



GREAT NECK PUBLIC SCHOOLS

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#DiscoverGreatness

Phipps Administration Building
Office of Instruction
345 Lakeville Road
Great Neck, New York 11020

516.441.4009
516.441.4010
Fax 516.441.4992

Curriculum Profile: Latin Checkpoint B

<u>Department</u>	World Languages	
<u>Course Name</u>	Checkpoint B: Latin 9H, Latin 10H	
<u>Course Length</u>	2 years – 9 th and 10 th grade	
<u>High School Credits</u>	1 credit per course (2 total)	
<u>Description</u>	This course sequence continues the thematic study of Latin grammar, vocabulary, and English word etymology. The will also expand their cultural competence of ancient history and its impact on the modern world today.	
<u>Target/eligible students</u>	Students in 9th and 10th grade who are Checkpoint B language eligible.	
<u>State Learning Standards Link(s)</u>	New York State Learning Standards for World Languages (Modern Languages) - 2021 Anchor Standard: Communication ● <u>Standard 1: Interpretive Communication</u> - Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources ● <u>Standard 2: Interpersonal Communication</u> - Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions. ● <u>Standard 3: Presentational Communication</u> - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade. Anchor Standard: Cultures ● <u>Standard 4: Relating Cultural Practices and Products to Perspectives</u> - Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest. ● <u>Standard 5: Cultural Comparisons</u> - Learners use the target language to compare the products and practices of the cultures studied and their own.	
<u>Primary Texts and Materials</u>	Ullman, B.L. and Charles Henderson. Latin for Americans II. Columbus: McGraw-Hill, 2002	
<u>Scope/Sequence</u>	All themes and topics, as prescribed by Checkpoint B, are covered during the one-year language sequence. While the scope and learning objectives are consistent, small variations in the sequence of topics may exist across schools.	
<u>Standard 1</u> Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.	Interpretive Reading: What can I understand, interpret, or analyze in a range of diverse texts that I read or view? Interpretive Listening What can I understand, interpret, or analyze in conversations or discussions that I hear and in which I am not a participant?	Identify the topic and related information from simple sentences in short informational and literary texts. Identify the main idea in short conversations.

<u>Standard 2 - Presentational Communication:</u> Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, and persuade	Presentational Speaking How can I present information to narrate about my life, experiences, and events? How can I present information to give a preference, opinion? or persuasive argument? How can I present information to inform, describe or explain? Presentational Writing How can I present information to narrate about my life, experiences, and events? How can I present information to give a preference, opinion or persuasive argument? How can I present information to inform, describe, or explain?	Present personal information about my life and activities, using simple sentences most of the time. Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. Present on familiar and everyday topics, using simple sentences most of the time. Present personal information about my life and activities, using simple sentences most of the time. Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. Present on familiar and everyday topics, using simple sentences most of the time.
<u>Standard 3 - Interpersonal Communication:</u> Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions	Interpersonal Speaking: How can I exchange information in conversations? How can I meet personal needs or address situations in conversations? How can I express feelings, react to and support preferences and opinions in conversations?	Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Interact with others to meet basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
<u>Standard 4 - Relating Cultural Practices and Products to Perspectives:</u> Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest	How can I understand cultural perspectives by examining cultural products and practices of ancient civilizations?	Describe cultural products and practices in my own and ancient cultures to help me understand perspectives using sentences.
<u>Standard 5 - Cultural Comparisons:</u> Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own	How can I make cultural comparisons by examining the products and practices of ancient cultures and my own?	Describe comparisons of practices and products of the target cultures with my own culture, using sentences.
<u>Additional Notes</u>	Vocabulary, Grammar and Syntax based on Stories adapted from Livy's ab urbe condita and Caesar's de Bello Gallico Background history and culture	