



Course Name Latin 1

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only	<i>Students will be able to independently use their learning to...</i> ☐ Locate and identify the Latin and Romance-speaking countries. ☐ Basic history of the Roman Empire and its origin ☐ Discuss cultural similarities and influences between the United States and Ancient Roman culture ☐ Gain an appreciation for cultural differences across the globe and through time.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Cultures are different and similar between and among countries and time ☐ Cultural differences are not "right" or "wrong." They're simply different. ☐ the spread of an empire will effect cultural diversity	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States/modern world and Ancient Rome countries similar and different? ☐ How did Ancient Rome acquire and interact with cultural diversity? ☐ How did the culture of Ancient Rome influence the modern world and the US?

available through the foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	☐ interaction across/between cultures can develop said cultures	☐ How and why did Ancient Greece influence Ancient Rome?
	Acquisition	
	<i>Students will know...</i> ☐ Cultural similarities between the United States/modern world and Ancient Rome ☐ The Latin and Romance-speaking countries and their location ☐ Additional information about the Latin/Romance-speaking countries and Ancient Rome's influence on the modern world	<i>Students will be skilled at...</i> ☐ Discussing cultural differences and influences between the United States/modern world and Ancient Rome and Greece ☐ Describing characteristics of the Latin/Romance speaking-countries and Ancient Rome and Greece

	Course Name Latin 1
	Unit Title Structure of Language

STAGE 1 DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
ACTFL Standards for Foreign Language Learning	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply Latin pronunciation. ☐ Understand and apply basic phrase and sentence structure. ☐ Understand and apply present tense and imperfect tense Latin.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	☐ Understand and apply the Latin case system.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Latin pronunciation differs from English, but is largely similar ☐ The structure of the Latin language is often different from the structure of the English language ☐ Latin relies much more heavily on grammatical cases than English does.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Latin and English pronunciation? ☐ What similarities and differences are there between the sentence structure of the Latin language and the structure of the English language? ☐ How does the function of the word in a Latin sentence change its grammatical case?
	Acquisition	
	<i>Students will know...</i> ☐ The basics of Latin phonetics. ☐ Basic Latin sentence structure. ☐ Present tense sentence structure in simple sentences. ☐ Imperfect tense sentence structure. ☐ Basic differences between the nominative and accusative case ☐ Basic uses and translations of Dative and ablative cases, as well as declensions	<i>Students will be skilled at...</i> ☐ Pronouncing the different Latin letters and phonemes. ☐ Applying basic sentence structure in the present tense, imperfect tense ☐ Applying the rules of nominative, dative, ablative, and accusative cases in simple Latin sentences and translating them into English



Course Name Latin 1

Unit Title Vocabulary Building

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	<i>Students will be able to independently use their learning to...</i> ☐ develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin. ☐ apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ context changes meaning in Latin vocabulary ☐ English vocabulary is heavily influenced by Latin ☐ All Latin nouns have a grammatical gender and declension	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with reading and translating Latin? ☐ How can I use Latin vocabulary to expand my English vocabulary?
	Acquisition	

	<i>Students will know...</i> ☐ Greetings/Farewells vocabulary ☐ Vocabulary associated urban life in Ancient Rome ☐ Religious/Mythology vocabulary ☐ Political/Social/familial Structure Vocabulary ☐ Other vocabulary as determined by student and teacher interest and need.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in translating ☐ Understanding nuances in vocabulary meaning based on context in Latin
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Course Name Latin 1

