiomatic English  5.MLC.1 A student demonstrates understanding of the nature of languages as systems by describing linguistic features  5.MLC.2 A student demonstrates how meaning is conveyed by exploring the features and structures of Latin  5.MBC.1 A student explores the relationship of language and culture as manifested in a range of texts and contexts  5.MBC.2 A student identifies, explains and discusses references to cultural, social and historical features of the Ancient Roman world. | |
| **Language Structures:**  Subordinate Clauses  Personal pronouns  Relative Clauses and pronouns | |

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| **AUSTRALIAN CURRICULUM MAPPING AND LEARNING SEQUENCE** | | | |
| **LEARNING FOCUS/WEEK** | **UNDERSTANDING** | **COMMUNICATING** | **INTEGRATED TEACHING, LEARNING AND ASSESSMENT ACTIVITIES** |
| **Week 1**  Myths about the founding of Rome  **Sub-strands:**  **S**ystems of language  Translating | * Complex language structures | * Translate extended passages into fluid and idiomatic English demonstrating knowledge and applying analysis of complex structures | T – outlines linguistic and cultural goals of this unit  T – Read story of founding of Rome  S – translate texts into fluent/idiomatic English  S – analyse the more complex sentences before translating  OLC Chapter 13 *Psyche maritum perdit* |
| **Week 2**  Myths as part of religion  Our own/other culture’s use of myths  **Sub-strand:**  Language variation and change | * The importance of close analysis of complex structures before translating Latin * The value of developing respect for and appreciation of other cultures | * Read passages with the appropriate tone demonstrating an understanding of the overall meaning e.g. voice modulation, appropriate pauses, etc. * Analyse the complex structures in extended passages of Latin before translating, e.g. synthetic Latin, original Latin * Read passages of Latin, recognising complex language structures and the overall meaning, e.g. synthetic Latin, original Latin | T – makes students aware of punctuation as an overall aid to meaning  Assessment for Learning:  S – translate and compare the story *Orpheus et Eurydice* with the story *Fabula Antiquae* |
| **Week 3**  The Olympian gods  Attributes of the gods Comparison with Greek gods  **Sub-strands:**  Role of language and culture  Reflecting  Informing | * Manipulating knowledge of vocabulary * The value of developing respect for and appreciation of other cultures * Linguistic choices made in passages to influence listeners | * Deduce the meaning of unfamiliar vocabulary by manipulating knowledge of familiar vocabulary * Suggest English derivatives of given vocabulary * Discuss and compare the values and beliefs of diverse cultures * Reflect on attitudes and practices that differ from their own * Evaluate the impact of linguistic choices made to achieve communication goals, e.g. to inform, persuade or entertain | T – links familiar adjectives and their nouns S – recall other linked vocabulary knowledge  T – explains the anthropomorphic nature of the Romans’ gods  S and T – discuss the nature of gods in various cultures especially any experiences of various cultures within the class  S – translate OLC Chapter 13 *Psyche maritum perdit* and *Fabula Tristis* Making linguistic decisions to achieve the emotion of the story |

