

Williamson County Schools
Latin Level 1
Quarter 1 – Stage 1 Performance Indicator
State Content Standards

C1.1 Learners demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C1.3 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

C3.2 Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

C4.1 Learners investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

C5.2 Learners use target language for enrichment and advancement.

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

I can compare my life to a Pompeiiian in the early Empire.

Stage 1 Performance Indicator

I can identify words, phrases, high-frequency expressions, and some learned structures in a story about the household dog.

Stage 1 Performance Indicator Assessment

Cerberus around the villa (Stage 1 Attainment Test). Read the story and answer the questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

CL.C1.1.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

a) identify the sound of a letter.

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

a) identify Roman letters, including those that function differently from those of the English alphabet.

CL.C1.3.NL.a-c. **Novice Low Learners use memorized words and phrases to**

b) state the names of familiar people, places, and objects with visual support.

Novice Range Learners:

CL.C3.1.NR.a-j. Novice Range Learners

h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.

CL.C3.2.NR.a-f. Novice Range Learners

f) examine specific family-related vocabulary that may not have equivalents in one's native language.

CL.C4.1.NR.a-f. Novice Range Learners.

c) compare word order in simple sentences of the target language to one's own language.

d) compare and contrast the sounds and writing systems of one's own language with the target language.

CL.C5.2.NR.a-d. Novice Range Learners

d) set learning goals for language acquisition.

Standard (in addition to the first column)

CL.C1.1.NM.a-b. Novice Mid Learners recognize memorized words and phrases to

b) isolate words and phrases learned for specific purposes.

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

Honors (in addition to the first column)

CL.C1.1.NH.a-d Novice High Learners begin to recognize simple sentences to

b) understand simple information when presented with visual support.

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

Learning Targets

1. I can analyze the word order of a Latin sentence.
2. I can recognize the subject of the sentence.
3. I can translate the subject of the sentence.
4. I can analyze family roles and norms for ancient Pompeians.
5. I can analyze the function of parts of houses in Pompeii.

Preferred Resources

Preferred Resources

Familia p.2-5

About the Language p.7

Check for Learning:

Rewrite the word order of the sentences on page 4 in English word order.

Preferred Resources

Familia p.2-5

Stage 1 WS: vērūm aut falsūm

Check for Learning

Students will identify the subjects of the ‘familia’ illustrated sentences.

Preferred Resources

Cerberus (p.6)

Practicing the Language (p.7)

Check for Learning

Student will complete ‘Practicing the Language’ p.7 Exercise 1.a-g

Preferred Resources

Caecilius & Metella (pp.8-10)

Stage 1 WS: Stage 1 Culture

Stage 1 WS: Caecilius

Stage 1 WS: Metella

Check for Learning

Explain the role of the father and mother in the Roman household

Preferred Resources

Houses of Pompeii (pp.10-13)

Stage 1 WS: in villa 1

Stage 1 WS: in villa 2

Stage 1 WS: Houses in Pompeii

Check for Learning

Explain the function of three rooms in the Roman house.

Language Focus

• *Quintus est filius*

• *Quintus in tricliniō bibit.*

• *filia/filiae*

• *filius, filiū*

• *pater, patrēs*

• *The father is in the study*

• *The daughter is in the garden*

• *Role of the ‘pater’*

• *Role of ‘māter’*

• *Structure of Roman house.*

Williamson County Schools
Latin Level 1
Quarter 1 – Stage 2 Performance Indicator
State Content Standards

C1.1 Learners demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C1.3 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.

C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

I can compare my life to a Pompeian in the early Empire.

Stage 2 Performance Indicator

I can infer the main ideas of the story and evaluate the moods of the characters.

Stage 2 Performance Indicator Assessment

Grumio & Pandora (Stage 2 attainment test) Read the text and answer the questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

b) connect some words or phrases to their meanings.

CL.C1.3.NL.a-c. **Novice Low Learners use memorized words and phrases to**

b) state the names of familiar people, places, and objects with visual support.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.

g) describe simple interactions from daily life in the classical culture.

CL.C3.1.NR.a-j. Novice Range Learners

i) distinguish how the diets of classical culture relate to our eating habits today.

CL.C4.2.NR.a-d. Novice Range Learners

b) compare simple patterns of behavior of classical cultures to one's own.

Standard (in addition to the first column)

CL.C1.1.NM.a-b. Novice Mid Learners recognize memorized words and phrases to

a) identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions).

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

b) use prefixes and roots of words to interpret the meaning of new words.

c) distinguish the patterns in different parts of speech.

CL.C1.3.NM.a-e. Novice Mid Learners use memorized words and phrases to

a) describe familiar items in one's immediate environment.

b) describe oneself and others.

c) state likes and dislikes.

d) describe daily activities.

e) recite parts of poems or rhymes.

CL.C1.4.NM.a. Novice Mid Learners use memorized words and phrases to

a) write about oneself

Honors (in addition to the first column)

CL.C1.1.NH.a-d Novice High Learners begin to recognize simple sentences to

a) comprehend simple questions or statements in the target language on familiar topics in context.

b) understand simple information when presented with visual support.

c) indicate the main idea of a simple conversation on familiar topics.

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

CL.C1.3.NH.a-b. Novice High Learners begin to use simple sentences to

- a) present information about familiar items in one's environment.
- b) discuss modern daily activities and/or the daily activities of the classical culture.

CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to

- a) describe familiar items in the immediate environment.
- b) discuss general topics of the classical culture and history.
- c) write about modern daily activities and/or the daily activities of the classical culture.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can recognize the direct object of the sentence.</p> <p>2. I can translate the direct object of the sentence.</p> <p>3. I can differentiate between the subject and direct object of the sentence.</p> <p>4. I can analyze the daily schedule of a Pompeiian adult.</p>	<p>Preferred Resources <i>Amīcus</i> (pp.16-17) Stage 2 WS: Nominative or Accusative? Check for Learning: Identify the direct objects in <i>mercātor</i> Preferred Resources <i>Metella</i> (pp.18-19) Stage 2 WS: Who does the actions? Check for Learning Translate sentences 17-20 on page 19. Preferred Resources <i>in tricliniō</i> (p.20) Stage 2 WS: Caecilius et pavo Stage 2 WS: Cerberus Check for Learning List 3 subjects and 3 direct objects in p.22 Ex.3 '<i>amīcus</i>' passage Preferred Resources <i>Daily Life</i> (pp.23-25) Stage 2 WS: Daily Life Check for Learning List three activities that a Pompeiian would do in a day.</p>	<ul style="list-style-type: none"> • <i>fīliam/fīliās</i> • <i>fīlium/fīliōs</i> • <i>patrem/patrēs</i> • Metella sees <i>Grumio</i> • Father praises the <i>daughter</i> • <i>He/she/it verbs <u>him/her/it</u></i> <ul style="list-style-type: none"> • <i>Clients/Patrons</i> • <i>Wardrobe</i> • <i>Meals</i>
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Williamson County Schools
Latin Level 1

Quarter 1 – Stage 3 Performance Indicator
State Content Standards

- C1.1 Learners demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
C1.3 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

I can compare my life to a Pompeiiian in the early Empire.

Stage 3 Performance Indicator

I can analyze the main ideas of a story about a two friends interacting on the streets of Pompeii

Stage 3 Performance Indicator Assessment

Quintus sees his poet friend (Stage 3 attainment test) Read the text and answer the questions about it in English, citing Latin support.

Components of State Standards
Standard and Honors

- CL.C1.1.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**
b) determine isolated words, particularly when accompanied by gestures or pictures.
CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**
b) connect some words or phrases to their meanings.
CL.C1.3.NL.a-c. **Novice Low Learners use memorized words and phrases to**
b) state the names of familiar people, places, and objects with visual support.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

- f) describe practices observed in a visual representation or text in a classical culture.
g) describe simple interactions from daily life in the classical culture.

CL.C3.1.NR.a-j. **Novice Range Learners**

- h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.

Standard (in addition to the first column)

CL.C1.1.NM.a-b. **Novice Mid Learners recognize memorized words and phrases to**

b) isolate words and phrases learned for specific purposes.

CL.C1.2.NM.a-c. **Novice Mid Learners recognize memorized words and phrases to**

a) identify words and phrases with the help of visuals.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.1.NH.a-d **Novice High Learners begin to recognize simple sentences to**

a) comprehend simple questions or statements in the target language on familiar topics in context.

b) understand simple information when presented with visual support.

c) indicate the main idea of a simple conversation on familiar topics.

d) follow the narrative of a simple story being read aloud.

CL.C1.2.NH.a-e. **Novice High Learners begin to recognize simple sentences to**

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can categorize nouns into their different declensions.</p> <p>2. I can analyze a passage using text and an image</p> <p>3. I can read Latin passages to discover typical professions of Pompeians.</p> <p>4. I can analyze the purpose of each district of Pompeii.</p>	<p>Preferred Resources <i>in forō</i> (p.28) <i>artifex</i> (p.29) <i>vēnālīcius</i> (p.31) <i>About the Language</i> (p.32) Stage 3 WS: Declensions of Nouns Check for Learning: Label the declension of each noun in line 1 of <i>Artifex</i> on page 29. Preferred Resources <i>tonsor</i> (p.30) Stage 3 WS: verum aut falsum Questions Stage 3 WS: verum aut falsum Check for Learning: Students will answer comprehension questions using familiar vocabulary and images to guide them. (<i>tonsor</i> questions p.30) Preferred Resources Link: <i>St.3 Readings</i> (pp.28-31) Stage 3 WS: Clāra, Pantagathus, Syphax Check for Learning Describe each professional's job in one sentence Preferred Resources <i>Town of Pompeii</i> (pp. 33-37) Stage 3 WS: The Town of Pompeii Check for Learning List 3 types of buildings found in Pompeii.</p>	<ul style="list-style-type: none"> ● <i>ancilla, acillae f.</i> ● <i>amīcus, amīcī, m</i> ● <i>mercātor, mercātoris, m</i> <p>• <i>Identify the Latin the passage that correlates with the image in the passage.</i></p> <ul style="list-style-type: none"> ● <i>Clāra pictūram pingit</i> ● <i>Pantagathus novāculam tenet</i> ● <i>Syphax magnum servum habet</i> <ul style="list-style-type: none"> ● Street of Shops ● Stabiae Street ● Palaestra ● Roman Roads
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Williamson County Schools

Latin Level 1

Quarter 1 – Stage 4 Performance Indicator

State Content Standards

- C1.1 Learners demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C1.3 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
- C3.2 Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.
- C4.1 Learners investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.
- C5.1 Learners use the language to interact both within and beyond the classroom.
- C5.2 Learners use target language for enrichment and advancement.

