

# SHELBY COUNTY SCHOOLS CLASSICAL LANGUAGES

## LEVEL 1 LATIN

# Second 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	PRESENTATIONAL	
READING	LISTENING	SPEAKING	WRITING	SPEAKING
<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ describe the difference between a word order language and an inflected language.</li> <li>❑ read connected passages in Latin.</li> <li>❑ Identify details in a Latin passage.</li> </ul>	<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ respond to questions in Latin or English based on a Latin passage.</li> </ul>	<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ ask and answer questions in Latin.</li> <li>❑ tell time using Latin.</li> <li>❑ discuss the weather in Latin.</li> <li>❑ discuss similarities and differences between Latin and English grammar.</li> <li>❑ discuss why is Latin called the mater linguae (mother tongue).</li> </ul>	<b>I CAN ...</b> <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>	<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ identify how can the study of Latin grammar strengthens my English skills.</li> <li>❑ defend the importance of learning Latin.</li> <li>❑ analyze the impact Roman culture has upon modern civilizations.</li> </ul>

*What intercultural competencies will students be able to demonstrate?*

PRODUCTS	PRACTICES	HISTORICAL CONNECTIONS
<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ explain the mechanics of the Roman aqueducts and its impact upon modern water transportation.</li> <li>❑ explain the importance of Roman roads.</li> <li>❑ Label the rooms of a roman house and describe function.</li> <li>❑ compare the food that I eat with the food that the Romans ate.</li> </ul>	<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ relate the significance of the aqueduct as a feat of Roman engineering and its impact upon modern water transportation.</li> <li>❑ describe the mechanics of a Roman chariot race.</li> <li>❑ describe the atmosphere of the gladiatorial games.</li> <li>❑ compare and contrast the Roman system of education with my own.</li> <li>❑ explain the Roman system of telling time.</li> </ul>	<b>I CAN ...</b> <ul style="list-style-type: none"> <li>❑ identify and explain the common characteristics of a hero.</li> <li>❑ relate stories of legendary historical and mythological characters.</li> <li>❑ describe the governmental structure of the Early Roman Republic.</li> <li>❑ identify the major players on both sides of the Punic Wars.</li> <li>❑ describe the significance of the First and Second Punic wars in the expansion of the Roman Empire.</li> <li>❑ tell the story of the Trojan Horse.</li> </ul>



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

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

READING AND INTERPRETING	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You are talking with your parents one night at dinner about how school has changed since the 'olden days' when they were students. They start talking about how they used to have to diagram sentences in their English classes. After they explain to you how to diagram sentences in English, you realize that this could help you greatly with complex sentences in your Latin class, so you decide to diagram the Latin sentences.</p>	<p>To persuade students to enroll in Latin, you and some classmates decide to create an infomercial to air with the video announcements in your school. Give an eyewitness account in Latin of your experience at either a gladiatorial fight or a chariot race in Ancient Rome to show off the cool topics you study in Latin class.</p>	<p>Your school is going to post motivational quotations in the hallway each week. Your principal has decided that each class will be responsible for one week during the school year. Your Latin class has decided to use quotes derived from Latin. Research the etymology of your quotes so that you can show their connection to Latin.</p>
<p>In your mythology class you are studying heroes. Since you have already explored this topic in your Latin class you select your favorite mythological hero and write a paper describing this hero and why they are your favorite.</p>	<p>You have been assigned a presentation in your world history class on the Roman empire. Based on your study of Latin you decide to give a short presentation on the mechanics of the Roman aqueducts and their influence on modern water transportation.</p>	<p>As you have learned Latin this year, you realize that many English words have been derived from Latin roots. You decide to create a "family tree" for a Latin root word showing all of the English words that 'stem' from it.</p>
<p>To demonstrate to your classmates how Latin is used today, you decide to translate several of the spells from Harry Potter movies.</p>		<p>While surfing the internet, you come across a site that gives you a virtual tour of ancient Rome. You decide to impress your Latin teacher by creating a travel brochure in Latin about a visit to ancient Rome.</p>

## ----- 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. 205, 259, 315, 337



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## ----- Essential Structures -----

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

- ❑ form and translate the future tense, active and passive voice, all three persons, singular and plural.
- ❑ form and translate irregular verbs in all six tenses, all three persons, singular and plural.
- ❑ form and translate the perfect tense, active and passive voice, all three persons, singular and plural.
- ❑ form and translate the pluperfect tense, active and passive voice, all three persons, singular and plural.
- ❑ form and translate the future perfect tense, active and passive voice, all three persons, singular and plural.
- ❑ identify and utilize fourth and fifth declension nouns.
- ❑ recognize, translate, and decline the personal pronouns ego and tu.
- ❑ recognize, translate and decline the demonstrative and personal pronoun is, ea, id.
- ❑ recognize, translate, and decline the relative pronouns qui, quae, quod.
- ❑ recognize, translate, and decline the interrogative pronouns quis, quid and the interrogative adjectives qui, quae, quod.
- ❑ explain the difference between the interrogative pronoun and interrogative adjective.
- ❑ recognize, translate and decline the demonstrative pronouns hic, haec, hoc and ille, illa, illud.
- ❑ recognize and employ possessive adjectives.
- ❑ recognize and employ first, second, and third person reflexive pronouns.
- ❑ recognize indefinite pronouns quidam, quaedam, quoddam.
- ❑ count in Latin and find English derivatives from Latin numbers.
- ❑ form and translate verbs in the imperative mood, singular and plural, including the irregular forms for duco, dico, facio, and fero.
- ❑ form and translate the imperfect active tense, all three persons, singular and plural.
- ❑ form and translate irregular verbs in the present and imperfect tenses, all three persons, singular and plural.
- ❑ recognize and form substantive adjectives.
- ❑ tell time using Latin terms.
- ❑ discuss the weather using Latin terms.
- ❑ decline the irregular noun – vis.
- ❑ form and translate the perfect passive participles.
- ❑ form and translate the perfect active and passive infinitives.
- ❑ count in Latin and find English derivatives from Latin numbers.
- ❑ form and translate verbs in the imperative mood, singular and plural, including the irregular forms for duco, dico, facio, and fero..
- ❑ tell time using Latin.
- ❑ recognize and form substantive adjectives.

