Abington School District
World Language Department
Planned Course of Study
Latin 2 Honors
Course #0550

Abington School District
970 Highland Avenue
Abington, PA 19001

I. OBJECTIVES:

WORLD LANGUAGE NATIONAL AND PENNSYLVANIA STATE STANDARDS

Academic Standards	Goal/Objective
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 the Roman world. • 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

Common Core Standards	Goal/Objective
Reading	Key Ideas and Details
	Craft and Structure
	Integration of Knowledge and Ideas
	Range of Reading and Level of Text Complexity

Writing	Text Types and Purposes	
	Production and Distribution of Writing	
	Research to Build and Present Knowledge	
	Range of Writing	
Speaking and Listening	Comprehension and Collaboration	
	Presentation of Knowledge and Ideas	
Language	Conventions of Standard English	
	Knowledge of Language	
	Vocabulary Acquisition and Use	

III. MAJOR CONCEPTS:
A. Completion and review of the Indicative Active system
1. Essential Questions
    i. How do the active tenses provide for a complete description of human experience of time?
    ii. What is the distinction between perfect, pluperfect, and future perfect?
    iii. How are the same 'building blocks' used to generate all tenses?
B. Indicative Passive verb system
1. Essential Questions:
    i. How is the passive different from the active?
    ii. How do the cases function with the passive?
    iii. How is the English passive constructed?
    iv. How is the Latin passive constructed?
    v. What stylistic and formal differences exist between the English and Latin use of the passive?

C. Verbal Adjectives (participles)
1. Essential Questions:
    i. How are the functions of an adejctive and participle combined in one word?
    ii. What are the English verbal adjectives?
    iii. How are verbal adjectives effectively employed in English?
    iv. How are verbal adjectives effectively employed in Latin?
D. Relative Pronoun and relative clause
1. Essential Questions:
    i. What is a clause? How is it both similar and different to a sentence?

      ii. What is the function of the relative pronoun in both English and Latin?

      iii. What is the function of the relative clause?

      iv. What are the mechanics of the relative pronoun in Latin ?

E. Degrees of adjectives and adverbs

    1. Essential Questions:

      i. What are corresponding English forms?

      ii. How are these forms generated in Latin?

      iii. Which cases are used with these unique forms?

      iv. How is 'quam' used differently with each degree?

F. Deponent verbs

    1. Essential Questions:

      i. What are the defining features of a deponent verb?

      ii. What if any English analogues exist for a Latin deponent?

      iii. What is the unique translation of the perfect deponent verbal adjective and how is it both similar and different from that of the regular set?

G. Introduction to Subjunctive verb forms

    1. Essential Questions:

      i. What if any examples of the subjunctive exist in English?

      ii. What if any difference in meaning exist between Indicative and Subjunctive?

      iii. How is the subjunctive used with cum?

      iv. What is an indirect question in either English or Latin?

      v. How is the subjunctive used to make an indirect question and what does this correspond to in English?

IV. METHODOLOGY/ INSTRUCTIONAL PRACTICES:

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

B. Pacing:

First Semester	Second Semester

Ecce Romani: chapters 1-21 review	Ecce Romani: chapters 39-45
Ecce Romani: chapters 22-38	Ancillary readings: poems of Catullus and Horace
Ancillary Latin readings: fables of Phaedrus, Livy's Ab Urbe Condita;	Creative Project: may be visual, written, or performed.
Roman monarchy and transition to republic	English to Latin translation.
Roman Cena and Commissatio; Patron client system between citizens and between Rome and allied states.	

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 to illustrate, practice, and review concepts of grammar.

E. Resources:
1. Texts: Ecce Romani, books I and II; 4th edition

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 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%