

Southern York County School District Instructional Plan

Name:	Dates: August and September
Course/Subject: Latin II	Unit 1 (Review)
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed: Stage 1 of the Standards (which equates to Latin I)</p> <ul style="list-style-type: none"> ▪ 12.2.B – Recognize common vocabulary terms through reading and listening ▪ 12.2.C – Know common vocabulary forms and structures used in basic speaking and writing ▪ 12.2.D – Know simple sentence and question structures in order to read and translate classical Latin ▪ 12.4.A – Identify fundamental products and customs of Greco-Roman culture ▪ 12.4.C – Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Practicing effective language acquisition strategies and study skills enhances learning a foreign language. 2. A solid background of Latin I skills is essential for effective understanding of upcoming Latin II skills. 3. An individual’s vocabulary bank controls his/her ability to communicate effectively. 4. Identifying similarities and differences between the Romans and Americans cultures aid in understanding the Roman way of life. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What does it take to develop proficiency in a language? ▪ What are the core understandings and skills that were essential to master in Latin I? ▪ What core vocabulary is needed for effective communication (reading & speaking)? ▪ To what extent will comparing other cultures to ours help develop a better understanding of different ways of life?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ 1st-3rd noun declension endings ▪ Uses of cases with nouns ▪ Present tense verb endings for verbs ▪ Conjugations of verbs (1st-4th) ▪ Basic vocabulary from Latin I ▪ Different parts of speech: adjectives, adverbs, conjunctions, prepositions, pronouns, etc. ▪ Basic information regarding the history, culture, and mythology of Rome 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Decline 1st-3rd declension noun endings ▪ Identify the use of nouns in a sentence via their case ▪ Conjugate verbs in 1st-4th conjugations ▪ Define and spell basic vocabulary words from Latin I ▪ Define and explain the use of parts of speech: adjectives, adverbs, conjunctions, prepositions, pronouns, etc. ▪ Identify and explain basic factual information regarding the history, culture, and mythology of Rome ▪ Translate sentences based on the previous criteria
Name:	Dates: September
Course/Subject: Latin II	Unit 2

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Students will understand . . .

1. An individual's vocabulary bank controls his/her ability to communicate effectively.
2. Identifying similarities and differences between the Roman and American political systems aid in understanding the Roman culture.
3. Verbs have different endings based on who is doing the action, conjugation of the verb, and the tense of the verb.
4. Each principle part of a verb has an important function and use that is required to make different forms of the verb.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading & speaking)?
- To what extent will comparing different political system help develop a better understanding of different ways of life?
- To what extent will the understanding of conjugations allow you to communicate in Latin?
- Why do verbs have principle parts?

Learning Objectives:

Students will know . . .

- Imperfect and perfect verb tense endings
- Conjugations of verbs
- The difference in English between the imperfect and perfect tenses
- The principle parts of verbs and their patterns
- Basic vocabulary needed for communication in the language
- How the political system worked in Rome

Students will be able to:

- Conjugate any verb in the imperfect and perfect tenses
- Identify the conjugation number of any verb
- Translate and identify verbs in the imperfect and perfect tenses
- Explain the importance of each principle part of the verb
- Form the principle part patterns for a basic verb of each conjugation (paro, moneo, rego, audio)
- Use translation skills to establish a working vocabulary
- Identify the different types of magistrates in Roman government
- Explain how the political system of Rome worked and as well its problems

Name:

Dates: October

Course/Subject: Latin II

Unit 3

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Students will understand . . .

1. An individual's vocabulary bank controls his/her ability to communicate effectively.
2. Identifying similarities and differences between the Romans and Americans aid in understanding the Roman culture.
3. Latin uses various expressions/phrases to illustrate time and numbers.
4. Roman architecture, road design, and effective use of land established a model for future city planning.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading, speaking, and writing)?
- To what extent will learning about other cultures use of land and architecture help develop a better understanding of different ways of life?
- To what extent will the knowledge of number and time expressions allow you to communicate in Latin?

Learning Objectives:

Students will know . . .

- Key vocabulary needed for communication in the language
- Geography and architecture of Rome: hills, buildings, roads, etc.
- Ordinal numbers 1-10 and above
- Cardinal numbers 1-100 and thousands
- Roman numerals
- Time expressions: duration of time, time when, time within which

Students will be able to:

- Use translation skills to establish a working vocabulary
- Identify and explain the use of buildings/areas in Rome: Circus Maximus, Colloseum, Basilica, Curia, Rostra, Campus Martius, hills, roads, temples, etc.
- List and write numbers in Latin
- Add and subtract numbers in Latin
- Form Roman numerals
- Identify time expressions in Latin sentences
- Translate sentences using time expressions

Name:

Dates: October-November

Course/Subject: Latin II

Unit 4

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.2.F – Explain how the classical languages have influenced other areas of the school curriculum
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Students will understand . . .