Unit Title Communication

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	<i>Students will be able to independently use their learning to...</i> ☐ leverage Latin to be more effective communicators in English ☐ understand Latin communication in both reading and translating.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ effective communication in a world language requires	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	cultural awareness and a good knowledge of language structure and vocabulary. ☐ communication is not solely verbal or written ☐ languages evolve and communication changes over time due to geography and cultural interactions	☐ How can I use Latin to better understand English and elevate my English communication? ☐ How can understanding Latin help me understand history? ☐ How can understanding history help me understand Latin on a deeper level? ☐ Is Latin a “dead” language? ☐ How can knowing Latin facilitate communication with speakers of another language?
	Acquisition <i>Students will know...</i> ☐ how to read and translate in Latin at a novice level. ☐ how to translate a given Latin word in varying contexts ☐ common Latin roots that are used in English <i>Students will be skilled at...</i> ☐ pronunciation of the Latin language. ☐ identifying and using Latin roots to decipher meaning of English words ☐ implementing learned vocabulary to enhance communication in English ☐ using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts ☐ using Latin vocabulary to communicate in academic contexts in English	



Course Name Latin 2

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the	<i>Students will be able to independently use their learning to...</i> ☐ Discuss cultural similarities between the United States and Ancient Rome, as well as Ancient Greece and the Etruscans. ☐ Gain an appreciation for cultural differences across the globe and through time.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Cultures are different between and among countries and time ☐ Cultural differences are not “right” or “wrong.” They’re simply different. ☐ Even though cultures are different, as cultures interact, they influence each other, across time and geography.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and Ancient Rome similar and different? ☐ How did Rome influence culture in the US? ☐ How was Rome influenced by Greeks and Etruscans? How does this relate to Rome’s influence on the US/modern world?
	Acquisition	

foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<i>Students will know...</i> ☐ Cultural differences and similarities between the United States and Ancient Rome ☐ The Latin-speaking countries and their location and time ☐ Basics of religion in Ancient Rome, including myths which relate to religious beliefs and practices ☐ Common foods and meal-time norms in Ancient Rome ☐ The Roman Empire encompassed a diversity of cultures ☐ Additional information about the Latin-speaking countries.	<i>Students will be skilled at...</i> ☐ Applying cultural norms of the Ancient Rome within written texts ☐ Discussing cultural differences between the United States and Ancient Rome ☐ Describing characteristics of the Latin speaking-countries and Ancient Rome. ☐ Relating religious practices to the myths that inspired them ☐ Describing the influence of the Greeks and Etruscans on Ancient Roman culture
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Course Name Latin 2

Unit Title Structure of the Latin Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply Latin pronunciation, intonation and prosody. ☐ Understand and apply basic phrase and sentence structure. ☐ Understand and apply pronouns in Latin ☐ Understand and apply noun-adjective agreement in Latin ☐ Understand and apply the case system in Latin.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Latin pronunciation and intonation often differs from English pronunciation and intonation ☐ The structure of the Latin language is often different from the structure of the English language ☐ Latin relies much more heavily on grammatical cases than English does.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Latin and English pronunciation and intonation. ☐ What similarities and differences are there between the structure of the Latin language and the structure of the English language. ☐ How does the function of the word in a Latin sentence change its grammatical case?
	Acquisition	
	<i>Students will know...</i> ☐ The basics of Latin phonetics. ☐ Basic Latin sentence structure.	<i>Students will be skilled at...</i> ☐ Pronouncing the different Latin letters and phonemes. ☐ Applying basic sentence structure, especially when

	☐ Basic differences between the nominative and accusative case ☐ Various uses of ablative, genitive, and dative cases	numerous cases are involved ☐ Applying the rules of nominative and accusative case in a complex Latin sentences.
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Course Name Latin 2

Unit Title Vocabulary Building

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the	<i>Students will be able to independently use their learning to...</i> ☐ develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin. ☐ apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with reading and translating Latin?

foreign language.	☐ context changes meaning in Latin vocabulary ☐ English vocabulary is heavily influenced by Latin ☐ All Latin nouns have a grammatical gender and declension	☐ How can I use Latin vocabulary to expand my English vocabulary?
	Acquisition	
	<i>Students will know...</i> ☐ Compound verbs ☐ 3rd Declension Adjectives ☐ Food and Meals ☐ calendar/time related terms ☐ Religious/Mythology vocabulary ☐ Political/Social/familial Structure Vocabulary ☐ Other vocabulary as determined by student and teacher interest and need.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in translating ☐ Understanding nuances in vocabulary meaning based on context in Latin ☐ Determining time of day in Latin