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

<p>1. I can recognize verbs in the 1st person, singular, present tense.</p> <p>2. I can recognize verbs in the 2nd person, singular present tense.</p> <p>3. I can recognize the 1st & 2nd person, singular present tense of the irregular verb ‘to be’.</p> <p>4. I can read a passage showing different points of view.</p> <p>5. I can compare the Roman forum with modern social institutions.</p>	<p>Preferred Resources <i>Model Sentences</i> (p.40) <i>Practicing the Language</i> (p.46) Check for Learning: Complete sentences a-d on Practicing the Language with the right form of the verb. Preferred Resources <i>Model Sentences</i> (p.41) Stage 4 WS: What person? Stage 4 WS: What are you doing? Check for Learning Complete sentences e-h on Practicing the Language with the right form of the verb. Preferred Resources <i>Model Sentences</i> (p.42) Stage 4 WS: Who am I? Check for Learning List and translate the forms of ‘to be’ on page 42 Preferred Resources <i>in basilica</i> (p.44) Stage 4 WS: A day in court Check for Learning Summarize the passage in two sentences. Preferred Resources <i>The Forum</i> (p.48) Stage 4 WS: Stage 4 Culture (via Ed Long) Stage 4 WS: The Olympian Gods Check for learning Think-Pair-Share with a partner about the comparison of the forum with a modern social institution. Share your conclusion with the teacher.</p>	<ul style="list-style-type: none"> • <i>ego cēnam coquō</i> • <i>Quid tū coquis?</i> • <i>ego sum mercātor</i> • <i>tū es senex</i> • <i>iūdex: quis es tū?</i> • Caecilius: ego sum Lūcius Caecilius Iucundus. • <i>Basilica</i> • <i>Colonnade</i>
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Williamson County Schools
Latin Level 1
Quarter 2 – Stage 5 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 2 Essential Question

How does social status of Pompeians impact the experience of social interactions?

Overall Performance Objective

I can compare the impact of social status and identity on daily life in the modern and ancient worlds.

Stage 5 Performance Indicator

I can infer the importance of the theater in the life of a Pompeian.

Stage 5 Performance Indicator Assessment

Excitement about an event in a Pompeian theater. (Stage 5 Attainment Test) Read the text and answer questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to

- a) identify Roman, including those that function differently from those of the English alphabet.
- b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. Novice Range Learners

- g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. Novice Range Learners

- a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.
- b) identify cultural products and their purposes in classical culture.

CL.C4.2.NR.a-d. Novice Range Learners

- a) contrast tangible and intangible products of classical cultures to one's own.
- d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one's own.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

- a) identify words and phrases with the help of visuals.
- c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

- a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
- b) understand the main idea of written materials.
- c) distinguish grammatical structures to comprehend the message of simple texts.
- d) use word endings and grammatical functions to understand texts.
- e) comprehend simple written questions related to a familiar text.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can recognize plural subjects in sentences, when aided by images and familiar vocabulary</p> <p>2. I can recognize plural present tense verbs in sentences, when aided by images and familiar vocabulary</p> <p>3. I can translate the 3rd person, plural verbs in the conversation between Poppaea and Lucrio.</p> <p>4. I can distinguish between different aspects of Roman theater</p>	<p>Preferred Resources <i>in viā</i> (pp.54-5) <i>About the Language 2</i> (p.61) Stage 5 WS: Agreement of Subject & Verb Check for Learning: List the nouns in the plural nominative case in <i>in viā</i> (pp.54-5) Preferred Resources <i>in theatrō</i> (pp.56-7) <i>About the Language</i> (p.59) Stage 5 WS: Find the Hidden Sentence Check for Learning List the plural verbs in <i>in theatrō</i> (pp.56-57) Preferred Resources <i>Poppaea</i> (p.61) <i>About the Language 2</i> (p.62) <i>Practicing the Language</i> (p.63) Stage 5 WS: Singular or Plural? Check for Learning Translate the verbs in lines 1-10 of <i>Poppaea</i> (p. 61) Preferred Resources <i>The theater at Pompeii</i> (pp.64-66) <i>The comedies of Plautus</i> (p.67) <i>Practicing the Language</i> (p.63) Stage 5 WS: The Theater at Pompeii Check for Learning Define ‘pantomime’ and ‘comedy’ in the context of Roman theater.</p>	<ul style="list-style-type: none"> • <i>puellae sunt in viā</i> • <i>canēs sunt in viā.</i> <ul style="list-style-type: none"> • <i>sedet v. sedent</i> • <i>stat v. stant</i> • <i>dormit, v. dormiunt</i> • <i>they do not work</i> • <i>they enter</i> • <i>they are present</i> • <i>pantomime</i> • <i>comedy</i> • Plautus
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Williamson County Schools
Latin Level 1
Quarter 2 – Stage 6 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.

C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 2 Essential Question

How does social status of Pompeiians impact the experience of social interactions?

Overall Performance Objective

I can compare the impact of social status and identity on daily life in the modern and ancient worlds.

Stage 6 Performance Indicator

I can infer key information about the interactions between slaves and their master.

Stage 6 Performance Indicator Assessment

Where is Grumio? (Stage 6 Attainment Test). Read the text and answer questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.

f) describe practices observed in a visual representation or text in a classical culture.

g) describe simple interactions from daily life in the classical culture.

CL.C4.2.NR.a-d. **Novice Range Learners**

b) compare simple patterns of behavior of classical cultures to one's own.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. **Novice Mid Learners recognize memorized words and phrases to**

- a) identify words and phrases with the help of visuals.
- c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. **Novice High Learners begin to recognize simple sentences to**

