

Foreign Language Brunswick School Department
Latin I
Unit 4: Mythology Unit

Essential Understandings	<ul style="list-style-type: none"> ▪ Greek and Roman Classical Mythology is prevalent in all Latin literature, culture and history.
Essential Questions	<ul style="list-style-type: none"> ▪ What was the nature of the polytheistic religion of the Romans? ▪ How and when did the Romans worship/honor their gods? ▪ What of these stories did the Romans actually believe? ▪ How did these stories/beliefs influence daily life in the ancient world, in the private and public spheres?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The early people of Italy were farmers and shepherds, and worshipped gods of nature (the sky, the earth, the harvest, the flocks). Gradually many of these ancient nature gods developed into a more formal polytheistic system of worship. ▪ The Romans adopted many of the religious practices of the Greeks, and frequently “borrowed” the fascinating stories from their mythology, exchanging the Greek deity names for their own nature gods. ▪ All the gods of Rome had their own temples and festivals, where people made offerings in order to obtain favor. ▪ Many Roman historical figures, “heroes,” were later deified, as were many Roman emperors after death.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Polytheistic, deity, deify, mythos, legendum, Jupiter, Juno, Neptune, Pluto, Ceres, Vesta, Saturn, Mars, Venus, Apollo, Diana, Minerva, Mercury, Saturnalia, Lupercalia, Magna Mater, Mithra, sacerdos, munus, aedes
Essential Skills	<ul style="list-style-type: none"> ▪ Produce representations (skits, movies, interviews, other types of performances) of various Classical myths, displaying the actions as well as the personalities of the deities. ▪ Memorize names of Roman and Greek gods; learn major myths and characteristics associated with each.
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A3. Presentational</p> <p>Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</p> <p>f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.</p>

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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ol style="list-style-type: none"> a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language. <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none"> a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas. <p>C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ol style="list-style-type: none"> a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s). b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s). c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.
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<p>Related Maine Learning Results</p>	<p>D. Communities D1.Communities Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.</p> <ol style="list-style-type: none"> a. Interact with people, either in the community or online, who use the target language in their professions. b. Independently access a variety of target language sources for one's own entertainment or enrichment. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Projects assigned to small groups to present myths and gods. ▪ Games and contests to reinforce names of gods and their attributes.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Tests ▪ Projects
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Clash of the Titans</u>
<p>Technology Link</p>	<ul style="list-style-type: none"> ▪ http://www.brunswick.k12.me.us/curriculum