

**World Languages  
Latin II  
Unit 6: The Subjunctive**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>The subjunctive mood in Romance languages allows the user to express doubt or uncertainty. In English, the subjunctive is all but obsolete, and expression of doubt or uncertainty is accomplished by modal auxiliaries.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do the Romans use the subjunctive to express doubt and uncertainty?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>There are four tenses of the subjunctive in Latin in the active and the passive. The forms look quite distinct from the indicative, which causes the reader/listener to take special notice.</li> <li>The subjunctive is translated differently depending on its use. There are dozens of uses of the subjunctive in Latin. Most subjunctives are seen in dependent clauses.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms</u>: <ul style="list-style-type: none"> <li>mood, subjunctive, indicative, clause of purpose, relative clause of purpose, hortatory, result clause, fearing clause, indirect questions, indirect command, indirect discourse, temporal, circumstantial, causal, concessive, cum clauses</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Form subjunctive of all Latin verbs, regular and irregular.</li> <li>Identify and translate all uses of the subjunctive from Latin to English.</li> <li>Relate subjunctive uses in Latin to those of English, French, and Spanish.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u>  A. Communication  A4. Language Comparisons  Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ol style="list-style-type: none"> <li>Compare a variety of grammatical structures and syntax between languages.</li> <li>Identify examples of vocabulary in both languages that do not translate directly from one language to another.</li> <li>Use idiomatic expressions and/or proverbs in the target language.</li> <li>Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.</li> </ol>

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<b>Related Maine Learning Results</b>	<p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas</p> <p>Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <p>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</p> <p>b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Games</li> <li>▪ Worksheets</li> <li>▪ Readings</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Games</li> <li>▪ Tests</li> <li>▪ Readings</li> </ul>
<b>Sample Resources</b>	<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>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>