

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Latin nouns, pronouns, and adjectives occur in five different cases, which denotes the relationship of the noun to the verb of the clause. These cases are indicated by the inflection or ending on the noun. Nouns and adjectives fall into five groups, called declensions, which each use one set of inflections</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we read a language that does not rely on word order to indicate syntax?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Latin sentences do not rely on word order to express syntax, but on noun inflection.</li> <li>• Adjectives must agree with nouns in gender, case, and number.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• <u>Terms:</u> <ul style="list-style-type: none"> <li>○ declension (to decline), inflections, case ending, syntax, nominative (subject), genitive (possessive), dative (indirect object), accusative (direct object), ablative (object of the preposition), vocative, noun, adjective, pronoun agreement</li> </ul> </li> </ul>
<b>Essential Skills</b>	<p>Decline nouns and adjectives in all declensions. Translate sentences from Latin and into Latin demonstrating an understanding of the relationships between different cases and the verb.</p>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p style="padding-left: 20px;">A3. Presentational</p> <p style="padding-left: 40px;">Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p style="padding-left: 40px;">a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</p> <p style="padding-left: 40px;">f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.</p> <p>A4. Language Comparisons</p> <p style="padding-left: 40px;">Students use their understanding of the nature of language to enhance their communication in the target language.</p>

	<ul style="list-style-type: none"> <li>a. Compare a variety of grammatical structures and syntax between languages.</li> <li>b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.</li> <li>c. Use idiomatic expressions and/or proverbs in the target language.</li> <li>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</li> </ul> <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas - Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ul style="list-style-type: none"> <li>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</li> <li>b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<p>Lecture  Games and contests reinforcing case endings  Identification and translation of nouns in various cases in passages of Latin mythology and history</p>
<p><b>Sample Classroom Assessment Methods</b></p>	<p>Quizzes  Oral recitation  Daily drills  Sight translation</p>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>• <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○Teacher created materials</li> </ul> </li> </ul>