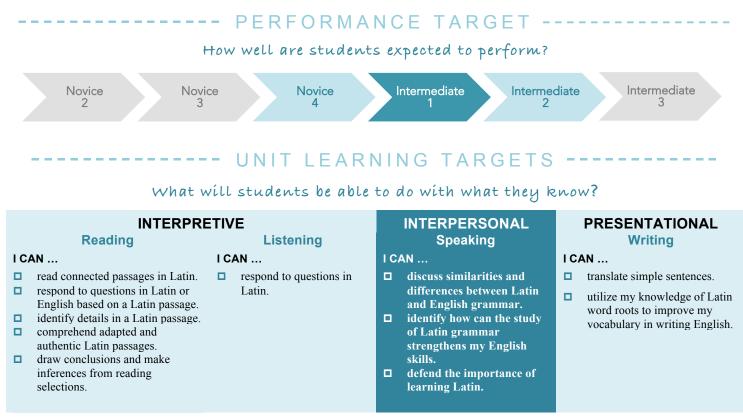
# SHELBY COUNTY SCHOOLS WORLD LANGUAGES

# Semester One: Latin for the New Millennium



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

#### PRODUCTS

- Locate places of Roman influence throughout Roman territories.
- Label maps with Latin words.
- Explain the Roman Legal system and compare/contrast it with my own.

#### PRACTICES

- Compare and contrast the Roman system of education with my own
- Describe Roman family structure and compare/contrast it with modern day American family structure\*
- Recognize Greco-Roman influences in American art and architecture.

#### **HISTORICAL CONNECTIONS**

 Describe life on the Roman frontier during the Empire

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# 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.

#### PRESENTATIONAL SPEAKING

Have an "authentic" Roman banquet: write skits, commercials, newscasts, or poems to entertain; create authentic dishes; sing or play instruments; create columns, murals, temple façade, and arches for decoration; perform skits, dances, or acrobatics.

#### PRESENTATIONAL WRITING

Why was access to education for girls limited; what were the advantages and disadvantages of this limited access; what modern countries have similar limitations and why; what limitations are there today for girls in North America; what differences between modern N.A. and ancient Roman society can be attributed to more open access to education for girls.

## ----- 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., Quaenam est tempestās? Quid novī? Surge!
- □ Ignōsce mihi; Bene respondistī; Mihi placet
- **ENCLITICS**: -ne, -que

#### **ESSENTIAL VOCABULARY**

See Latin for New Millennium

## ----- ESSENTIAL STRUCTURES ---

#### Unpacked Can do statements: I CAN...

- Recognize and distinguish among ablative of means/instrument, manner, time, and accompaniment, separation, place from which, place where, accusative of place to which, and agent in Latin sentence.
- □ Count to 100 in Latin and write Roman numerals
- Give directions to or from a place.
- Describe myself as in a city, town or small island using the locative case.
- □ Tell time in Latin.
- **□** Form and translate the perfect active infinitive.
- **D** Recognize and employ first, second, and third person reflexive pronouns.
- **D** Form and use the present subjunctive, active and passive (all conjugations and sum/possum).
- **D** Recognize and translate the Volitive and Optative subjunctive.
- **D** Form and use the imperfect subjunctive, active and passive (all conjugations and sum/possum).
- □ Understand the sequence of tenses.
- Recognize and translate purpose clauses.
- □ Form and use the perfect subjunctive, active and passive (all conjugations and sum/possum).
- □ Form and use the pluperfect subjunctive, active and passive (all conjugations and sum/possum).
- Recognize and translate indirect questions.
- Recognize and translate indirect commands.
- **□** Form and use the imperfect subjunctive, active and passive (all conjugations and sum/possum).

