2017.18 Latin I, Quarter 2

**Big Ideas/Key Concepts:**
- Vocative Case (Noun of Direct Address) and Imperative Mood Verbs
- Ablative and Genitive Cases
- Identifying four conjugations of verbs
- Conjugating verbs in present and imperfect tenses
- Identifying 3rd declension i-Stem nouns; forming and identifying adverbs
- Patria Potestas
- Major Gods and Goddesses of Ancient Rome
- Treatment of Slaves
- Roman Nomenclature
- The Founding of Rome
- The Seven Kings of Rome

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

**1.2 Interpretive Mode of Communication:**
- **L1.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.
- **L1.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.
- **L1.WCE.3** I can listen to an audio segment or video in the target language, listening for cognates and memorized words or phrases.

**1.1 Interpersonal Mode of Communication:**
- **L1.WCE.4** I can communicate with classmates by using memorize words and phrases during highly predictable interactions on very familiar topics.
- **L1.WCE.5** I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
- **L1.WCE.6** I can utilize credible sources in the target language, skimming and scanning websites, to create surveys or complete graphic organizers regarding familiar topics.

**1.3 Presentational Mode of Communication:**
- **L1.WCE.7** 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.
- **L1.WCE.8** I can make corrections and edit work when receiving feedback from my teacher or classmate.
- **L1.WCE.9** I can write simple sentences, short notes, messages and brief reports about familiar topics in the target language.

**BYOT**
- **L1.WCE.10** I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

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**Note to Teachers**
- Use authentic resources when planning for instruction.
- Encourage students to set their own proficiency goals.

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<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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| **I. COMMUNICATION**  
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. | I can formulate a method for understanding Latin sentences by examining endings. 1.1.2 |
| **1.1 Interpretive Communication:**  
Read, understand and interpret Latin.  
1.1.1 Read words, phrases and simple sentences with pictures, and/or other words, phrases and simple sentences.  
1.1.2 Exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level.  
1.1.3 Demonstrate reading comprehension by answering simple questions in Latin or English about short passages in Latin.  
1.1.4 Show knowledge of indicative and imperatives of verbs.  
1.1.5 Demonstrate knowledge of case and declension for nouns and adjectives. | I can conjugate verbs, including esse, in the present tense. 1.1.4  
I can recognize and use personal verb endings in context. 1.1.4 |
| **1.2 Interpersonal/Presentational Communication:** | I can identify words in vocative case in context and explain the case’s function. 1.1.5  
I can decline a noun in nominative, accusative, ablative, or vocative cases. 1.1.5  
I can explain the use of accusative and ablative cases after prepositions. 1.1.5  
I can ask and answer questions in Latin, responding with prepositional phrases. 1.1 |
|  | I can form and recognize positive and negative imperatives for verbs in all 4 conjugations. 1.1.4 |
Use orally, listen to and write Latin as part of the language learning process.
1.2.1 Master and apply rules of classical pronunciation for words, sentences and short paragraphs.
1.2.2 Exchange greetings and follow classroom instructions.
1.2.3 Write simple phrases and sentences in Latin.

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 Italy.
2.1.2 Know basic terms and general information associated with the kingdom and empire.

2.2 Relating Cultural Products to Perspectives:
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 deities.
2.2.2 Identify Roman meals, Roman clothing and parts of the Roman house.
2.2.3 Identify basic features of architecture.

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.

I can give any requested form of a verb from any conjugation in the present indicative. 1.1.4
I can separate verbs into the 4 conjugations. 1.1.4
I can recognize the use of the infinitive with accusative after docere and iubere. 1.1.4
I can engage in a Latin conversation using the genitive case to show possession. 1.2
I can recognize and translate the genitive case, explain the uses for the genitive case, etc. 1.1.5
I can explain the uses for the ablative case (time when, w/in which, means, manner). 1.1.5
I can adopt my own Latin motto. 4.2
I can identify 3rd declension i-stem nouns. 1.1.5
I can recognize and translate the imperfect tense for regular and irregular verbs. 1.1.4
I can recognize and translate verbs in the imperfect tense and conjugate verbs in imperfect. 1.1.4
I can conjugate esse and posse in present and imperfect tenses. 1.1.4
I can give the Latin for the requested English imperfect form in a Latin sentence. 1.1.4
I explain the importance of Patria Potestas to Roman parent-child relationships. 3.2
3.1 Making Connections:
Reinforce and further the student’s knowledge of other disciplines through the classical language.
3.1.1 Use the information from the language class in other school subjects such as geography, social studies and music.
3.1.2 Use information from other subjects in the classics class.
3.1.3 Recognize some famous classical figures from history and mythology.

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 plots and themes of Greek and Roman myths.
3.2.2 Identify the modern equivalent of geographical and political structures.

