

Southern York County School District Instructional Plan

Latin I Grades 8, 9 and 10

Textbook(s)/Instructional Materials Used: Oxford Latin Course – Part 1; ISBN # 978-0-19-521203-7

Dates: August - September

Unit Plan: Chapters 1 - 4

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- 12.2.A Know the basic sound system and spelling patterns of classical Latin or Greek.
- 12.2.B Recognize common vocabulary terms through reading and listening.
- 12.2.D Know simple sentence and question structures in order to read and translate Latin or Greek.
- 12.2.E Identify words from the classical languages that are commonly used in English.
- 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture.
- 12.6.B Know why classical learning is useful in the national and global community.

Understanding(s):

Students will understand

1. The process of learning a foreign language can be enhanced by practicing effective language acquisition strategies and study skills.
2. Students will understand classical Latin pronunciation rules.
3. There are similarities between the English language and the Latin language
4. An individual's vocabulary bank controls his/her ability to communicate effectively.
5. Nouns have different endings based upon their usage in the sentence.
6. Increased vocabulary promotes communication.
7. Identifying similarities and differences between the Romans and Americans will aid in understanding the Roman culture.

Essential Question(s):

- What does it take to be proficient in a second language?
- To what extent are English pronunciation rules the same or different than those used for classical Latin?
- To what extent is the English language similar or different to the Latin language?
- What core vocabulary is needed for effective communication?
- To what extent will the understanding of cases allow you to communicate in Latin ?
- What core vocabulary is needed to promote communication?
- To what extent will comparing the Roman culture to ours help us to better understand their way of life?

Learning Objectives:

Students will know...

- Latin pronunciation
- English derivatives
- Nominative and Accusative uses
- Nominative and Accusative endings
- Genders of nouns

Students will be able to:

- Use effective language acquisition strategies.
- Demonstrate responsibility and effective study skills.
- Pronounce Latin words using Classical Latin pronunciation.
- Analyze the similarities and differences between the English language and the Latin language.
- Identify English derivatives; word origins of sentence subject versus direct object endings from vocabulary lists.
- Use translation skills to establish a working vocabulary.
- Demonstrate awareness of nominative and accusative noun and adjective endings in sentences.
- Demonstrate awareness of first and second declension nouns.

	<ul style="list-style-type: none"> • Translate sentences into English. • Translate sentences into Latin. • List first and second declension endings and genders. • Use core vocabulary words during writing activities. • Identify the key theme/focus for this understanding based on translations.
Dates: October - November	Unit Plan: Chapters 5 - 6
Stage 1 – Desired Results	
PA Standard(S)/Assessment Anchors Addressed: <ul style="list-style-type: none"> • 12.2.A Know the basic sound system and spelling patterns of classical Latin or Greek. • 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 Latin or Greek. • 12.2.E Identify words from the classical languages that are commonly used in English. • 12.2.F Know how the classical languages have influenced other school curriculum areas. • 12.4.B Know basic information in school subject areas influenced by Greco-Roman culture. • 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. • 12.6.B Know why classical learning is useful in the national and global community. 	
Understanding(s): <i>Students will understand</i> <ol style="list-style-type: none"> 1. Verbs have different endings based on who is doing the action and the conjugation. 2. Vocabulary development. 3. Roman/American cultural comparisons. 4. Nouns have different endings based upon their usage in the sentence and declension. 5. Prepositional phrases provide more information about verbs. 	Essential Question(s): <ul style="list-style-type: none"> • To what extent will the understanding of conjugations allow you to communicate in Latin? • To what extent will the understanding of cases allow you to communicate in Latin? • How do prepositional phrases enhance meaning?
Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> • Verb conjugations and endings • Current vocabulary words for translation of sentences and stories • Noun endings for 1st, 2nd and 3rd declension nouns • Prepositional phrases 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Demonstrate awareness of verb endings in sentences; present tense, first, second, third, and fourth conjugations. • Translate sentences in English or Latin. • Recite the verb endings for the present tense. • Use vocabulary during writing activities. • Use translation skills to establish a working vocabulary. • Identify the key theme/focus for this understanding based on translations. • Identify noun endings/cases in sentences. <ul style="list-style-type: none"> • nominative case • vocative case • accusative cases • ablative case • first, second and third declensions • List noun endings. • Translate prepositional phrases; examples: ab, cum, de, ex, in pro, sine, sub. • Identify case of prepositional phrase. • Accusative or ablative.

