04 Degrees of Adjectives and Adverbs

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 to form and use comparative and superlative adjectives and adverbs.
- how to form the perfect and pluperfect subjunctive
- the three types of wishes expressed by the subjunctive independently.
- how to form and translate the subjunctive as dependent verbs in the Indirect Question and Indirect Command Construction.
- how the Trojan saga explores the dehumanizing nature of war.

Essential Questions:

- What does the term "degree" mean when it is applied to adjectives and adverbs?
- How are comparison made in Latin?
- How does Latin distinguish between wishes that can be fulfilled and those that cannot?
- What makes a statement an Indirect Question versus and Indirect Command?
- How does the Trojan saga both celebrate war and denounce it?

Enduring Understanding:

- Adjectives and adverbs can express different degrees to which a quality is present and these degrees are indicated by specific suffixes.
- The subjunctive can be used independently and dependently.
- The subjunctive has no fixed translation, but its translation is dependent upon the context in which it is used.
- The subjunctive in Latin is often translated by English modal verbs, such as "could," "would," "might," etc..

CONTENT AREA STANDARDS

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)

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.9-10.3	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.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.
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 Active and Passive Subjunctive of all Conjunctions use the same stem and endings.
- the Pluperfect Active and Passive Subjunctive of all conjunctions use the same stem and endings.
- the Perfect Active Subjunctive of *sum* and *possum* use the same stem and endings as regular verbs.
- the Pluperfect Active Subjunctive of *sum* and *possum* use the same stem and endings as

regular verbs.

- wishes for the Present and Past and Future are conveyed through different tenses of Subjunctive.
- Indirect Question Clauses are introduced by a question word, e.g., who, what, where, etc., followed by different tenses of the subjunctive.
- Indirect Command Clauses are introduced by the conjunctions *ut* and *ne* and are followed by different tenses of the subjunctive.
- the concept of Sequence of Tenses applies to subordinate clauses in the subjunctive mood.
- most adjectives can be in the Positive, Comparative, or Superlative Degree.
- the Degree of Adjectives can be changed by changing or removing specific suffixes.
- the ablative case is used to express Degree of Difference, e.g., by much, by little, etc..

Procedural Knowledge

Students will be able to:

- restate and describe the uses of the subjunctive in English.
- request and provide information in conversations using the subjunctive.
- give and follow a series of oral and written Indirect questions and direct command constructions.
- compare and contrast dependent and independent uses of the subjunctive.
- restate and describe the characteristics of the Indirect Question and Indirect Command Constructions.

- compare and contrast Indirect Question, Indirect Command, and Indirect Statement.

- restate and describe the concept of degree as it applies to English and Latin adjectives and adverbs.

- combine and recombine the correct forms of the comparative and superlative adjectives, using the concept of noun and adjective agreement.

- infer and correctly translate comparative and superlatives forms of adjectives and adverbs in Latin passages.

- compare and contrast comparisons that are made using the conjunction *quam* and the ablative of comparison.

- combine and recombine nouns in the ablative of degree of difference.

- create a story about the Trojan War from the point of view of a common Greek fighter.

- react to a series of oral and written points of view of a common Green fighter.

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

Alternate Assessments

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

Benchmark Assessments
Edulastic Assessments

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.