

Planned Course: Latin I - Standard		Course Number: 512	Department: World Languages
Unit 3: Doing Business Estimated Time: 3 weeks		Grade Level: 11 th & 12 th Level/Track: I Standard	Date Approved: 8/8/2011
PA Academic Standards	<p>▶ Core Concepts (in question format)</p> <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>12.2 Communication – Content Stage 1: A, B, C, D, E, & F</p> <p>12.2.1 Communication – Performance Stage 1: A, B, C, D, E, & F</p> <p>12.4 Culture – Content Stage 1: A, B, & C</p> <p>12.4.1 Culture – Performance Stage 1: A, B, C, D, E, & F</p> <p>12.6 Community – Content Stage 1: A & B</p> <p>12.6.1 Community – Performance Stage 1: A & B</p>	<p>▶ How was business conducted in ancient Rome?</p> <ul style="list-style-type: none"> • Students will recognize vocabulary used to describe how business was done by performing a reading in Latin with guide words to aid comprehension. • Students will demonstrate comprehension about business conducted in the ancient Roman world by answering comprehension questions from a reading in Latin. • Students will describe the following by performing a reading in English: <ul style="list-style-type: none"> • Students will describe what ancient Pompey looked like. • Students will identify important landmarks in Pompey. • Students will describe how the ancient Romans were able to enjoy running water by reading about aqueducts. • Students will identify Latin words for various occupations common in 	<p>The following will all be done through listening, reading, writing and speaking.</p> <p>Activities/Strategies:</p> <p>Communicative Partner/Small Group Activities <i>Information Gap Activities</i> Answering questions about what people in various professions do.</p> <p>Worksheets To practice vocabulary, grammar, spelling, writing, reading and word derivations</p> <p>Listening Activities -CD Drills Choral response- CD/Teacher Activities to practice pronunciation and fluency Grammar-Activities to practice or review grammatical structures Writing-Activities to practice or review writing words, phrases and sentences. Flashcard activities to practice new vocabulary: To introduce, practice and review</p>	<p>Vocabulary Quizzes Student will write the vocabulary words in Latin.</p> <p>Quiz Each quiz assesses students on reading, writing, culture and grammar. <i>Grammar:</i> Students identify which case a noun is in by choosing nominative or accusative. <i>Reading:</i> Students demonstrate comprehension of a reading by choosing an appropriate answer from multiple choices. <i>Writing:</i> Students translate a complete sentence in Latin. <i>Culture:</i> Students identify various landmarks in Pompey.</p> <p>Test The test is a cumulative assessment, which assesses students on reading, grammar, word derivation skills and culture. <i>Reading:</i> Students answer comprehension questions about a reading about Pompey.</p>
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	<p>Pompey.</p> <ul style="list-style-type: none"> Students will begin to recognize the vastness of the Roman empire. <p>► How do you recognize whether a noun is in the 1st, 2nd or 3rd declension?</p> <ul style="list-style-type: none"> Students will identify common endings found on 1st and 2nd declension nouns. Students will identify 3rd declension nouns by their singular accusative ending “em.” Students will choose the correct 1st and 2nd declension accusative or nominative forms by completing a sentence. Students will identify correct form of adjective that agrees with 1st and 2nd declension nouns. Students will indicate whether an oral statement is true or false by looking at a picture and writing “verum” (true) or “falsum” (false.) <p>► How do you use question words in Latin?</p>	<p>vocabulary. Use in whole class instruction, partner/small group activities, games, etc.</p> <p>Create an outline plan of the city of Pompey and fill in key features of the town, such as Caecilius’ house, the forum, etc. (E)</p> <p>Students can work in groups to complete this project.</p> <p>Teacher/Tutor (R)</p> <p>Re-teaching content to individuals and small groups</p> <p>Re-quizzes</p> <p>Study Skills</p> <p>Vocabulary flashcards</p> <p>Use of gestures for vocabulary</p> <p>Vocabulary Lists</p> <p>Flyswatter</p> <p>Listening-note taking</p> <p>Review each day</p> <p>Test review worksheet</p> <p>Notebook organization</p> <p>Computer assisted instruction</p> <p>songs</p>	<p>Grammar: Students complete a matching section where they match cases and declensions for nouns.</p> <p>Word Derivations: Students choose Latin word for the English derivative.</p> <p>Culture: Students identify the Latin word for various occupations of people in Pompey.</p> <p>Students identify various landmarks and important infrastructures in Pompey.</p> <p>Latin phrases: students match the English meaning of Latin phrases.</p>	
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	<ul style="list-style-type: none"> • Students will identify the question word quālis (what kind of.) and quem (whom) • Students will practice using question words correctly with a partner. <ul style="list-style-type: none"> ▶ How do Latin words and phrases relate to modern English words? • Students will choose Latin words from which certain English words have derived. • Students will state meaning of Latin word from which an English word has derived. • Student will demonstrate understanding of how English words derive from Latin words. • Students will identify Latin phrases and how they are used in English today (e.g. ante bellum which means before war.) 			
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