2017.18 Latin II, Quarter 2

Big Ideas/Key Concepts:
Comparison
Deponent verbs
Numbers
Present active participles
Julius Caesar
Augustus
Roman education

Ongoing Standards
The following standards will be used throughout the quarter.

1.2 Interpretive Mode of Communication:
   - L2.WCE.1 I can read authentic texts based on familiar themes and highly predictable contexts with visual or graphic support using cognates to aid comprehension.
   - L2.WCE.2 I can scan various media such as illustrated texts, posters or advertisements in familiar contexts and with text features that support meaning visually or graphically.
   - L2.WCE.3 I can listen to an audio segment or video in the target language, listening for cognates and memorized words or phrases.
   - L2.WCE.4 I can combine reading strategies to identify the main ideas and basic details in authentic materials.
   - L2.WCE.5 I can determine the main themes and some details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.

1.1 Interpersonal Mode of Communication:
   - L2.WCE.6 I can communicate with classmates by using memorize words and phrases during highly predictable interactions on very familiar topics.
   - L2.WCE.7 I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
   - L2.WCE.8 I can utilize credible sources in the target language, skimming and scanning websites, to create surveys or complete graphic organizers regarding familiar topics.
   - L2.WCE.9 I can not only give a relevant answer, but I can also ask questions for clarification.
   - L2.WCE.10 I can exchange information about personally meaningful events and experiences.

1.3 Presentational Mode of Communication:
I can present material on familiar topics with a variety of media, including digital or visual displays, short oral messages or reports about people, places, things or events in the community using memorized words, phrases, and expressions.

I can make corrections and edit work when receiving feedback from my teacher or classmate.

I can produce brief written and spoken messages such as simple reports, short articles and summaries on topics related to my personal interests.

4.2 COMPARISONS: Cultural

I can begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions.

5.1 COMMUNITIES: School and Global Communities

I can identify where and how the target language is used in my community.

BYOT

I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

Note to Teachers

Use authentic resources when planning for instruction.

Encourage students to set their own proficiency goals.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td>I. COMMUNICATION</td>
<td></td>
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<tr>
<td>This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.</td>
<td>I can form comparative and superlative adjectives from positive adjectives.</td>
</tr>
<tr>
<td>1.1 Interpretive Communication: Read, understand and interpret Latin.</td>
<td>I can decline a comparative adjective. 1.1.2</td>
</tr>
<tr>
<td>1.1.1 Read and understand passages of Latin or Greek composed for acquisition of content and language skills, adapted from original authors.</td>
<td>I can identify comparative and superlative markers in English and Latin. 4.1.2</td>
</tr>
<tr>
<td></td>
<td>I can explain the process of comissatio and evaluate Roman attitude toward inebriation. 5.2.1</td>
</tr>
<tr>
<td></td>
<td>I can form positive, comparative, and superlative adverbs from all adjectives. 1.1.2</td>
</tr>
</tbody>
</table>
1.1.2 The student is able to exhibit knowledge of vocabulary and syntax appropriate to his/her reading level.
1.1.3 Demonstrate reading comprehension of more difficult written passages by answering simple questions in Latin, Greek or English about short passages of Latin or Greek.
1.1.4 The student is able to show knowledge of verbals.
1.1.5 The student is able to demonstrate knowledge of specialized usage (e.g., ablatives, locatives).

1.2 Interpersonal/Presentational Communication:
Use orally, listen to and write Latin as part of the language learning process.
1.2.1 Read orally longer passages of classical prose with meaningful phrase grouping and appropriate voice inflection.
1.2.2 Respond appropriately to questions, statements, commands and other stimuli.
1.2.3 Write simple phrases and sentences in Latin or Greek.

II. CULTURES
The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.

2.1 Relating Cultural Practices to Perspectives:
Demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.
2.1.1 Recognize the geography of the Mediterranean.
2.1.2 The student is able to identify prominent historical characters, authors, and events of the kingdom and republic.

2.2 Relating Cultural Products to Perspectives:
I can translate adverbs from adjectives. 1.1.2
I can recognize the use of plus as a neuter substantive with the genitive. 1.1.5
I can research/report Catiline’s conspiracy and Cicero’s response or Caesar’s Gallic campaigns. 2.1.2
I can explain the details and result of the struggle between populares and optimates. 2.1.2
I can give examples and translations of words/phrases used in the legal profession. 3.1.1
I can identify Latin derivatives of adjectives with the suffixes –osus, -idus, and-bilis. 4.1.1
I can convert dates from Roman terms to modern. 1.1.2
I can explain the various uses of quam. 1.1.2
I can tell why spinning wool and weaving are important to the Roman female identity. 5.2.1
I can recognize, translate, and form deponent verbs, including infinitives and imperatives. 1.1.2
I can describe the difficulties an ancient Roman student would face in a modern classroom. 2.2.3
I can explain how the Roman education system was designed to prepare children for life. 5.2.1
**Demonstrate knowledge of the perspectives of Greek and Roman culture as revealed in the products of the Greeks or Romans.**

2.2.1 Demonstrate knowledge of Greek and Roman heroes.

2.2.2 The student is able to identify Roman and Greek architectural sites and structures.

2.2.3 The student is able to demonstrate knowledge of architectural styles and artifacts of the Greeks and Romans.

**III. CONNECTIONS**

Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

3.1 Making Connections:

Reinforce and further the student’s knowledge of other disciplines through the classical language.

