

# SHELBY COUNTY SCHOOLS WORLD LANGUAGES

## LEVEL 2 LATIN

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

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

PRODUCTS	PRACTICES	HISTORICAL CONNECTIONS
<ul style="list-style-type: none"> <li>Locate places of Roman influence throughout Roman territories.</li> <li>Label maps with Latin words.</li> <li>Explain the Roman Legal system and compare/contrast it with my own.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the Roman system of education with my own</li> <li>Describe Roman family structure and compare/contrast it with modern day American family structure*</li> <li>Recognize Greco-Roman influences in American art and architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Describe life on the Roman frontier during the Empire</li> </ul>



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## 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.
- ❑ Recognize and employ first, second, and third person reflexive pronouns.
- ❑ Form and use the present subjunctive, active and passive (all conjugations and sum/possum) .
- ❑ Recognize and translate the Volitive and Optative subjunctive.
- ❑ 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).