- a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
- b) understand the main idea of written materials.
- c) distinguish grammatical structures to comprehend the message of simple texts.
- d) use word endings and grammatical functions to understand texts.
- e) comprehend simple written questions related to a familiar text.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can label the 3rd person forms of the Imperfect tense in illustrated sentences.</p> <p>2. I can label the 3rd person forms of the Perfect Tense in the <i>pugna</i> story.</p> <p>3. I can translate the imperfect forms of ‘to be’ in the ‘Felix’ story</p> <p>4. I can respond to questions about the interaction between Felix and the thief.</p> <p>5. I can compare the daily lives of a slave and a freedman.</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.70-71) <i>About the Language</i> (p.74) Stage 6 WS: poeta et canis Check for Learning: List the Imperfect verbs on pages 70 and 71</p> <p>Preferred Resources <i>pugna</i> (p.72) <i>About the Language</i> (p.74) Stage 5 WS: What tense is it? Check for Learning List the Perfect verbs in the <i>pugna</i> story on page 72.</p> <p>Preferred Resources <i>Fēlix</i> (p.72) <i>About the Language</i> (p.75) Check for Learning Translate the three imperfect forms of ‘to be’ in the <i>Fēlix</i> story in context.</p> <p>Preferred Resources <i>Fēlix et fūr</i> (p.73) Stage 6 WS: Felix et fur questions Check for Learning Answer the first question Quintus asks his father in two English sentences.</p> <p>Preferred Resources <i>Slaves and Freedman</i> (pp.78-81) Stage 6 WS: Slaves and Freedman Questions Check for Learning Describe how drastically a Roman slave’s life could change after manumission in a short paragraph.</p>	<ul style="list-style-type: none"> • <i>ambulābant</i> • <i>erat</i> • <i>vexābat</i> • <i>festīnāvit</i> • <i>agitāvit</i> • <i>laudāvērunt</i> • <i>Fēlix erat lībertus</i> • Felix was a freedman • <i>Cūr Fēlix nunc est lībertus?</i> <ul style="list-style-type: none"> • “<i>furcifer!</i>” • <i>sed quis erat īnfāns?</i> <ul style="list-style-type: none"> • <i>dominus</i> • <i>manūmissiō</i> • <i>lībertus/a</i>
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Williamson County Schools
Latin Level 1
Quarter 2 – Stage 7 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.

C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.

C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Quarter 2 Essential Question

How does social status of Pompeians impact the experience of social interactions?

Overall Performance Objective

I can compare the impact of social status and identity on daily life in the modern and ancient worlds.

Stage 7 Performance Indicator

I can describe key information from the passage and infer Roman beliefs about the afterlife.

Stage 7 Performance Indicator Assessment

A ghost story in Pompeii (Stage 7 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).

f) describe practices observed in a visual representation or text in a classical culture.

CL.C2.2.NR.a-e. **Novice Range Learners**

b) identify cultural products and their purposes in classical culture.

c) demonstrate the relationship between products, practices, and perspectives.

CL.C3.1.NR.a-j. Novice Range Learners

d) read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

Learning Targets

Preferred Resources

Language Focus

<p>1. I can translate verbs with implied subjects in the ‘cēna’ model sentences.</p> <p>2. I can recognize a perfect tense verb without a ‘v-stem’ in the story of ‘Decēns’.</p> <p>3. I can translate the perfect tense in the story of the interaction between Metella and Melissa</p> <p>4. I can analyze the memorials and customs of the romans kept the memory of the dead alive.</p>	<p>Preferred Resources <i>cēna</i> (pp.84-85) <i>About the Language 1</i> (p.87) Stage 7 WS: The Wasp Check for Learning: Translate the verbs with implied subjects on page 85.</p> <p>Preferred Resources <i>fābula mīrābilis</i> (p.86) <i>Decēns</i> (p.88) <i>post cēnam</i> (89) <i>About the Language 2</i> (p.90) Stage 7 WS: What tense is it? Check for Learning: List the perfect verbs in the ‘Decēns’ story.</p> <p>Preferred Resources <i>Metella et Melissa</i> (p.91) <i>Practicing the Language 2 a-h</i> (p.94) Stage 7 WS: Name the verb Check for Learning List the three reason that Metella is praising Melissa</p> <p>Preferred Resources <i>Roman beliefs about life after death</i> (pp. 95-97) Stage 7 WS: Culture Questions Check for Learning In three sentences, compare these rites with modern funeral rites.</p>	<ul style="list-style-type: none"> ● <i>vīllam intrāvit.</i> ● He entered the house. ● <i>coquum ladāvērunt</i> ● They praised the cook <ul style="list-style-type: none"> • <i>cōnspexit</i> • <i>clāmāvit.</i> • <i>necāvērunt</i> ● <i>rogāvit</i> ● <i>parāvīt</i> ● <i>discessit</i> ● cemetaries <ul style="list-style-type: none"> • urns • festivals
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Williamson County Schools
Latin Level 1
Quarter 2 – Stage 8 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 2 Essential Question

How does social status of Pompeians impact the experience of social interactions?

Overall Performance Objective

I can compare the impact of social status and identity on daily life in the modern and ancient worlds.

Stage 8 Performance Indicator

I can describe key information and infer the feelings of Pompeians about gladiatorial combat.

Stage 8 Performance Indicator Assessment

A memory of gladiators (Stage 8 attainment test). Read the text and answer questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).

f) describe practices observed in a visual representation or text in a classical culture.

CL.C2.2.NR.a-e. **Novice Range Learners**

e) provide simple reasons for the role and importance of products from the classical culture.

CL.C4.2.NR.a-d. Novice Range Learners

c) explore celebrations and holidays from one's own culture and those in the classical cultures.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