1. An individual's vocabulary bank controls his/her ability to communicate effectively.
2. The Romans had a love/hate relationship with the Greeks.
3. Verbs have different endings based on who is doing the action, conjugation of the verb, and the tense of the verb.
4. Latin uses various expressions/phrases to illustrate motion and location.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading, speaking, and writing)?
- To what extent will comparing other cultures to ours help develop a better understanding of different ways of life?
- To what extent will the understanding of conjugations allow you to communicate in Latin?
- How can motion and location communicated through later?

Learning Objectives:

Students will know . . .

- Key vocabulary needed for communication in the language
- Pluperfect verb endings
- The difference in English between the pluperfect tense and other past tenses
- Expressions of place: locative case, separation from, place where/location, motion towards
- Identify areas that the Romans liked about the Greeks and areas that the Romans didn't like about the Greeks

Students will be able to:

- Use translation skills to establish a working vocabulary
- Conjugate any verb in the pluperfect tense
- Translate and identify verbs in the pluperfect tense
- Identify place expressions in Latin sentences
- Translate sentences using place expressions
- *Explain why the relationship between the Greeks and Romans was inconsistent.*

Name:

Dates: November

Course/Subject: Latin II

Unit 5

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.2.F – Explain how the classical languages have influenced other areas of the school curriculum
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture
- 12.6.A – Identify local resources for gathering information about Greco-Roman culture for practical purposes and for personal enjoyment
- 12.6.B – Identify national or global resources for gathering information about Greco-Roman culture for practical purposes and personal enjoyment

Understanding(s):

Students will understand . . .

1. An individual's vocabulary bank controls his/her ability to communicate effectively.
2. Identifying similarities and differences between the Romans and Americans aid in understanding the Roman culture.
3. Nouns have different endings based upon their usage in the sentence and declension.
4. Cicero and Caesar were two of the most influential leaders of the Roman Empire.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading, speaking, and writing)?
- To what extent did Cicero and Caesar impact history?
- To what extent will the understanding of declensions allow you to communicate in Latin?

Learning Objectives:

Students will know . . .

- Key vocabulary needed for communication in the language
- 4th and 5th declension noun endings
- Review use of cases with nouns
- Factual information regarding Cicero and Caesar

Students will be able to:

- Use translation skills to establish a working vocabulary
- Decline 4th and 5th declension nouns
- Identify the use of nouns in a sentence via their case
- Identify and explain the importance of Cicero and Caesar in Roman history

Name:

Dates: November-December-January

Course/Subject: Latin II

Unit 6

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Students will understand . . .

1. An individual's vocabulary bank controls his/her ability to communicate effectively.
2. Identifying similarities and differences between the Romans and Americans aid in understanding the Roman culture.
3. Latin has various needs for the Ablative case beyond prepositional phrases.
4. Some verbs are irregular and follow different verb patterns.
5. Many modern day forms of entertainment relate to those of the Roman empire.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading, speaking, and writing)?
- To what extent did the Roman way of life influence modern times?
- How is the Ablative case important to the Latin language?
- To what extent will the understanding of verbs allow you to communicate in Latin?

Learning Objectives:

Students will know . . .

- Key vocabulary needed for communication in the language
- Different uses of the Ablative case in Latin sentences: separation from, place where, time when, time within which, means/instrument, manner, qualities/characteristic, special adjectives
- Entertainment of Rome: theatre, gladiators, races
- Irregular verbs: fero, sum, adsum, possum, volo, nolo, malo, eo and its compounds

Students will be able to:

- Use translation skills to establish a working vocabulary
- Identify uses of the Ablative in sentences
- Translate sentences using Ablative uses
- Explain the importance of entertainment opportunities in Rome
- Compare and contrast Roman entertainment and American entertainment
- Conjugate and translate irregular verbs

Name:

Dates: January-February-March

Course/Subject: Latin II

Unit 7

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Students will understand . . .

1. An individual's vocabulary bank controls his/her ability to communicate effectively.
2. Identifying similarities and differences between the Romans and Americans aid in understanding the Roman culture.
3. Adjectives describe nouns.
4. Adverbs give more information for the verb.
5. Participles are verbal adjectives (they are verbs which describe nouns)
6. Julius Caesar was the most recognized and influential leader of the Roman empire.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading, speaking, and writing)?
- To what extent did Julius Caesar impact history.
- How do adjectives enhance the meaning of a sentence?
- How do adverbs enhance the meaning of a sentence?
- How do participles combine the traits of adjectives and verbs?

Learning Objectives:

Students will know . . .

