



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	<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	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?

distinctive viewpoints that are only available through the foreign language and its cultures.	each other, across time and geography.	☐ What cultural themes are present across various Roman authors? ☐ How is Greece's influence of Rome visible in Roman works and politics?
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	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 ☐ 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	<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 ☐ Describing characteristics of the Latin speaking-countries and Ancient Rome. ☐ Comparing and contrasting styles of Roman authors

	☐ The Roman Empire encompassed a diversity of cultures ☐ Additional information about the Latin-speaking countries.	
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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	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Latin and 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	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 ❑ 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:	<i>Students will be skilled at...</i> ❑ recognize how pronunciation and other aspects of language change as Latin evolves ❑ 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

	doubles, agent, with adjectives	☐ 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	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 ❑ How nuances in vocabulary change in different context and with different authors	❑ 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



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.	<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	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

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.	❑ Authors change style to reflect their purposes in writing ❑ languages evolve and communication changes over time due to geography and cultural interactions	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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