b) use prefixes and roots of words to interpret the meaning of new words.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can identify and analyze the objects of the sentences in ‘amphitheatrum’ in the model sentences.</p> <p>2. I can translate the plural accusative nouns in the story ‘Gladīatōrēs’ and ‘in arēnā’.</p> <p>3. I can identify the superlative adjective in the story about the animal hunt.</p> <p>4. I can translate the superlative degree in the story of Lucia and the cat.</p> <p>5. I can respond to questions about gladiatorial combat.</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.100-101) <i>About the Language 1</i> (p.104) Stage 8 WS: Nominative and Accusative Check for Learning: List and parse all direct objects on page 101.</p> <p>Preferred Resources <i>gladiātōrēs</i> (p.102) <i>in arēnā</i> (p.103) <i>About the Language 1</i> 4 a-h (p.104) Stage 8 WS: One is not enough Stage 8 WS: Bestiae Check for Learning Translate the last sentence of <i>in arēnā</i></p> <p>Preferred Resources <i>vēnātio</i> (p.105) <i>Questions for vēnātio</i> (p.105) <i>About the Language 2</i> (p.107) Stage 8 WS: Snake Sentences Check for Learning List and parse the superlative adjectives in <i>vēnātiō</i></p> <p>Preferred Resources <i>Lūcia et fēlēs</i> (p.108) <i>Practicing the language</i> (p.108) Stage 8 WS: Superlatives Check for Learning Copy and translate the superlative adjectives in <i>Lūcia et fēlēs</i></p> <p>Preferred Resources <i>Gladiator Shows</i> (pp.109-113) Stage 8 WS: Gladiator Culture Check for learning Compare the gladiatorial combat of Rome with modern competitive sports.</p>	<p>• <i>Servī feminās spectābant</i></p> <ul style="list-style-type: none"> • <i>Postquam gladiātōrēs Pompēiānō salūtāvērunt.</i> <ul style="list-style-type: none"> • <i>murmillōnēs</i> • <i>signum</i> • <i>fortissimī</i> • <i>īrātissimī</i> • <i>stultissima</i> • <i>stultissimus</i> • <i>murmillō</i> • <i>suspīrium puellārum</i>
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Williamson County Schools
Latin Level 1
Quarter 3 – Stage 9 Performance Indicator
(Current as of June 30, 2020)
State Content Standards

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.

C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.

C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

C4.1 Learners investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 3 Essential Question

How was Pompeii like in the weeks leading up to the eruption of Vesuvius?

Overall Performance Objective

I can reflect on how I would have acted in the final weeks leading up to the eruption of Vesuvius.

Stage 9 Performance Indicator

I can extract main details and analyze a story about an interaction between two Pompeians at the public baths.

Stage 9 Performance Indicator Assessment

Caecilius and Milo argue (Stage 9 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards

Standard and Honors

CL.C1.4.NL.a-b. **Novice Low Learners use memorized and some phrases to**

b) label familiar people, places, and objects in a variety of texts.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. **Novice Range Learners**

e) provide simple reasons for the role and importance of products from the classical culture.

CL.C3.1.NR.a-j. Novice Range Learners

h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.

CL.C4.1.NR.a-f. Novice Range Learners.

c) compare word order in simple sentences of the target language to one's own language.

CL.C4.2.NR.a-d. Novice Range Learners

b) compare simple patterns of behavior of classical cultures to one's own.

c) explore celebrations and holidays from one's own culture and those in the classical cultures.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can identify and analyze the indirect object in the model sentences about Quintus' birthday.</p> <p>2. I can respond to questions in the 'in palaestrā' story.</p> <p>3. I can translate the dative case in the story about the toga merchant</p> <p>4. I can recognize various forms of the personal pronouns I and you.</p> <p>5. I can express why the Romans dedicated so much time and resources to public bathhouses.</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.116-117) <i>About the Language</i> (pp.120-121) Stage 9 WS: One is not enough Stage 9 WS: To whom, for whom</p> <p>Check for Learning: List and parse all indirect objects on page 117.</p> <p>Preferred Resources <i>in palaestrā</i> (p.118) <i>Questions about in palaestrā</i> (p.119)</p> <p>Check for Learning Write your own next scene for this story based on what you understood from the questions</p> <p>Preferred Resources <i>in tabernā</i> (p.122) <i>About the Language</i> (p. 121) Stage 9 WS: Wonderful World of Word Order Stage 9 WS: in tabernā</p> <p>Check for Learning Translate lines 32-35 of <i>in tabernā</i></p> <p>Preferred Resources <i>in apodytēriō</i> (p.124) <i>About the Language</i> (p. 121) Stage 8 WS: Apodyterio Comic (via Ed Long)</p> <p>Check for Learning Identify all personal pronouns in <i>in apodytēriō</i></p> <p>Preferred Resources <i>The Baths</i> (pp.126-129) <i>A visit to the baths</i> (pp.126-127) Stage 9 WS: The Baths</p> <p>Check for learning Compare the public baths with a modern institution.</p>	<p>• <i>fēminīs, dative., pl, f.</i></p> <ul style="list-style-type: none"> • <i>mercātōrī, dative, sg., m..</i> • <i>turba ingēns in palaestrā erat</i> • <i>discus nōn est meus</i> • <i>mea est statua!</i> • <i>for the son</i> • <i>to the women</i> • <i>to you</i> • <i>mē</i> • <i>tē</i> • <i>ego</i> • <i>caldārium</i> • <i>tepidārium!</i> • <i>hypocaust</i>
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Williamson County Schools
Latin Level 1
Quarter 3 – Stage 10 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C1.3 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 3 Essential Question

How was Pompeii like in the weeks leading up to the eruption of Vesuvius?

Overall Performance Objective

I can reflect on how I would have acted in the final weeks leading up to the eruption of Vesuvius.

Stage 10 Performance Indicator

I can infer the main ideas and analyze the interactions between people of different social status.

Stage 10 Performance Indicator Assessment

An altercation between two slaves and their master (Stage 10 attainment test). Read the text and answer questions about in English, citing Latin.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to

b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. Novice Range Learners

b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).

d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.

g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. Novice Range Learners

e) provide simple reasons for the role and importance of products from the classical culture.

CL.C3.1.NR.a-j. Novice Range Learners

g) investigate schools in the classical world and compare them to their own school.

CL.C4.2.NR.a-d. Novice Range Learners

b) compare simple patterns of behavior of classical cultures to one's own.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

c) distinguish the patterns in different parts of speech.