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 Recognize loan words, Greek and Latin phrases, mottoes and abbreviations in English.
4.1.2 Demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin.

4.2 Cultural Comparisons:
Compare and contrast the student’s own culture with that of the Greco-Roman world.
4.2.1 Compare and contrast aspect of student’s own public and private life to those of the Greeks and Romans.
4.2.2 Compare heroes and themes of classical mythology to the heroes and themes of one’s own culture.

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<tr>
<th><strong>V. COMMUNITIES</strong></th>
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<tr>
<td>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.</td>
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| **5.1 School and Global Communities:** |
| Use the student’s knowledge of Latin and/or Greek in a multilingual world. |
| 5.1.1 Present and exchange information about his/her language experience in the school and in the community. |
| 5.1.2 Recognize the influence of Latin and Greek in professional vocabulary. |

| **5.2 Lifelong Learning:** |
| Use the student’s knowledge of Greco-Roman culture in a world of diverse cultures. |
| 5.2.1 Recognize from his/her study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity. |
| 5.2.2 Become a member of the school’s Junior Classical League Chapter. |
| 5.2.3 Use technology to research classical sites. |

I can find and share examples of mottoes in Latin. 4.1.1
I can present information to other classes or groups about a Roman king. 3.1.3

| **Honors Addendum** |
| Teachers should present the NLE content as it correlates to an ‘I can’ statements listed above for this quarter. |
| All of the following content is from the National Latin Exam Level 1 |
Note to Teachers of Honors Courses: This content should be embedded in the course throughout the quarter.

| I can read, write, listen and speak about these additional topics: (1.1/1.2) |
|---|---|
| I can read words, phrases, and simple sentences. 1.1 |
| I can give idiomatic translations for *iter facere*, *memorā tenēre*, and *prīmā lūce*, along with other common idioms. 4.1.1 |
| I can use the knowledge of Latin roots, prefixes, and suffixes to define English words, such as *sedentary*, *sorority*, *puerile*, and *quadruped*. 4.1.1 |
| I can give the modern context in which one might use a Latin expression, motto, or abbreviation, such as *summā cum laude*; *per annum*; *i.e.*; *A.D.*; *e.g.*; *et c.*; and *S.P.Q.R.* 4.1.1 |
| I can identify the use of vocative case as direct address. 1.1.5 |
| I can identify the use of ablative case as the object of the prepositions *ab*, *cum*, *dē*, *ex*, *in*, *prō*, *sine*, and *sub*. 1.1.5 |
| I can identify Olympian deities and associated myths, such as Daphne and Apollo, Arachne and Minerva, and Midas. 2.2.1 |

Textbook Resource for additional practice with National Latin Exam content:

- *Ecce Romani I* Stories in all chapters
- *Ecce Romani I* Vocabulary from all chapters
- *Ecce Romani I* Word Study sections
- *Ecce Romani I* Chapter 8
- *Ecce Romani I* Chapter 9
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<tr>
<th>I can identify the use of accusative case as the object of the prepositions <em>ad, ante, circum, contrā, in, inter, per, post, prope,</em> and <em>trans.</em> 1.1.5</th>
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<tr>
<td>I can identify and translate forms of imperative verbs and negative imperative verbs with <em>nōlī</em> and <em>nōlīte.</em> 1.1.4</td>
<td><em>Ecce Romani</em> I Chapter 10</td>
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<td>I can identify the form of nouns in first, second, and third declensions. 1.1.5</td>
<td><em>Ecce Romani</em> I Chapter 11</td>
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<tr>
<td>I can identify the use of genitive case as possession. 1.1.5</td>
<td><em>Ecce Romani</em> I Chapter 11</td>
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<tr>
<td>I can translate the interrogatives <em>cūr, ubi,</em> and <em>quōmodo.</em> 1.1</td>
<td><em>Ecce Romani</em> I Chapter 12</td>
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<tr>
<td>I can identify the use of ablative case as accompaniment. 1.1.5</td>
<td><em>Ecce Romani</em> I Chapter 12</td>
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<tr>
<td>I can identify the use of ablative case as means/instrument. 1.1.5</td>
<td><em>Ecce Romani</em> I Chapter 12</td>
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<tr>
<td>I can identify the use of ablative case as manner. 1.1.5</td>
<td><em>Ecce Romani</em> I Chapter 13</td>
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<tr>
<td>I can translate the adverbs <em>crās, herī, ibi, mox, numquam, saepe, statim, subitō, tum, ubi, bene,</em> and <em>male</em> in context. 1.1</td>
<td><em>Ecce Romani</em> I Chapter 13</td>
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<tr>
<td>I can translate positive forms of adverbs from first and second declension adjectives. 1.1.5</td>
<td><em>Ecce Romani</em> I Chapter 13</td>
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I can translate quam meaning “how” with adjectives and adverbs. 1.1