Course Name Latin 2

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<i>Students will be able to independently use their learning to...</i> ☐ leverage Latin to be more effective communicators in English ☐ understand Latin communication in both reading and translating.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary. ☐ communication is not solely verbal or written ☐ languages evolve and communication changes over time due	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How can I use Latin to better understand English and elevate my English communication? ☐ How can understanding Latin help me understand history? ☐ How can understanding history help me understand Latin on a deeper level? ☐ How was communication influenced by interactions

Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	to geography and cultural interactions	between various cultures within the Roman Empire? ☐ How can knowing Latin facilitate communication with speakers of another language? ☐ How can I use Latin to gain a deeper understanding of content in other disciplines?
	Acquisition	
	<i>Students will know...</i> ☐ how to read and translate in Latin at a novice level. ☐ how to translate a given Latin word in varying contexts ☐ common Latin roots that are used in English	<i>Students will be skilled at...</i> ☐ pronunciation of the Latin language. ☐ identifying and using Latin roots to decipher meaning of complex English words ☐ implementing learned vocabulary to enhance communication in English ☐ using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts ☐ using Latin vocabulary to communicate in academic contexts in English ☐



Course Name Latin 3

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the	<i>Students will be able to independently use their learning to...</i> ☐ Discuss cultural similarities between the United States and Ancient Rome, as well as Ancient Greece and the Etruscans. ☐ Gain an appreciation for cultural differences across the globe and through time.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Cultures are different between and among countries and time ☐ Cultural differences are not “right” or “wrong.” They’re simply different. ☐ Even though cultures are different, as cultures interact, they influence each other, across time and geography.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and Ancient Rome similar and different? ☐ How did Rome influence culture in the US? ☐ How was Rome influenced by Greeks and Etruscans? How does this relate to Rome’s influence on the US/modern world?
	Acquisition	

foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<i>Students will know...</i> ☐ Cultural differences and similarities between the United States and Ancient Rome ☐ The Latin-speaking countries and their location and time ☐ Basics of Roman political system ☐ Roman familial structure ☐ The Roman Empire encompassed a diversity of cultures ☐ Roman military basics ☐ Additional information about the Latin-speaking countries.	<i>Students will be skilled at...</i> ☐ Applying cultural norms of the Ancient Rome within written texts ☐ Discussing cultural differences between the United States and Ancient Rome ☐ Describing characteristics of the Latin speaking-countries and Ancient Rome. ☐ Identifying Roman political influence in the US government ☐ Describing the influence of the Greeks and Etruscans on Ancient Roman culture
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Course Name Latin 3

Unit Title Structure of the Latin Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

Transfer

ACTFL Standards for Foreign Language Learning Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply Latin pronunciation, intonation and prosody. ☐ Understand and apply basic phrase and sentence structure. ☐ Understand and apply mood and voice in Latin sentences ☐ Understand and apply noun-adjective agreement in Latin ☐ Understand and apply the case system in Latin.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Latin pronunciation and intonation often differs from English pronunciation and intonation ☐ The structure of the Latin language is often different from the structure of the English language ☐ Latin relies much more heavily on grammatical cases than English does.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Latin and English pronunciation and intonation. ☐ What similarities and differences are there between the structure of the Latin language and the structure of the English language. ☐ How does the function of the word in a Latin sentence change its grammatical case?
	Acquisition	
	<i>Students will know...</i> ☐ Differences between the nominative and accusative case ☐ Various uses of ablative, genitive, and dative cases ☐ Subjunctive mood conjugations and uses	<i>Students will be skilled at...</i> ☐ Pronouncing the different Latin letters and phonemes. ☐ Applying basic sentence structure, especially when numerous cases are involved

	☐ Deponents and irregular verbs ☐ Active and passive voice ☐ 4th and 5th declension	☐ Applying the rules of nominative and accusative case in a complex Latin sentences.
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	Course Name Latin 3
	Unit Title Vocabulary Building

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	<i>Students will be able to independently use their learning to...</i> ☐ develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin. ☐ apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ context changes meaning in Latin vocabulary	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with reading and translating Latin? ☐ How can I use Latin vocabulary to expand my English vocabulary?

