I. OBJECTIVES:

WORLD LANGUAGE NATIONAL AND PENNSYLVANIA STATE STANDARDS

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<thead>
<tr>
<th>Academic Standards</th>
<th>Goal/Objective</th>
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| **STANDARD 1: COMMUNICATION** | Communicate in Latin.  
• Interpersonal (listening-speaking/writing-reading)  
• Interpretive (listening/reading)  
• Presentational (speaking/writing to an audience) |
| **STANDARD 2: CULTURE** | Relate cultural information of Latin-speaking countries.  
• Practices  
• Products  
• Perspectives |
| **STANDARD 3: CONNECTIONS** | Connect with other disciplines through the use of Latin.  
• Speaking, Listening, Reading, Writing  
• Accessing Resources  
• Media |
| **STANDARD 4: COMPARISONS** | Analyze the concepts of culture and nature of language through comparisons of Latin and English.  
• Structures  
• Idioms and Phonetics  
• Cultural Characteristics |
| **STANDARD 5: COMMUNITIES** | Communicate with individuals in communities.  
• Service  
• Communication  
• Understanding |

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<th>Common Core Standards</th>
<th>Goal/Objective</th>
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| **Reading** | Key Ideas and Details  
Craft and Structure  
Integration of Knowledge and Ideas |
III. MAJOR CONCEPTS:
   A. Review of all indicative forms, active and passive
      1. Essential Questions:
         i. How are these forms generated?
         ii. What differences exist between verb types (the four conjugations)?

   B. Review and completion of all subjunctive forms, active and passive
      1. Essential Questions:
         i. How does subjunctive differ from that of the indicative?
         ii. What are the primary dependent uses of the subjunctive?
         iii. What are the primary independent uses of the subjunctive?
         iv. What if any subjunctive uses still exist in English?

   C. Infinitive Clauses
      1. Essential Questions:
         i. Which tenses exist in the infinitive and how are they formed?
         ii. Which voices exist in the infinitive and how are they formed?
         iii. What is the primary use of the infinitive apart from its complementary use?
         iv. How do the tenses of the infinitive relate to the tense of the main verb?
         v. What is meant by the term ‘indirect statement and how is this formed in both English and Latin?

   D. Hierachy of clauses
      1. Essential Questions:
         i. What are the features of a periodic sentence?
ii. How do the moods (indicative, subjunctive, and infinitive) maintain clarity within the complex clausal structure of the periodic sentence?
iii. What are the differences in modern English style when contrasted with the formal periodic sentence?
iv. What aspects of the periodic sentence may be profitably employed in English prose composition?

E. Roman Authors

1. Essential Questions:
   i. Who was Cicero and what were his contributions to Rome as a statesman, to Latin prose as an innovative author, and to the intellectual world of the Renaissance and beyond?
   ii. Who was Livy and what were his contributions to Latin historiography?
   iii. Who was Horace and what were his contributions to Latin lyric poetry?
   iv. Who was Ovid and what were his contributions to Latin?

F. Culture

1. Essential Questions:
   i. What customs and practices informed the rites of passage, from birth to death, for a Roman individual?
   ii. What constituted status in Roman society and how was it demonstrated?
   iii. What drove Roman imperialism and how did the Romans conceptualize and justify their role as dominant power?

IV. METHODOLOGY/ INSTRUCTIONAL PRACTICES:

A. Course Schedule:
   Length of course: 1 year
   10 Credits

B. Pacing:

<table>
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<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Ecce Romani: review chapters 39-42</td>
<td>Classical Roman prose: Cicero’s ‘pro Roscio and Livy’s Ab Urbe Condita</td>
</tr>
<tr>
<td>Ancillary readings: Catullus</td>
<td>Classical Roman lyric and epic: Horace and Ovid</td>
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<tr>
<td>Ecce Romani: chapters 43-54</td>
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C. CLASSROOM INSTRUCTION
1. Reading and Comprehending: (Content, Context, Terminology, Scansion)
2. Translation: (Vocabulary in context, Morphology, Grammar and Syntax, Latin and English usages)
3. Analysis of Text: (development of an argument, use of Latin textual examples, inferences and conclusions, analysis of language usage and stylistic features, use of contextual knowledge)

D. Technology:
   1. The Promethean board will be used regularly in instruction.

E. Resources:

V. ASSESSMENT:

A. Procedures for Evaluation: Students will be assessed in the three modes of communication and their language skills. Students will be assessed in vocabulary and grammatical structures in context with the ultimate purpose of communication in one of the three modes.
   a. Formative Assessment- will be administered in a variety of formats including but not limited to:
      1. Speaking
      2. Reading
      3. Listening
      4. Writing
      5. Quizzes
      6. Projects
      7. Home work
      8. Class work
      9. Participation
   b. Summative Assessment-
      1. A performance-based assessment will be administered at the end of each unit.
      2. A proficiency-based assessment will be administered for the mid-term and final exam grades.
   c. Accommodations- are aligned with those permitted for the PSSA and included in IEPs will be provided for Special Education students who are enrolled in this course.

B. GRADING CATEGORIES
   a. GRADING: Grades are weighted according to the following:

   30% - all assessments related to proficiency in Translation: (Vocabulary in context, Morphology, Grammar and Syntax, Latin and English usages)
   20% - all assessments related to proficiency in Analysis of Text: (Development of an argument, Use of Latin textual usages)
examples, Inferences and conclusions, Analysis of language usage and stylistic features, Use of contextual knowledge)
30% - all assessments related to proficiency in Reading and Comprehending: (Content, Context, Terminology, Scansion)
10% - Graded Assignments - all coursework related to practice - class work, homework, etc.
10% - Participation - use of target language in the classroom and student engagement in the lessons
C. EXPECTED LEVELS OF ACHIEVEMENT:
Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:
   A--------------90-100%
   B___________80-89%
   C___________70-79%
   D___________60-69%