CL.C1.3.NM.a-e. Novice Mid Learners use memorized words and phrases to

d) describe daily activities.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to

a) describe familiar items in the immediate environment.

b) discuss general topics of the classical culture and history.

c) write about modern daily activities and/or the daily activities of the classical culture.

Learning Targets

1. I can recognize verbs with plural 1st & 2nd person endings in the model sentences.
2. I can identify the comparatives in the debate presented by Theodōrus
3. I can respond to questions about the statue and ring stories with visual aids.
4. I can express comparative and superlative statements about Pompeians.
5. I can analyze the end goal of the Roman education system.

Preferred Resources

Preferred Resources

Model Sentences (pp.132-3)

About the Language 1 (p.138)

Stage 10 WS: Which is the correct verb

Check for Learning:

List the 1st and 2nd person verbs on page 132.

Preferred Resources

contrōversia (pp.136-7)

About the language 2 (p.140)

Stage 10 WS: Comparatives

Check for Learning

Identify and translate the comparatives on pages 136-137

Preferred Resources

statuae (p.122)

ānulus Aegyptius (p.141)

About the Language (p. 121)

Stage 10WS: Statuae

Check for Learning

Write a short paragraph answering question 10 on p.141.

Preferred Resources

Lūcia et Alexander (p.142)

Stage 10 WS: Comparisons

Stage 10 WS: Creative Comparisons

Check for Learning

Using ‘Creative Comparisons’, compose and translate 1 sentence from section A and 1 sentence from section B.

Preferred Resources

Schools (pp.143-5)

Stage 10 WS: Schools Culture

Check for learning

How did the education level of a Pompeian impact their social interactions and progression?

Language Focus

- *sumus*
- *facimus*
- *estis*
- *pugnātis*
- *Meliōrēs quam Romanī*
- *greater than the Romans*
- *caupō incendium spectābat*
- *Neptūnus nāvem meam dēlēvit*
- *servum verberābant*
- *melior quam tū*
- *paedagōgus*
- *tabulae*
- *stilus*
- *grammaticus*
- *rhetor*

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Williamson County Schools
Latin Level 1
Quarter 3 – Stage 11 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C3.2 Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.
- C5.2 Learners use target language for enrichment and advancement.

Quarter 3 Essential Question

How was Pompeii like in the weeks leading up to the eruption of Vesuvius?

Overall Performance Objective

I can reflect on how I would have acted in the final weeks leading up to the eruption of Vesuvius.

Stage 11 Performance Indicator

I can infer main ideas and evaluate the characters involved in a story about political differences in Pompeii.

Stage 11 Performance Indicator Assessment

Conflict over politics (Stage 11 attainment test. Read the text and answer questions about it in English, citing Latin.

Components of State Standards
Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**
b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

- c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.).
- d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
- g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. Novice Range Learners

- c) demonstrate the relationship between products, practices, and perspectives.
- e) provide simple reasons for the role and importance of products from the classical culture.

CL.C3.2.NR.a-f. Novice Range Learners

- b) determine words that originate from the target language.
- e) identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.

CL.C4.2.NR.a-d. Novice Range Learners

- a) contrast tangible and intangible products of classical cultures to one's own.
- b) compare simple patterns of behavior of classical cultures to one's own.

CL.C5.2.NR.a-d. Novice Range Learners

- a) interpret materials and/or use media from the target language and culture.
- b) exchange information about topics of personal interest.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

- a) identify words and phrases with the help of visuals.
- c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

- a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
- b) understand the main idea of written materials.
- c) distinguish grammatical structures to comprehend the message of simple texts.
- d) use word endings and grammatical functions to understand texts.
- e) comprehend simple written questions related to a familiar text.

Learning Targets
Preferred Resources
Language Focus

1. I can recognize verbs that take the dative as their direct object in the model sentences.
2. I can translate the dative as a direct object in a discussion between siblings.
3. I can recognize plural personal pronouns in the story of Lūcius Spurius Pompōniānus
4. I can translate questions in Latin about Lucius Spurius Pompōniānus.
5. I can analyze the political process of Ancient Pompeii

Preferred Resources
Model Sentences (pp.148-9)
About the Language 1 (p.152)
Practicing the language 1.a-h (157)
 Stage 11 WS: [Whom does he support](#)

Check for Learning:
 List the 'special verbs' on pages 148-9.

Preferred Resources
Quintus et Lucia (p. 150)
About the language 1 (p.152)
 Stage 11 WS: [Snake Sentences](#)

Stage 11 WS: [Trusting & Supporting](#)
 Check for Learning
 Translate About the Language 1: 4 a-c

Preferred Resources
Lūcius Spurius Pompōnianus: in villā (p.153)
Lūcius Spurius Pompōnianus: prope amphitheātrum (p.154)
Lūcius Spurius Pompōnianus: in forō (pp.154-5)
About the Language 1 (p.152)

Check for Learning
 List and translate all plural personal pronouns in the *in forō* story.

Preferred Resources
Lūcius Spurius Pompōnianus: in culinā (p.155)
About the Language 2 (p. 156)

Stage 11 WS: [Asking Questions](#)
 Check for Learning
 Translate the questions in the About the Language 2 Section 2 a-e.

Preferred Resources
Local Government & Elections (pp.159-161)
 Stage 11 WS: [Local Government & Elections](#)
 Stage 11 WS: [Local Government](#)

Check for learning
 How much has the political process evolved since Ancient Rome? Is our system similar?

- *favēre*
- *credere*
- *placēre*
- *I support (give support to)...*
- *I believe (give trust to)...*
- *It is pleasing to me (I would like) ...*
 - *nōs Afrō crēdimus*
 - *vōs quoque estis asinī*
- *mercatorēs nōs "caudicēs" vocant.*
 - *-ne*
 - *num*
 - *quid*
 - *quis*
 - *cur*
 - *quo*
 - *ubi*
 - *duoviri*
 - *aediles*
 - *candidātus*

Williamson County Schools
Latin Level 1
Quarter 3 – Stage 12 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.