	☐ English vocabulary is heavily influenced by Latin ☐ All Latin nouns have a grammatical gender and declension	
	Acquisition	
	<i>Students will know...</i> ☐ 4th and 5th declension nouns ☐ Irregular verbs ☐ Travel vocabulary ☐ Medical terms ☐ Impersonal verbs ☐ Military terminology ☐ Religious/Mythology vocabulary ☐ Indefinite pronouns ☐ Other vocabulary as determined by student and teacher interest and need.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in translating ☐ Understanding nuances in vocabulary meaning based on context in Latin



**EAST
PENN**
SCHOOL DISTRICT

**Course
Name** Latin 3

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and	<i>Students will be able to independently use their learning to...</i> ☐ leverage Latin to be more effective communicators in English ☐ understand Latin communication in both reading and translating.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary. ☐ communication is not solely verbal or written ☐ languages evolve and communication changes over time due to geography and cultural interactions	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How can I use Latin to better understand English and elevate my English communication? ☐ How can understanding Latin help me understand history? ☐ How can understanding history help me understand Latin on a deeper level? ☐ How was communication influenced by interactions between various cultures within the Roman Empire? ☐ How can knowing Latin facilitate communication with speakers of another language? ☐ How can I use Latin to gain a deeper understanding of content in other disciplines?
	Acquisition	

enrichment.	<i>Students will know...</i> ☐ how to read and translate in Latin at a novice level. ☐ how to translate a given Latin word in varying contexts ☐ common Latin roots that are used in English	<i>Students will be skilled at...</i> ☐ pronunciation of the Latin language. ☐ identifying and using Latin roots to decipher meaning of complex English words ☐ implementing learned vocabulary to enhance communication in English ☐ using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts ☐ using Latin vocabulary to communicate in academic contexts in English ☐
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Course Name Latin 4

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

Transfer

ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<i>Students will be able to independently use their learning to...</i> ❑ Discuss how culture evolves through time and evaluate how this is portrayed by Roman authors ❑ Evaluate the political turbulence in Rome and how this is reflected in the modern world ❑ Gain an appreciation for cultural differences across the globe and through time.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ❑ Cultures are different between and among countries and time ❑ Cultural differences are not “right” or “wrong.” They’re simply different. ❑ Even though cultures are different, as cultures interact, they influence each other, across time and geography.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ❑ How are the cultures of the United States and Ancient Rome similar and different? ❑ How do Roman authors, myths, and religious practices (and politics) interact? ❑ What cultural themes are present across various Roman authors? ❑ How is Greece’s influence of Rome visible in Roman works and politics?
	Acquisition	
	<i>Students will know....</i> Cultural information as gleaned from the context of authentic Latin, this can include: ❑ Cultural differences and similarities between the United States and Ancient Rome	<i>Students will be skilled at...</i> ❑ Applying cultural norms of the Ancient Rome within written texts ❑ Discussing cultural differences between the United States and Ancient Rome, and through time

	☐ Roman authors: Suetonius, Catullus, Ovid, Horace ☐ Political Scandals and Proceedings ☐ Enemies of Rome: Gual, Carthage, Germanic tribes and Roman wars ☐ Allies of Rome: Egypt, Roman hospitality, ☐ Roman Civil Wars: for example: Caesar and Pompey, Antony and Augustus ☐ Myths as relating to authors and history of Rome ☐ The Roman Empire encompassed a diversity of cultures ☐ Additional information about the Latin-speaking countries.	☐ Describing characteristics of the Latin speaking-countries and Ancient Rome. ☐ Comparing and contrasting styles of Roman authors
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Course Name Latin 4

