

SHELBY COUNTY SCHOOLS CLASSICAL LANGUAGES

LEVEL 1 LATIN

First Semester: 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	
READING	LISTENING		WRITING	SPEAKING
I CAN ... <ul style="list-style-type: none"> describe the difference between a word order language and an inflected language. read connected passages in Latin. utilize my knowledge of Latin word roots to improve my vocabulary in reading English. 	I CAN ... <ul style="list-style-type: none"> respond to questions in Latin or English based on a Latin passage. 	I CAN ... <ul style="list-style-type: none"> ask and answer basic questions in Latin. tell time in Latin. talk about the weather in Latin. discuss similarities and differences between Latin and English grammar. discuss why is Latin called the mater linguae (mother tongue). 	I CAN ... <ul style="list-style-type: none"> translate simple sentences. utilize my knowledge of Latin word roots to improve my vocabulary in writing English. 	I CAN ... <ul style="list-style-type: none"> identify how the study of Latin grammar can strengthen my English skills. defend the importance of learning Latin. analyze the impact Roman culture has upon modern civilizations.

What intercultural competencies will students be able to demonstrate?

PRODUCTS	PRACTICES	HISTORICAL CONNECTIONS
I CAN... <ul style="list-style-type: none"> locate Italy on a map of Europe. identify major cities/geographical markers in and around Italy. list five Romance languages and explain the significance of "romance". describe the instruments used to record Latin and the medium in which it was recorded. describe dress of a typical upper-class man, woman, and child; wrap a toga. identify the major venues in Rome and describe the activities that took place there. identify the major buildings in the Roman Forum and explain the significance of each. 	I CAN... <ul style="list-style-type: none"> identify the Roman equivalents of mother, father, sister, brother. describe Roman family structure and compare/contrast it with modern day American family structure. describe the daily life of a typical Roman slave and compare and contrast it with early American slavery practices. discuss the Roman system for names including nomen, cognomen and praenomen. explain Roman travel infrastructure. describe Roman system of transit. describe the relationship between patrons and clients. explain the Roman system of telling time. 	I CAN... <ul style="list-style-type: none"> identify the three major phases of the Roman empire: kings, republic, and empire. give the founding date of Rome. describe the legend of Aeneas, his journey after the Trojan war, his connection to the founding of Rome, and how we know about the legend. relate the myth-history of the founding of Rome, including the story of Romulus and Remus' birth and rise to power. name the seven kings of Rome in order of their reign, list major accomplishment of each king's reign, and explain the events leading up to the shift from kings to republic. tell the story of Spartacus.



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-----SEMESTER PERFORMANCE TASKS-----

READING AND INTERPRETING	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You have just finished listening to a short story in your Latin class. In talking with one of your classmates, you tell him/her that you found the story boring because it contained too many short sentences. Since you have been studying compound and complex sentences in Latin class, you decide to rewrite the story so that it is more interesting.</p>	<p>For “Family Night” at your old middle school, different groups are preparing presentations of why students should enroll in world languages. Present a short presentation on the benefits of learning Latin and why Latin is called mater linguae. Be sure to show off your spoken language skills within the presentation.</p>	<p>Our understanding of Roman slavery is hampered by the fact that no literature written by Roman slaves has survived. After reading about Spartacus, write an imaginary letter documenting his attempted uprising. Your letter can be from Spartacus himself, or from one of his followers.</p>
<p>One of your friends in your English class is having a lot of trouble passing vocabulary quizzes. You show him how you find the Latin roots in the English words in your Latin class. The two of you decide to work together on your English vocabulary to find the Latin root words as well as the prefixed from Latin prepositions.</p>	<p>For “Family Night” at your old elementary school, different groups are preparing demonstrations of family relationships from around the world. Write a script for a short skit about Cornelia, the mother of the Gracchi. Use at least five Latin sentences in your script, and demonstrate in role-play.</p>	<p>After studying about the city of Pompeii, you are surprised of all the parallels between ancient and modern cities, such as graffiti and sports arenas. You decide that this would be an interesting topic for your next presentation in Latin class, so you create a Powerpoint on the city of Pompeii and write a script about the similarities and differences.</p>
	<p>You are trying to convince your friend to enroll in Latin with you. Explain why Latin is called mater linguae and how it can help him or her in his/her English class.</p>	<p>You have just watched “Seven Brides for Seven Brothers” on late night TV with your mother. Since you have been learning about Roman wedding customs in your Latin class, you find the scene about the “Sobbin Women” very interesting. Explain to your mother how Roman wedding customs and today’s customs are similar and different.</p>

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

----- VOCABULARY/FUNCTIONS -----

What will prepare students to demonstrate what they can do with what they know?

LANGUAGE CHUNKS

ORAL LATIN: e.g., Mihi nomen est, Quid est nomen tibi? Quid agis? Salvē! Salvēte! Vale! Valetē! Grātiās tibi agō; Sōl lūcet; Adsum

EXPRESSIONS, MOTTOES, ABBREVIATIONS:

e.g.
Veni, Vidi, Vici, summa cum laude, i.e., A.D., e.g., etc., S.P.Q.R

ESSENTIAL VOCABULARY

Latin for the New Millennium pgs. 43, 93, 149, 185



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----- Essential Structures -----

Unpacked Can do statement: I CAN...

- ❑ identify parts of speech in English and Latin sentences.
- ❑ explain the meaning of gender, case, number, person and declension.
- ❑ identify the case endings of declensions 1-3.
- ❑ categorize verbs into conjugations 1-4.
- ❑ distinguish between transitive and intransitive verbs.
- ❑ identify and employ the endings of the nominative case, singular and plural, in Latin sentences.
- ❑ connect the nominative case with the subject and predicate nominative in English.
- ❑ identify and employ the endings of the accusative case, singular and plural, in Latin sentences.
- ❑ connect the accusative case with the direct object in English.
- ❑ recognize the infinitive in both English and Latin sentences.
- ❑ form and translate present active infinitives in Latin sentences.
- ❑ compose basic Latin questions using -ne, Cur?, and Quid.. facit?.
- ❑ form and translate the present tense active voice, all three persons, singular and plural.
- ❑ identify characteristics which classify verbs into conjugations.
- ❑ connect the vocative case with the noun of direct address in English.
- ❑ identify and employ the endings of the ablative case, singular and plural, in Latin sentences.
- ❑ connect the ablative case with the object of the preposition in English.
- ❑ distinguish between prepositions that take the ablative case and the accusative case in Latin.
- ❑ identify and employ the endings of the genitive case, singular and plural, in Latin sentences.
- ❑ connect the genitive case with possession in English.
- ❑ identify and employ the endings of the dative case, singular and plural, in Latin sentences.
- ❑ connect the dative case with the indirect object in English.
- ❑ describe how a noun and adjective agree in gender, number and case.
- ❑ form and translate the present tense and infinitive of sum and possum.
- ❑ identify and translate the complementary infinitive.
- ❑ identify and employ the endings of the i-stem nouns of the third declension, singular and plural, in Latin sentence.
- ❑ recognize and employ the endings of neuter nouns of the second and third declensions, singular and plural.
- ❑ recognize, form and translate Indirect Discourse in Latin with the accusative and infinitive.
- ❑ form and translate the present passive tense and present infinitive passive voice, all three persons, singular and plural.
- ❑ recognize and distinguish among ablative of means/instrument, manner, separation, place from which, place where, accusative of place to which, and agent in Latin sentence.
- ❑ form and translate the present tense and present infinitive passive voice, all three persons, singular and plural.
- ❑ recognize and form substantive adjectives.

