

Foreign Language Brunswick School Department
Latin 2
Unit 2: Comparison of Adjectives

Essential Understandings	▪ The degree to which a noun possesses an adjectival condition is expressed as positive, comparative, and superlative. ▪ A different inflection determines the degree of the adjective, and then it is declined normally to agree with the noun.
Essential Questions	▪ How can the different degrees of adjectives be expressed in a language that does not contain intensifying adverbs?
Essential Knowledge	▪ Latin adjective must agree with nouns/pronouns in gender, case, and number. ▪ Most Latin adjectives compare normally; a few are partially regular and partially irregular, and a handful is totally irregular. Even those decline normally. ▪ Adverbs formed from adjectives may also be compared in Latin.
Vocabulary	▪ <u>Terms</u>: - o degree, positive, comparative, superlative, intensifying adverbs.
Essential Skills	▪ Form comparatives and superlatives from Latin adjectives and adverbs, regular and irregular. ▪ Make them agree with nouns/pronouns which they modify. ▪ Recognize and accurately translate these forms when encountered in readings.
Related Maine Learning Results	<u>World Languages</u> A. Communication A3. Presentational 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. a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation. f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English. A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. a. Compare a variety of grammatical structures and syntax between languages. b. Identify examples of vocabulary in both languages that do not translate directly from one language to another. c. Use idiomatic expressions and/or proverbs in the target language. d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.

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Related Maine Learning Results	C. Connections C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
Sample Lessons And Activities	▪ Lecture ▪ Games ▪ Practice worksheets ▪ Readings
Sample Classroom Assessment Methods	▪ Grammar drills ▪ Quizzes and tests ▪ Homework grades ▪ Reading grades
Sample Resources	▪ <u>Other Resources:</u> - o Teacher created materials
Technology Link	▪ http://www.brunswick.k12.me.us/curriculum