

LEVEL 2 LATIN

Semester Two: Latin for the New Millennium

----- PERFORMANCE TARGET -----

How well are students expected to perform?



----- UNIT LEARNING TARGETS -----

what will students be able to do with what they know?

INTERPRETIVE		INTERPERSONAL Speaking	PRESENTATIONAL Writing
Reading	Listening		
I CAN ... <ul style="list-style-type: none"> read connected passages in Latin. respond to questions in Latin or English based on a Latin passage. identify details in a Latin passage. comprehend adapted and authentic Latin passages. draw conclusions and make inferences from reading selections. 	I CAN ... <ul style="list-style-type: none"> respond to questions in Latin. 	I CAN ... <ul style="list-style-type: none"> discuss similarities and differences between Latin and English grammar. identify how the study of Latin grammar strengthens my English skills. defend the importance of learning Latin. 	I CAN ... <ul style="list-style-type: none"> translate simple sentences. utilize my knowledge of Latin word roots to improve my vocabulary in written English.

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS	PRACTICES	HISTORICAL CONNECTIONS
I CAN... <ul style="list-style-type: none"> explain how Romans structured letters. locate places of Roman influence throughout Roman territories. recognize Greco-Roman influences in American art and architecture. 	I CAN... <ul style="list-style-type: none"> compare and contrast the Roman system of education with my own. explain the Roman Legal system and compare/contrast it with my own. describe Roman family structure and compare/contrast it with modern day American family structure. describe Roman traditions surrounding coming of age, marriage, divorce, and death. 	I CAN... <ul style="list-style-type: none"> describe the important players and events of the Late Republic. explain why the republican form of government fell. describe life on the Roman frontier during the Empire.



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

READING AND INTERPRETING

You are able to read and comprehend adapted and authentic Latin passages. When presented with a passage, you can draw conclusions and make inferences from reading selections.

At dinner one night your family discussion centers around some upcoming family events, such as a wedding and the birth of a new baby. It makes you think about what you learned in Latin class about Roman families and their traditions. Explain to your parents about Roman families, including naming traditions, adoptions, marriage and divorce.

PRESENTATIONAL SPEAKING

While doing your homework, you notice several children in the neighborhood playing “Simon Says” in the front yard. You decide to create a Latin version (Simon dicit) for your Latin class. Develop a list of positive and negative commands to give to your classmates.

You and your classmates are very interested in the Crusades and the lives of the crusaders both in the Holy Land and at home. You decide that it would be fun to imagine that you are a crusader and have a conversation with your fellow crusaders and your leader. Write a skit to act out for your classmates.

PRESENTATIONAL WRITING

You have just finished reading several myths in Latin class, and one of the characters really interested you. You decide to create a “blog” entry as if you are the character. Tell about your importance in the ancient world and how it could correlate to modern times.

You have learned a lot about Roman society and how it connects to medieval society. Write an essay about how medieval society connects to the social classes of the Roman Republic and Empire. Draw parallels between ancient, medieval, and modern Western worlds.

VOCABULARY/FUNCTIONS

LANGUAGE CHUNKS

- Give examples of Latin words and expressions relevant to modern politics, military, legal, and religious spheres
- **IDIOMS:** e.g., in animō habēre; grātiās agere; pedibus ire
- **ORAL LATIN:** e.g., Quāenam est tempestās? Quid novī? Surge!
- **Ignōsce mihi;** Bene respondi; Mihi placet
- **ENCLITICS:** -ne, -que

ESSENTIAL VOCABULARY

See Latin for the New Millennium

ESSENTIAL STRUCTURES

Unpacked Can do statements: I CAN...

- form and translate the positive, comparative and superlative adjectives, including irregulars.
- form and translate the positive, comparative and superlative adverbs, including irregulars.
- explain two different ways the Romans showed comparison (quam and ablative of comparison).
- translate quam with the superlative.
- form and translate the present active participle.
- form and translate irregular verbs including: volo, nolo, malo, fero, eo, and fio.
- recognize, form, and use ablative absolutes.
- translate temporal clauses with the indicative.
- translate circumstantial, causal, and *concessive* cum clauses with the subjunctive.
- recognize and employ first, second, and third person reflexive pronouns.