- Key vocabulary needed for communication in the language
- Adjectives have positive, comparative, and superlative forms
- Adverbs also have positive, comparative, and superlative forms
- Participles are verbal adjectives and agree with the case, gender, and number of the noun that it is describing
- Key information regarding Caesar

Students will be able to:

- Use translation skills to establish a working vocabulary
- Identify and form positive adjective and adverb endings for 1st/2nd and 3rd adjectives
- Identify and form comparative and superlative endings for 1st/2nd and 3rd adjectives and adverbs
- Translate sentences using positive, comparative, and superlative adjectives and adverbs
- Form and identify present participles in every case, gender, and number
- Translate sentences using present participles
- Discuss Caesar's accomplishments and death

Name:

Dates: March-April

Course/Subject: Latin II

Unit 8

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Students will understand . . .

1. An individual’s vocabulary bank controls his/her ability to communicate effectively.
2. Verbs have different endings based on who is doing the action, conjugation of the verb, and the tense of the verb.
3. Verbs can be grouped by person and number, which is called synopsisizing.

Essential Question(s):

- What core vocabulary is needed for effective communication (reading, speaking, and writing)?
- To what extent will the understanding of conjugations allow you to communicate in Latin?
- How does synopsisizing a verb help your understanding of verb forms?

Learning Objectives:

Students will know . . .

- Key vocabulary needed for communication in the language
- Future and future perfect endings
- The difference in English between the future and future perfect tenses
- How to synopsisize a verb (Form all 6 tenses of a verb, given a certain person and number)

Students will be able to:

- Use translation skills to establish a working vocabulary
- Conjugate any verb in the future or future perfect tense
- Translate sentences using the future or future perfect tenses
- Synopsisize a verb

Name:

Dates: April

Course/Subject: Latin II

Unit 9

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages

- 12.2.B – Recognize expanded vocabulary terms through reading and listening
- 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text
- 12.4.A – Describe the products and customs of Greco-Roman culture
- 12.4.B – Explain similarities and differences between modern and Greco-Roman culture
- 12.4.C – Explain similarities and differences between modern and Greco-Roman culture

Understanding(s):

Essential Question(s):

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. An individual's vocabulary bank controls his/her ability to communicate effectively. 2. Identifying similarities and differences between the Romans and Americans aid in understanding the Roman culture. 3. Relative clauses are subordinate clauses that describe a noun in the sentence, and therefore cannot stand alone. 4. Greek philosophers had different opinions as to what was a good life. 	<ul style="list-style-type: none"> ▪ What core vocabulary is needed for effective communication (reading, speaking, and writing)? ▪ What is a good life? ▪ How do relative clauses enhance the meaning of the sentence?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Key vocabulary needed for communication in the language ▪ Relative clauses are subordinate clauses ▪ Key points about Greek philosophy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Use translation skills to establish a working vocabulary ▪ Identify relative pronouns in all cases, genders, and numbers ▪ Form relative clauses by making the relative pronoun agree in gender and number with the antecedent and in case by its own clause ▪ Translate sentences using relative clauses ▪ Identify major Greek philosophers and their contributions to the Romans' beliefs.
<p>Name:</p>	<p>Dates: May-June</p>
<p>Course/Subject: Latin II</p>	<p>Unit 10</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: Stage 2 of Classical World Languages</p> <ul style="list-style-type: none"> ▪ 12.2.B – Recognize expanded vocabulary terms through reading and listening ▪ 12.2.C – Know expanded vocabulary forms and structures used in basic speaking and writing ▪ 12.2.D – Know simple sentences and question structures in order to read and translate descriptions of memorable events in classical Latin or Greek text ▪ 12.4.A – Describe the products and customs of Greco-Roman culture ▪ 12.4.B – Explain similarities and differences between modern and Greco-Roman culture ▪ 12.4.C – Explain similarities and differences between modern and Greco-Roman culture 	
<p>Understanding(s):</p>	<p>Essential Question(s):</p>

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. An individual's vocabulary bank controls his/her ability to communicate effectively. 2. Many Roman historical figures, others than Cicero and Caesar, play significant roles in the Roman empire. 3. Verbs have two different voices-active and passive 4. Verbs have different endings based on who is doing the action, conjugation of the verb, and the tense of the verb. 	<ul style="list-style-type: none"> ▪ What core vocabulary is needed for effective communication (reading, speaking, and writing)? ▪ How will learning about key Roman figures help us understand past and present cultures? ▪ What is the difference between an active verb and a passive verb? ▪ To what extent will the understanding of conjugations allow you to communicate in Latin?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Key vocabulary needed for communication in the language ▪ Active vs. Passive voice in verbs ▪ Perfect passive participles ▪ All 6 tenses in the passive voice ▪ Key information regarding other important Roman historical figures: Antony, Brutus, Octavian, Lepidus, Cassius 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Use translation skills to establish a working vocabulary ▪ Explain the difference between active verbs and passive verbs ▪ Identify and form perfect passive participles ▪ Translate sentences using perfect passive participles ▪ Identify and form any verb in the passive voice ▪ Translate sentences using passive voice verbs ▪ Discuss and explain the importance of given historical figures.