Unit Title Structure of the Latin Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply advanced phrase and sentence structure. ☐ Understand and apply tense, mood, voice of verbs in Latin in various uses/contexts ☐ Understand and apply subjunctives in context ☐ Understand and apply the case system in Latin.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Latin pronunciation and intonation often differs from English pronunciation and intonation ☐ The structure of the Latin language is often different from the structure of the English language ☐ Latin relies much more heavily on grammatical cases than English	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Latin and English pronunciation and intonation? ☐ What similarities and differences are there between the structure of the Latin language and the structure of the English language. ☐ How does the function of the word in a Latin sentence change its grammatical case?
	Acquisition	
	<i>Students will know...</i> Grammatical Structures as they appear in the context of authentic readings, this can include: ☐ Uses of the subjunctive	<i>Students will be skilled at...</i> ☐ recognize how pronunciation and other aspects of language change as Latin evolves

	☐ Sequences of tenses ☐ Diminutives ☐ Indefinite pronouns/adjectives ☐ Gerundives (passive periphrastic) ☐ Other verb structures: Participles, infinitives, deponents, gerunds, supine, impersonals ☐ Various uses of cases ablative: absolute, description, with deponents, and dative: doubles, agent, with adjectives	☐ Applying complex sentence structure, especially when numerous cases are involved ☐ Recognizing uses of cases in context, with various structures within a sentence ☐ Differentiating between subjunctive and indicatives uses ☐ Discerning and translating different uses of each case ☐ Applying all of these concepts in authentic Latin ☐ Identify unfamiliar grammatical structures in Latin to facilitate translation
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**EAST
PENN**
SCHOOL DISTRICT

**Course
Name** Latin 4

Unit Title Vocabulary Building

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

Transfer

ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	<i>Students will be able to independently use their learning to...</i> ☐ develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin. ☐ apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ context changes meaning in Latin vocabulary ☐ English vocabulary is heavily influenced by Latin ☐ How nuances in vocabulary change in different context and with different authors	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with reading and translating Latin? ☐ How can I use Latin vocabulary to expand my English vocabulary? ☐ How does using Latin vocabulary in an authentic context deepen our understanding of the language?
	Acquisition	

	<i>Students will know...</i> Vocabulary as presented in the context of authentic Latin, this can include: ☐ Political/legal terms ☐ Military/Civil War terms ☐ Assassination/grieving terms ☐ Familial structure ☐ Religious/Mythology terms ☐ Vocabulary frequently used by Roman authors: Ovid, Horace, Suetonius, Catullus, etc ☐ Other vocabulary as determined by student and teacher interest and need.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in translating ☐ Understanding nuances in vocabulary meaning based on context in Latin
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**EAST
PENN**
SCHOOL DISTRICT

**Course
Name** Latin 4

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

Transfer

ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	<i>Students will be able to independently use their learning to...</i> ☐ leverage Latin to be more effective communicators in English ☐ understand Latin communication in both reading and translating. ☐ Understand differences in communication intent and style used by various Roman authors	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary. ☐ communication is not solely verbal or written ☐ Authors change style to reflect their purposes in writing ☐ languages evolve and communication changes over time due to geography and cultural interactions	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How can I use Latin to better understand English and elevate my English communication? ☐ How can understanding Latin help me understand the history and culture of Ancient Rome? ☐ How and why did Roman authors use written Latin to communicate in Ancient Rome? ☐ How does the communication style change to reflect the author's intent? ☐ How was communication influenced by politics within the Roman Empire? ☐ How can I use Latin to gain a deeper understanding of content in other disciplines?
Acquisition		

	<i>Students will know...</i> ❑ how to read and translate in Latin at an intermediate level. ❑ how to translate a given Latin word in varying contexts ❑ common Latin roots and affixes that are used in English ❑ Roman authors use different styles, including word order manipulation, for different communicative purposes ❑ Poetry versus prose as communication	<i>Students will be skilled at...</i> ❑ Evaluate how communication changes in response to purpose and bias of the author ❑ identifying and using Latin roots to decipher meaning of complex English words ❑ implementing learned vocabulary to enhance communication in English ❑ using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts ❑ using Latin vocabulary to communicate in academic contexts in English
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