

# 05 Irregular Adjectives, Adverbs, and Verbs

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **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**

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Students will understand:

- how to form and use the irregular verb *volo, nolo, malo, fero, and fio* and compare these forms to regular verbs.
- how to form and use irregular adjectives and adverbs and compare these forms to their regular counterparts.
- that deponent verbs are passive in form, but active in meaning.
- how to form and use deponent verbs.
- how to form both positive and negative commands.
- how the *Odyssey* is a fitting conclusion to the Trojan Saga.

Essential Questions:

- Why do the most commonly used words tend to be irregular in form?
- Why are most irregular adjectives in English, e.g., *good, better, best*, also irregular in Latin?
- Why do most deponent verbs tend to be intransitive or reflexive?
- Why do we call the imperative a mood? How would you compare the imperative mood to the indicative and subjunctive moods?
- What characteristic make Odysseus an atypical hero?

## Enduring Understandings:

- Commonly used words are often irregular because of their long history and extensive use.
- Irregular words in Latin tend to be verbs, adjectives, and adverbs.
- Like English, Latin has three verbal moods: the indicative, imperative, and subjunctive.
- Odysseus is the archetypal adventure hero.

## **CONTENT AREA STANDARDS**

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
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.

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

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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.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.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
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.
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, and spelling when writing.
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.

## **STUDENT LEARNING TARGETS**

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

### **Declarative Knowledge**

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Students will understand that:

- the irregular verbs *volo*, *nolo*, *malo*, *fero*, and *fio* have distinct forms that must be learned separately.
- Negative Commands are formed using the *noli* or *nolite*, followed by the infinitive
- certain adjectives and adverbs have Irregular comparatives and superlatives forms.
- that *quam* is used idiomatically with the superlative adjectives and adverbs.

- Deponent Verbs are passive in form, but active in meaning.
- there are only four irregular Imperatives, *dīc*, *dūc*, *fāc*, and *fer*.
- the *Odyssey* is both part of the Trojan Saga and its own separate adventure story.

## **Procedural Knowledge**

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Students will be able to:

- compare and contrast irregular verbs with those that follow a predictable pattern.
- restate and describe how the verbs *nolo* and *malo* are compounds of the verb *volo*.
- request and provide information in conversations using the verbs *nolo* and *malo*.
- restate and describe the concept of degree as it applies to English and Latin adjectives and adverbs.
- combine and recombine the correct forms of irregular comparative or superlative adjectives, using the concept of noun and adjective agreement.
- restate and describe irregular comparative and superlatives forms of adjectives and adverbs in Latin passages.
- restate and describe idiomatic expressions with *quam*.
- compare and contrast how the conjunction *quam* and the ablative of comparison can be used to make a comparison.
- restate and describe how deponent verbs are passive in form, but active in meaning.
- combine and recombine deponent verbs.
- infer the meaning of some unfamiliar words and ideas related to the *Odyssey*.
- react to a series of oral and written instructions related to a modern "odyssey".
- create a modern "odyssey" based on the *Odyssey*.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Alternate Assessments**

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

### **Benchmark Assessments**

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Edulastic Assessments

### **Formative Assessments**

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- 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**

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- Quizzes (Vocabulary, Derivatives, Morphology, Culture, and History)
- Chapter Tests
- Unit Test
- Multimedia project

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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*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**

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### **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

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.