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| **LEARNING FOCUS/WEEK** | **UNDERSTANDING** | **COMMUNICATING** | **INTEGRATED TEACHING, LEARNING AND ASSESSMENT ACTIVITIES** |
| **Week 4**  The Olympian gods continued  **Sub-strand:**  Systems of language | * Ways to explain and analyse features of language in use, and their relationship to the system * Grammatical structures used in complex sentences * The need for consistent application of grammatical rules and conventions | * Identify and explain grammatical structures used, e.g. indirect questions, indirect commands * Analyse aspects of language in order to identify and explain structures and patterns in passages * Identify purpose, e.g. to inform, persuade and distinguish between main and subordinate clauses * Analyse grammatical structures used in complex sentences, e.g. purpose clause, result clause, relative clause | T – draws attention to subordinate clause in the texts  T – introduces the relative pronoun, *qui, quae, quod,* and its use to introduce the relative clause  S – translate sentences with relative clauses OLC p. 135 and 136  S – recognise newly learned relative pronouns and relative clauses  S – identify the purpose of each kind of clause  T – revises types of pronouns, personal and relative  T – introduces types of pronouns, reflexive and demonstrative |
| **Week 5**  Household gods-Lares, Penates, Janus etc.  **Sub-strands:**  Language variation and change | * Metalanguage used to explain grammatical structures * Metalanguage to explain features of Latin language * Selecting appropriate vocabulary to reflect the tone and style of the passage * The contribution of diverse cultures to the modern world | * Use metalanguage to explain linguistic structures and textual features encountered in the text * Use metalanguage to explain features of the Latin language * Use metalanguage to explain grammatical structures analyse ways in which words are constructed, e.g. how words are modified by inflection for grammatical functions * Describe some stylistic features e.g. repetition, exaggeration, ellipsis, asyndeton * Identify the manipulation of particular structures and choice of vocabulary to achieve specific purposes * Explore the diversity of style, e.g. indirect speech, direct speech, poetic forms * Translate into fluent and idiomatic English demonstrating appropriate vocabulary to reflect the tone and style of the passage | T– teaches forms and uses of new pronouns OLC p. 138  T – compares pronouns in other languages T and S - deduce how the possessive adjectives are formed from the personal pronouns for a different grammatical function  T – draws attention to repetitive rhetorical questions as a stylistic feature  T and S – compare religious worship in antiquity and our own world |

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| **Week 6**  The household gods continued  **Sub-strand:**  Role of language and culture | * The contribution of diverse cultures to the modern world * The contribution of diverse cultures to the modern world * Cultural concepts and ways in which they are reflected in language and behaviour | * Identify, explain and discuss cultural, social and historical features, e.g. battles, conquests, republic, empire, provinces * Information selected from a variety of sources, e.g. information and communication technologies * Identify and analyse ways in which culture is reflected in language use in diverse contexts | T – explains the cultural references of the new vocabulary e.g. *lararium, augures*, etc.  S – make notes on newly learned vocabulary e.g. *pontifex, sacra, augur*, etc. |
| **Week 7**  Religious Festivals  **Sub-strands:**  Creating | * Cultural, social and historical values and attitudes of the ancient world * Cultural, social and historical features of the ancient Roman world * Cultural, historical and social references found in Latin passages | * Develop skills in accessing appropriate additional information to expand and enhance communication, e.g. dictionaries, word lists, grammar references, commentaries, websites | Assessment for Learning Research Task: S  – access the Internet to research various ancient Roman festivals eg *Parilia, Lupercalia, Floralia*, etc working either in groups or individually |
| **Week 8**  Religious Festivals  **Sub-strands:** Role of language and culture | * The manipulation of structure, format and choice of vocabulary to achieve specific purposes * Ways of constructing sentences for specific purposes | * Translate into fluent and idiomatic English demonstrating appropriate vocabulary to reflect the tone and style of the passage * Respond to the style and tone of extended passages | T – discusses the historical changes in Roman religious beliefs e.g. state religion, cults of Isis, Cybele, Christianity, etc.  S – make notes on newly learned vocabulary e.g. *pontifex, sacra, augur*, etc. |

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| **Week 9**  Religious Festivals | * Responding to the tone and style of language * Ways to analyse grammatical structures of complex sentences | * Develop skills in accessing appropriate additional information to expand and enhance communication, e.g. dictionaries, word lists, grammar references, commentaries, websites | Assessment for Learning:  Unseen Translation with grammar and cultural questions after the passage.  S – translate the text with the use of a provided list  S – use metalanguage to explain linguistic structures in the passage |
| **Week 10**  **Sub-strand:**  Reflecting | * Reflect on learning | * Reflect on learning |  |