C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

C5.1 Learners use the language to interact both within and beyond the classroom.

C5.2 Learners use target language for enrichment and advancement.

Quarter 3 Essential Question

How was Pompeii like in the weeks leading up to the eruption of Vesuvius?

Overall Performance Objective

I can reflect on how I would have acted in the final weeks leading up to the eruption of Vesuvius.

Stage 12 Performance Indicator

I can infer main points of a story and assess the emotions of the characters during the eruption of Mt. Vesuvius.

Stage 12 Performance Indicator Assessment

Danger during the eruption (Stage 12 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to

b) connect some words or phrases to their meanings.

CL.C1.4.NL.a-b. Novice Low Learners use memorized and some phrases to

a) copy some letters, words, and phrases presented from a variety of texts.

b) label familiar people, places, and objects in a variety of texts.

Novice Range Learners:

CL.C2.1.NR.a-g. Novice Range Learners

c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.).

CL.C3.1.NR.a-j. Novice Range Learners

b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).

CL.C4.2.NR.a-d. Novice Range Learners

a) contrast tangible and intangible products of classical cultures to one's own.

d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one's own.

CL.C5.1.NR.a-g. Novice Range Learners

g) simulate interactions that might have taken place in the Classical world.

CL.C5.2.NR.a-d. Novice Range Learners

a) interpret materials and/or use media from the target language and culture.

b) exchange information about topics of personal interest.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to

b) discuss general topics of the classical culture and history.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can recognize 1st and 2nd person imperfect and perfect verbs</p> <p>2. I can respond to questions based on a story about the earthquakes before the eruption.</p> <p>3. I can translate 1st & 2nd person imperfect verbs in the earthquakes and Clemens story.</p> <p>4. I can translate 1st & 2nd person perfect verbs in the passage depicting the end of the story</p> <p>5. I can recount the eruption stories of the Cornelii in a skit, or creative writing activity.</p> <p>6. I can recount how the rediscovery of Pompeii and Herculaneum have impacted our understanding of the Ancient Romans</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.164-5) <i>About the Language</i> (pp.172-3) Stage 12 WS: Verb Splash Check for Learning: List and construe the 1st and 2nd person verbs in <i>mōns irātus</i> Preferred Resources <i>tremōrēs</i> (p. 166) <i>Questions for tremōrēs</i> (p.167) Check for Learning Summarize the passage based on the information gather in answering the questions. Preferred Resources <i>ad urbem</i> (p.168) <i>ad villam</i> (p.169) Stage 12 WS: Getting Personal Check for Learning List and translate the 1st & 2nd person imperfect verbs in <i>ad urbem</i> Preferred Resources <i>fīnis</i> (p.170) <i>About the Language</i> (pp. 172-3) Stage 12 WS: Perfect your Tense Stage 12 WS: Agreement of subjects and verbs Check for Learning List and translate the 1st & 2nd person perfect verbs in <i>fīnis</i> Preferred Resources <i>Stage 12 Readings</i> (pp.164-70) Stage 12 WS: Dies Ultimus Stage 12 WS: Creative Writing Check for learning Summarize your assigned story in 3 sentences. Preferred Resources <i>City of the Dead</i> (p.171) <i>The destruction and excavation of Pompeii</i> (pp.174-176) <i>The people died- the garden lives</i> (p.177)</p>	<ul style="list-style-type: none"> • <i>vēndēbam</i> • <i>audīvī</i> • <i>audīvistī</i> • <i>Why was Iulius worried?</i> • <i>Why did Caecilius respond the way he did?</i> • <i>Why has Clemens come to the house?</i> • <i>habēbam</i> • <i>I used to have</i> • <i>īnspiciēbāmus</i> • <i>We were inspecting.</i> • <i>redī</i> • <i>I returned</i> • <i>Vīdistīne</i> • <i>Did you see?</i> • <i>mōns irātus</i> • <i>tremōrēs</i> • <i>ad urbem</i> • <i>ad villam</i> • <i>fīnis</i> • <i>79 CE</i> • <i>Ash</i> • <i>Plaster</i>
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Stage 12 WS: [Last Days of Pompeii](#)

Stage 12 WS: [Eruption Eye-Witness](#)

Check for learning

List the major discoveries that have come from the excavation of Pompeii and Herculaneum.

Williamson County Schools
Latin Level 1
Quarter 4 – Stage 13 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.
- C5.1 Learners use the language to interact both within and beyond the classroom.
- C5.2 Learners use target language for enrichment and advancement.

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

I can compare my life with the life of an inhabitant of Roman Britain.

Stage 13 Performance Indicator

I can infer main points and analyze the interactions between two slaves at a British villa in a fictional passage.

Stage 13 Performance Indicator Assessment

Two slaves at a British villa (Stage 13 attainment test). Read the text and answer questions about it in English, citing Latin.)

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**
b) connect some words or phrases to their meanings.

CL.C1.4.NL.a-b. **Novice Low Learners use memorized and some phrases to**
a) copy some letters, words, and phrases presented from a variety of texts.
b) label familiar people, places, and objects in a variety of texts.

Novice Range Learners:

CL.C2.1.NR.a-g. Novice Range Learners

g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. Novice Range Learners

b) identify cultural products and their purposes in classical culture.

c) demonstrate the relationship between products, practices, and perspectives.

e) provide simple reasons for the role and importance of products from the classical culture.

CL.C3.1.NR.a-j. Novice Range Learners

a) identify and label maps of the classical world.

CL.C4.2.NR.a-d. Novice Range Learners

a) contrast tangible and intangible products of classical cultures to one's own.