3.1.1 Use information gained from the language class in other school subjects such as geography, social studies and music.

3.1.2 The student is able to use information from other subjects in the classics class in order to make comparisons and contrasts.

3.1.3 Recognize some famous classical figures from history and mythology and their contributions to contemporary culture.

3.2 Acquiring Information and Diverse Perspectives:

Expand the student’s knowledge through the reading of Latin and the study of ancient culture.

3.2.1 Recognize and discuss recurrent plots and themes from Greek and Roman myths.

3.2.2 Identify the modern equivalents of geographical structures and countries.

**IV. COMPARISONS**

Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be
learned about the nature of one’s culture by using classical societies as touchstones and by recognizing classical influences in language.

### 4.1 Language Comparisons:
Recognize and use elements of the Latin language to increase knowledge of the student’s own language.

- **4.1.1** The student is able to demonstrate knowledge of Greek and Latin roots, prefixes, and suffixes used in English words.
- **4.1.2** The student is able to compare and contrast the language patterns and grammar of Latin and Greek to the structure and grammar of English sentences.

### 4.2 Cultural Comparisons:
Compare and contrast the student’s own culture with that of the Greco-Roman world.

- **4.2.1** Reflect on the classical underpinning of his or her own culture.
- **4.2.2** Recognize the influence of selected classical myths and literature on modern stories and literature.

### IV. COMMUNITIES

Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.

#### 5.1 School and Global Communities:
Use the student’s knowledge of Latin and/or Greek in a multilingual world.

- **5.1.1** Combine the tools of technology with their language skills to communicate with others in the global community.
- **5.1.2** Interact with community members form a variety of careers to understand how they have used their study of classical languages in their careers.

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Ability</th>
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<tbody>
<tr>
<td><strong>I can explain the meaning of some Latin medical terms and anatomical words from Latin. 3.1.1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I can create and define Latin nouns by adding –ia to the participial stem of Latin verbs. 4.1.1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I can create and define Latin adjectives by adding –inus or –(i)anus to the base of a noun. 4.1.1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I can form English words from participial stem of Latin verb and relate meaning to original. 4.1.2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I can recognize and discover Latin derivatives. 3.1.2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I can explain the difference between Latin and English endings and word order. 4.1.2</strong></td>
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<tr>
<td><strong>I can identify major artists and their works. 4.2.6/5.1.5</strong></td>
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</tbody>
</table>
**5.2 Lifelong Learning:**
Use the student’s knowledge of Greco-Roman culture in a world of diverse cultures.
5.2.1 Compare issues that reveal cultural differences in the ancient world with similar issues in modern culture.
5.2.2 Attend the Tennessee Junior Classical League Convention.
5.2.3 Plan a trip to classical sites.

### Honors Addendum
Note to Teachers of Honors Courses: This content should be embedded in the course throughout the quarter.

<table>
<thead>
<tr>
<th>Teachers should present the NLE content as it correlates to an ‘I can’ statements listed above for this quarter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read, write, listen and speak about these additional topics: (1.1/1.2)</td>
</tr>
<tr>
<td>I can give the comparative and superlative forms of an adjective. 1.1.2</td>
</tr>
<tr>
<td>I can give the comparative and superlative forms of the irregular adjectives <em>magnus, parvus, bonus, malus, multus,</em> and <em>multī.</em> 1.1.2</td>
</tr>
<tr>
<td>I can correctly compare nouns using <em>quam.</em> 1.1.2</td>
</tr>
<tr>
<td>I can form positive, comparative, and superlative adverbs from all adjectives. 1.1.2</td>
</tr>
<tr>
<td>I can create the forms of the irregular adverbs <em>bene</em> and <em>male.</em> 1.1.2</td>
</tr>
</tbody>
</table>

All of the following content is from the National Latin Exam Level 2 Textbook Resource for additional practice with National Latin Exam content:

- *Ecce Romani II Chapter 34*
- *Ecce Romani II Chapter 35*
| I can identify major events of Roman history, such as the Punic Wars and Caesar’s conquest of Gaul. 2.1.2 |
| I can translate the interrogatives *quandō*, *cūr*, *ubi*, and *quōmodo* in context. 1.1.2 |
| I can translate the *enclitics* –*ne* and –*que* in context. 1.1.2 |
| I can identify and translate cardinal numbers *ūnus*–*vīgintī*, *centum*, and *mīlle*; and ordinal numbers *prīmus*–*decimus*. 1.1.2 |
| I can create the corresponding Roman numeral for any Arabic numeral. 1.1.2 |
| I can identify the use of accusative case as extent of time and space. 1.1.5 |
| I can identify the use of ablative case as time when and within which. 1.1.5 |
| I can identify and translate present active, perfect passive, and future active participles. 1.1.4 |

*Ecce Romani II* Chapter 36

*Ecce Romani II* Chapter 38

*Ecce Romani II* Chapter 39

*Ecce Romani II* Chapter 33, 40, 45