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| **LESSON SEQUENCE SAMPLE LESSONS**  **Lesson Sequence** | | | | |
| Year: 9 | Teacher: Miss Thompson | Week 3 | Lesson 1 | 50mins |
| **Lesson Aim:** Olympian gods: who are they? How are they described?  **Objectives:**  To learn about the anthropomorphic nature of the Olympian gods  To compare the Greek and Roman gods  To learn the attributes and symbols of the gods | | **Key Terms** Olympian Anthropomorphic | | |
| Teacher shows excerpt of *Percy Jackson and the Olympians*  Teacher gives PowerPoint presentation on the nature of the gods: explains the anthropomorphic nature of the Roman’s gods, their characteristics, descriptions of the gods from Plato’s *Republic*  Students brainstorm on whiteboard with teacher the names of all of the gods they know, categorising them in two columns: Greek/Roman  Teacher may prompt students to add other gods they may have forgotten by using leading questions such as: who is the god who is related to the sea? etc.  **Students collate information about gods**   * Ask student/s to read out loud background information about Roman gods in Chapter 13, *Oxford Latin Course* * Students watch short YouTube clip: <http://www.youtube.com/watch?v=zjkb30fkNWQ>taking notes about attributes of gods   **Students are given sheet “Roman Gods” which has a list of all the Olympian gods, with room to write their attributes, and a box to draw their symbol e.g. trident for Poseidon**  -Using information gathered so far, pairs add basic details to each of the gods listed e.g. what each god is the patron of, how they were born, and draw their symbol | | **Resources Needed** White board/pens *Oxford Latin Course* Projector  *Percy Jackson and the Olympians* - movie | | |

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| **LESSON SEQUENCE SAMPLE LESSONS** | | | | |
| Year: 9 | Teacher: Miss Thompson | Week 3 | Lesson 2 | 50mins |
| **Lesson Aim:** Olympian gods and importance in Rome  **Objectives:**  To increase knowledge of vocabulary  To develop understand the value of developing respect for and appreciation of other cultures  To make linguistic choices made in passages to influence listeners | | **Key Terms** | | |
| **Students learn Latin vocabulary associated with gods/religion Chapter 13 Oxford Latin Course**  -Words are written on the board by the teacher first, without students looking in books  -Students try to deduce meanings of Latin words, based on their Latin and English vocabulary - write in notebooks  -Students look in text books to find meanings they did not know  -Teacher ask students to provide English derivatives of words to solidify vocabulary  Students read out loud, one paragraph at a time, *Fabula Tristis*  Teacher asks students what they have understood of the passage before translating  One sentence at a time, students translate text out loud, with the assistance of the teacher. Students are required to parse the text as they translate: indicating subject-case, gender number; verb: tense, person, number etc.  Teacher reads out passage in Latin. Students listen and focus on understanding the text in Latin.  **Students sit in semi-circle and teacher leads discussion about** the nature of gods in relation to the story just translated  1. **in relation to various cultures especially any experiences of various cultures within the class** 2. **discuss monotheistic/polytheistic religions.**   Questions: have you heard of gods in other cultures? What roles do these play? What about in our Australian culture? What is the most predominant religion in Australia? What sort of religion is Christianity? What are similarities and differences of monotheistic and polytheistic religion?  Homework: write out translation of *Fabula Tristis* | | **Resources Needed**  *Oxford Latin Course* | | |

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| **LESSON SEQUENCE** | | | | |
| Year: 9 | Teacher: Miss Thompson | Week 4 | Lesson 1 | 50mins |
| **Broader Aim:** Olympian gods and their importance in Rome  **Lesson Aim:** Relative pronouns  •Learn to identify subordinate clauses  •Learn the relative pronouns  •Translate sentence with relative clauses | | **Key Terms** | | |
| Vocabulary from last lesson is revised: quiz students without them opening their books  Teacher shows students on white board simple English sentence that contain different types of clauses e.g. relative clauses, “The girls, who are pretty, walked to town”, indirect commands “He said to walk outside”, indirect speech “The girl said that he was unhappy” etc.  Students practice distinguishing between main and subordinate clauses.  Students look over *Fabula Tristis* that was translated in the lesson before, and point out the subordinate clauses in the text.  Students are introduced to the relative clause in Latin, chap 13 Oxford Latin course, p. Teacher compares English and Latin relative clauses  Students are introduced to relative pronouns: *qui, quae, quod* and its function in a relative clause. Students work in pairs to complete Relative Clauses Exercises, p. 135 and 136 | | **Resources Needed**  *Oxford Latin Course* | | |