



Latin 2 - (Optional) Unit 4 - Dum spīrō, spērō - While I breathe, I hope

Unit Focus

The final unit of Latin 2 is an optional unit, to be completed if the class has the time to complete the unit. As such, activities within this unit are designed to aid in the transition from Latin 2 to Latin 3, where students will be reading from exclusively ancient Roman authors, diagramming passages, as well as supplement students getting ready for the final exam in Latin II. Any grammatical constructions or reading done within this unit become usable for the creation of the final exam.

Students may read a small portion of Caesar's commentarii de Bello Gallico, Pliny's Letters, portions of Cicero's speeches (in Catalinam specifically was read in English in Latin 1). This is entirely up to the discretion of the teacher.

Grammatical Construction: The primary grammatical construction to be taught this unit would be the Indirect Statement and basic diagramming.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) - Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) - Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 One can deepen understanding of one language by learning another. U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 What does the source or text say? What does it mean?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
Madison Public Schools Profile of a Graduate Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will know...</i> K1 Indirect Statement: - Main Verb of the Head (to think, say, feel, see, hear, et al.) - Accusative Subjective	<i>Students will be skilled at...</i> S1 Reading Latin to help better understand English, through more complicated structures like indirect statement

Stage 1: Desired Results - Key Understandings

3. Infinitive Verb
Sample Translations e.g. audio montem pulchrum esse = I hear the mountain to be beautiful --> I hear that the mountain is beautiful

K2 Vocab

- Suburani, Ch. 15, p. 269
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- Any curated vocab for samples of reading

K3 Basic Diagramming Skills, notations, including

- IDing the declension endings
- Parsing Verbs and participles
- Analyzing the roots/prefixes/suffixes of words
- IDing derivatives

S2 Reading prose authors for meaning, not necessarily translation

S3 Identifying and translating indirect statements to better understand the meaning of Latin passages