02 The Perfect Passive System

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **30 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Latin 2

Building upon the framework established in Latin 1, this course continues the study of grammar, introducing students to increasingly more sophisticated forms. The course carries on the comparison of English and Latin in the areas of grammar and vocabulary. The course will explore additional institutions and traditions of Roman culture that have had an impact on Western society. Media aids are used to enhance the academic experience.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- how the verbs of the perfect passive system are formed and translated.
- the uses and possible translations of the perfect passive participle.
- how to properly form and translate the present, perfect, and future infinitives in indirect statement.
- how the Romans laid the foundation for Western education.

Essential Questions:

- What does the word perfect mean as a description of verbs?
- How can a word be both a verb and adjective?
- Why do participles and infinitives have only three tenses?
- What subjects did Roman children in school and at home?

Enduring Understandings:

- The verbs of the perfect passive system are compound verbs that require the perfect passive participle and a form of the the verb *to be*, "*esse*."
- A participle can act like a verb and adjective.
- Infinitives when used in indirect statement do not have a fixed translation.
- Roman education was focused primarily on enhancing a student command of language.

CONTENT AREA STANDARDS

WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation,

LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- the Perfect Passive Participle is a verbal adjective used alone and in combination with other verb forms to form the passive voice of the perfect system

- the Future Active Participle is a verbal adjective used alone and with the infinitive of the verb esse, "to be" in indirect statement.

- the Perfect Passive Indicative of all conjugations is a compound tense combining the fourth principal part, the perfect passive participle, with the present tense of

the verb *esse*, "to be."

- the Pluperfect Passive Indicative of all conjugations is a compound tense combining the fourth principal part, the perfect passive participle, with the imperfect tense of the verb *esse*, "to be."

- the Future Perfect Passive Indicative of all conjugations is a compound tense combining the fourth principal part, the perfect passive participle, with the future tense of the verb *esse*, "to be."

- how the the four Principal Parts of a typical Latin verb are used in conjugating all Latin verbs.

- how the Present, Perfect, and Future Infinitives are used in indirect statement.

- the forms of the Demonstrative Pronoun and Adjective *hic,* "this, these."

- the forms of the Demonstrative Pronoun and Adjective, *ille,* "that, those."

Procedural Knowledge

Students will be able to:

- decline and translate the Perfect Passive Participle and the Future Active Participle.

- compare and contrast a participle used in a participial phrase with a participle that is one part of a compound verb in the perfect passive system.

- form and use all infinitives in indirect statement.

- restate and describe how the translation of both participles and infinitives is relative to the tense of the main verb.

- combine and recombine sentences using the demonstratives *hic* and *ille*.

- compare and contrast noun and adjective agreement in regular adjectives and demonstrative adjectives.

- infer the meaning of English derivatives from current Latin vocabulary.

- compare and contrast Roman Education with that of modern America.

- compare and contrast how knowledge is stored and transmitted over time.

- combine and recombine learned language in a letter addressed to fictional Roman teenager that expresses the student's feelings about his or her own education, while comparing and contrasting it to Roman secondary education.

- react to a series of oral and written instructions related to Roman Education.

EVIDENCE OF LEARNING
Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments
Edulastic Assessments

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Translation Analysis

Formative Assessments
- Observation of student performance in classroom setting

- Various closure activities

- Daily oral performance

- Oral presentations

- Pair-shares

- Cooperative learning assignments

- In class writing assignments

- Teacher-generated ancillary worksheets for review

- Workbook assignments completed for homework or in class.

- Exit Tickets

- KWL charts

- Graphic organizers

- Checklists

- Kahoot.it Assessments

- Quizizz.com Assessments

- NearPod Assessments

Summative Assessments

- Quizzes (Vocabulary, Derivatives, Morphology, Culture, and History)

- Chapter Tests

- Unit Test

- Multimedia project

RESOURCES (Instructional, Supplemental, Intervention Materials)

Latin for the New Millennium, Level 1 and II (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1 and II, Workbook (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1 and II, Teacher's Manual (Bolchazy-Carducci Publishers)

Latin for the New Millennium, Level 1 and II, Audio Recording (Bolchazy-Carducci

Publishers)

Latin for the New Millennium, Level 1 and II, Test Bank (Bolchazy-Carducci Publishers)

Latin for the New Millennium Teachers' Lounge (worksheets, paradigm sheets, maps, comprehension questions for background essays, sight readings, supplemental Latin readings)

The Original Dysfunctional Family: Basic Classical Mythology for the New Millennium, by Rose Williams (Bolchazy-Carducci Publishers)

From Romulus to Romulus Augustulus: Roman History for the New Millennium, by Rose Williams (Bolchazy-Carducci Publishers

INTERDISCIPLINARY CONNECTIONS

Career Readiness

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Use technology to enhance productivity.

English/Language

Implementation of conventions of Standard English

Language Acquisition

Science & Health

Social Emotional Learning

Geoscience

Sustainability

Social Studies

Historical Research

Philosophy

Topography

Social relationships among people

Technology/Multimedia

Google

Media Literacy

Educational tech applications

Visual Performing Arts

Dramatization

Historical/current art analysis

Aesthetic Analysis

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.