Dates: November - January	Unit Plan: Chapters 7 - 8
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</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 Latin or Greek. 12.2.E Identify words from the classical languages that are commonly used in English. 12.4.A Identify fundamental products and customs of Greco-Roman culture. 12.4.B Know basic information in school subject areas influenced by Greco-Roman culture. 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. 12.6.B Know why classical learning is useful in the national and global community. 	
<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> Verbs have different endings based on who is doing the action and the conjugation. Vocabulary development. Roman/American cultural comparisons. Nouns have different endings based upon their usage in the sentence and declension. Prepositional phrases provide more information about verbs. Some verbs are irregular and follow different verb patterns. Culture – Iliad Adjectives describe nouns. Adverbs give more information for the verb. Imperatives order someone to do something. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> To what extent will the understanding of conjugations allow you to communicate in Latin? To what extent will the understanding of cases allow you to communicate in Latin? How do prepositional phrases enhance meaning? To what extent will the understanding of verbs allow you to communicate in Latin? Why is the Iliad read today? How does our understanding of vocabulary affect comprehension? How do adjectives and adverbs enhance meaning?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> Verb conjugations and endings Current vocabulary words for translation of sentences and stories Noun endings for 1st, 2nd and 3rd declension nouns Prepositional phrases Irregular verbs Plot of Iliad Adjective and Adverb forms Imperatives 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate awareness of verb endings in sentences; present tense, first, second, third, and fourth conjugations. Translate sentences in English or Latin. Recite the verb endings for the present tense. Use vocabulary during writing activities. Use translation skills to establish a working vocabulary. Identify the key theme/focus for this understanding based on translations. Identify noun endings/cases in sentences. <ul style="list-style-type: none"> nominative case vocative case accusative cases ablative case first, second and third declensions List noun endings. Translate prepositional phrases; examples: ab, cum, de, ex, in pro, sine, sub. Identify case of prepositional phrase. Accusative or ablative. Conjugate irregular verbs. <ul style="list-style-type: none"> possum sum eo adsum

	<ul style="list-style-type: none"> Identify the significance of the Iliad to the Roman empire. <ul style="list-style-type: none"> Trojan War Identify adjective endings. <ul style="list-style-type: none"> First, second, and third declensions. Identify and utilize adjectives in sentences. Identify adverb endings. <ul style="list-style-type: none"> Formed from adjectives. Individual. Identify and utilize adverbs in sentences. Use imperative verbs to create and read commands. <ul style="list-style-type: none"> Singular and plural. Positive and negative.
Dates: January - February	Unit Plan: Chapters 9 – 10
Stage 1 – Desired Results	
PA Standard(S)/Assessment Anchors Addressed: <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 Latin or Greek. 12.2.E Identify words from the classical languages that are commonly used in English. 12.4.A Identify fundamental products and customs of Greco-Roman culture. 12.4.B Know basic information in school subject areas influenced by Greco-Roman culture. 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. 12.6.B Know why classical learning is useful in the national and global community. 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> Vocabulary development. Roman/American cultural comparisons. Nouns have different endings based upon their usage in the sentence and declension. Culture – Iliad and Odyssey Adjectives describe nouns. Adverbs give more information for the verb. Nouns have different genders. 	Essential Question(s): <ul style="list-style-type: none"> To what extent will the understanding of cases allow you to communicate in Latin? Why is the Iliad and the Odyssey read today? How does our understanding of vocabulary affect comprehension? How do adjectives and adverbs enhance meaning?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> Current vocabulary words for translation of sentences and stories Noun endings for 1st, 2nd and 3rd declension nouns Plot of Iliad and Odyssey Adjective and Adverb forms Genders of Nouns: masc, fem, neuter 	<i>Students will be able to:</i> <ul style="list-style-type: none"> Translate sentences in English or Latin. Use vocabulary during writing activities. Use translation skills to establish a working vocabulary. Identify the key theme/focus for this understanding based on translations. Identify noun endings/cases in sentences. <ul style="list-style-type: none"> nominative case vocative case accusative case ablative case genitives case first, second and third declensions List noun endings.

	<ul style="list-style-type: none"> Identify the significance of the Iliad and the Odyssey to the Roman empire. <ul style="list-style-type: none"> Trojan War Identify adjective endings. <ul style="list-style-type: none"> First, second, and third declensions. Identify and utilize adjectives in sentences. Identify adverb endings. <ul style="list-style-type: none"> Formed from adjectives. Individual. Identify and utilize adverbs in sentences. Explain the gender of nouns.
Dates: February - March	Unit Plan: Chapters 11 - 12
Stage 1 – Desired Results	
PA Standard(S)/Assessment Anchors Addressed: <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 Latin or Greek. 12.2.E Identify words from the classical languages that are commonly used in English. 12.4.A Identify fundamental products and customs of Greco-Roman culture. 12.4.B Know basic information in school subject areas influenced by Greco-Roman culture. 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. 12.6.B Know why classical learning is useful in the national and global community. 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> Vocabulary development. Roman/American cultural comparisons. Nouns have different endings based upon their usage in the sentence and declension. Nouns have different genders. 	Essential Question(s): <ul style="list-style-type: none"> To what extent will the understanding of cases and gender allow you to communicate in Latin? How does our understanding of vocabulary affect comprehension? To what extent does a culture's heritage stories paint a true picture of what life was like?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> Current vocabulary words for translation of sentences and stories Noun endings for 1st, 2nd and 3rd declension nouns Identify the significance of the heritage stories (Dido/Romulus) to the Roman culture. <ul style="list-style-type: none"> Qualities of a good leader. Start of Rome. Genders of Nouns: masc, fem, neuter 	Students will be able to: <ul style="list-style-type: none"> Translate sentences in English or Latin. Use vocabulary during writing activities. Use translation skills to establish a working vocabulary. Identify the key theme/focus for this understanding based on translations. Identify noun endings/cases in sentences. <ul style="list-style-type: none"> nominative case vocative case accusative case ablative case genitive case dative case first, second and third declensions List noun endings. Identify the significance of the heritage stories (Dido/Romulus) to the Roman culture. <ul style="list-style-type: none"> Qualities of a good leader.

	<ul style="list-style-type: none"> • Start of Rome. • Explain the gender of nouns.
Dates: March - April	Unit Plan: Chapters 13 - 14
Stage 1 – Desired Results	
PA Standard(S)/Assessment Anchors Addressed: <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 Latin or Greek. • 12.2.E Identify words from the classical languages that are commonly used in English. • 12.2.F Know how the classical languages have influenced other school curriculum areas. • 12.4.A Identify fundamental products and customs of Greco-Roman culture. • 12.4.B Know basic information in school subject areas influenced by Greco-Roman culture. • 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. • 12.6.B Know why classical learning is useful in the national and global community. 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Vocabulary development. 2. Roman/American cultural comparisons. 3. Nouns have different endings based upon their usage in the sentence and declension. 4. Nouns have different genders. 5. Romans believed in various gods and goddesses. 	Essential Question(s) <ul style="list-style-type: none"> • To what extent will the understanding of cases and gender allow you to communicate in Latin? • How does our understanding of vocabulary affect comprehension? • To what extent does a culture's heritage stories paint a true picture of what life was like? • How was mythology important?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Current vocabulary words for translation of sentences and stories • Noun endings for 1st, 2nd and 3rd declension nouns • Romans believed in various gods and goddesses • Genders of Nouns: masc, fem, neuter • Pronouns 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Translate sentences in English or Latin. • Use vocabulary during writing activities. • Use translation skills to establish a working vocabulary. • Identify the key theme/focus for this understanding based on translations. • Identify noun endings/cases in sentences. <ul style="list-style-type: none"> • nominative case • vocative case • accusative case • ablative case • genitive case • dative case • first, second and third declensions • List noun endings. • Explain the gender of nouns. • Discuss mythological stories. <ul style="list-style-type: none"> • creation of earth • underworld • love stories • nature stories • hero stories

	<ul style="list-style-type: none"> List god/goddesses names and characteristics. <ul style="list-style-type: none"> Zeus Poseidon Demeter Athena Apollo Artemis Aphrodite Hades Hephaestus Ares Dionysus Hermes Hestia Translate and identify pronoun forms.
Dates: April - June	Unit Plan: Chapters 15 - 16
Stage 1 – Desired Results	
PA Standard(S)/Assessment Anchors Addressed: <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 Latin or Greek. 12.2.E Identify words from the classical languages that are commonly used in English. 12.2.F Know how the classical languages have influenced other school curriculum areas. 12.4.A Identify fundamental products and customs of Greco-Roman culture. 12.4.B Know basic information in school subject areas influenced by Greco-Roman culture. 12.4.C Describe similarities and differences of daily life and social structures between modern and Greco-Roman culture. 12.4.A Know where in the local and regional community knowledge of classical language and culture is useful. 12.6.B Know why classical learning is useful in the national and global community. 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> Vocabulary development. Roman/American cultural comparisons. Nouns have different endings based upon their usage in the sentence and declension. Nouns have different genders. Romans believed in various gods and goddesses 	Essential Question(s) <ul style="list-style-type: none"> To what extent will the understanding of cases and gender allow you to communicate in Latin? How does our understanding of vocabulary affect comprehension? To what extent does a culture's heritage stories paint a true picture of what life was like? How was mythology important?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> Current vocabulary words for translation of sentences and stories Noun endings for 1st, 2nd and 3rd declension nouns Romans believed in various gods and goddesses Genders of Nouns: masc, fem, neuter Pronouns 	<i>Students will be able to:</i> <ul style="list-style-type: none"> Translate sentences in English or Latin. Use vocabulary during writing activities. Use translation skills to establish a working vocabulary. Identify the key theme/focus for this understanding based on translations. Identify noun endings/cases in sentences.

	<ul style="list-style-type: none"> • nominative case • vocative case • accusative case • ablative case • genitive case • dative case • first, second and third declensions • List noun endings. • Explain the gender of nouns. • Discuss mythological stories. <ul style="list-style-type: none"> • creation of earth • underworld • love stories • nature stories • hero stories • List god/goddesses names and characteristics. <ul style="list-style-type: none"> • Zeus • Poseidon • Demeter • Athena • Apollo • Artemis • Aphrodite • Hades • Hephaestus • Ares • Dionysus • Hermes • Hestia • Translate and identify pronoun forms.
--	---