CL.C5.1.NR.a-g. Novice Range Learners

g) simulate interactions that might have taken place in the Classical world.

CL.C5.2.NR.a-d. Novice Range Learners

a) interpret materials and/or use media from the target language and culture.

d) set learning goals for language acquisition.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to

b) discuss general topics of the classical culture and history.

c) write about modern daily activities and/or the daily activities of the classical culture.

Learning Targets
Preferred Resources
Language Focus

1. I can identify the infinitive when used in a sentence.	Preferred Resources <i>Model Sentences</i> (pp.2-4) <i>About the Language 1</i> (pp.10-1) Stage 13 WS: Principal Parts	<ul style="list-style-type: none"> • <i>numerāre</i> • <i>coquere</i> • <i>dormīre</i>
	Check for Learning: List the infinitives on page 4.	
2. I can categorize verbs by their conjugation.	Preferred Resources <i>trēs servī</i> (p. 5) Stage 13 WS: Infinitives	<ul style="list-style-type: none"> • <i>-āre</i> • <i>-ēre</i> • <i>-ere</i> • <i>-īre</i>
	Check for Learning Complete exercises 11-20 on the Infinitives WS	
3. I can recognize verbs which take the complementary infinitive.	Preferred Resources <i>coniūratio</i> (p.6) <i>About the Language 1</i> (p.10-11) Stage 13 WS: What does he or she want to do Stage 13 WS: Verb Splash	<ul style="list-style-type: none"> • <i>retinēre nōlō</i> • <i>vindicāre voluit</i> • <i>interficere nōn possum</i>
	Check for Learning List the main verb and complementary infinitive pairs in the <i>coniūratio</i> story.	
4. I can translate the complementary infinitive in the story about Bregāns.	Preferred Resources <i>Bregāns</i> (pp.8) <i>Questions about Bregāns</i> (p. 9) <i>About the Language 1</i> (p.10-11) Stage 13 WS: verum et falsum	<ul style="list-style-type: none"> • <i>īnspicere volō</i> • <i>I want to inspect</i> • <i>interficere volō</i> • <i>I want to kill</i>
	Check for Learning List and the main verb and complementary infinitive pairs in <i>Bregāns</i>	

<p>5. I can compare Pre-Roman Britain with Roman occupied Britain.</p>	<p>Preferred Resources <i>Life in the Empire</i> (pp.16-7) <i>Salvius</i> (p.18) <i>Rufilla</i> (p.19) <i>Britannia</i> (p.20-21) Stage 13 WS: Culture Worksheet (via Ed Long) Stage 13 WS: Slave Chains</p>	<ul style="list-style-type: none"> • <i>Celtic language</i> • <i>Arval Brotherhood</i> <ul style="list-style-type: none"> • <i>Province</i> • <i>Druids</i>
	<p>Check for learning How did the lives of Britons change when the Romans arrived?</p>	

Williamson County Schools
Latin Level 1
Quarter 4 – Stage 14 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C4.1 Learners investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

I can compare my life with the life of an inhabitant of Roman Britain.

Stage 14 Performance Indicator

I can infer main points and describe the characteristics of a Roman senator and his guest in Britain.

Stage 14 Performance Indicator Assessment

A Roman senator in Britain (Stage 14 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards
Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**
b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

- d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
- f) describe practices observed in a visual representation or text in a classical culture.
- g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. Novice Range Learners

e) provide simple reasons for the role and importance of products from the classical culture.

CL.C4.1.NR.a-f. Novice Range Learners.

b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.

CL.C4.2.NR.a-d. Novice Range Learners

b) compare simple patterns of behavior of classical cultures to one's own.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

a) identify words and phrases with the help of visuals.

b) use prefixes and roots of words to interpret the meaning of new words.

c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

b) understand the main idea of written materials.

c) distinguish grammatical structures to comprehend the message of simple texts.

d) use word endings and grammatical functions to understand texts.

e) comprehend simple written questions related to a familiar text.

**Learning Targets
Preferred Resources
Language Focus**

<p>1. I can recognize infinitives used as subjects in the model sentences.</p> <p>2. I can translate infinitives used as subjects in sentences.</p> <p>3. I can translate prepositional phrases using the ablative case.</p> <p>4. I can analyze a fictional passage and determine the veracity of statements.</p> <p>5. I can analyze the key steps in the Romanization of Britannia.</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.24) Stage 14 WS: Opposites Check for Learning: List the infinitives on page 24.</p> <p>Preferred Resources <i>Domitilla cubiculum parat</i> (pp. 26-27) Stage 14 WS: Stage 14 Questions pgs 26-30 Check for Learning List and translate all infinitives in lines 11-20 of <i>Domitilla cubiculum parat II</i>.</p> <p>Preferred Resources <i>in tablīnō</i> (p.30) <i>About the Language 3</i> (p.33) <i>tripodes argenteī</i> (pp.34-35) Stage 14 WS: Mountain of Prepositions Check for Learning List and translate the prepositional phrases found in the <i>tripodes argenteī</i> story.</p> <p>Preferred Resources <i>Quīntus advenit</i> (p.32) <i>About the Language 2</i> (p.31) Check for Learning Find four examples in the <i>Quīntus advenit</i> story where Salvius and Rufilla are not telling the truth. In each case explain why their words are untrue.</p> <p>Preferred Resources <i>Romanization of a province</i> (pp.37-40) <i>Important events and dates</i> (p.41) Stage 14 WS: Culture Worksheet Check for learning Why might the Romans have found Britain difficult to conquer? By what methods did they achieve success?</p>	<ul style="list-style-type: none"> • <i>difficile est portāre</i> • <i>nesesse est portāre</i> • <i>It is difficult to leave</i> • <i>I am able to visit</i> • <i>in</i> • <i>ē/ex</i> • <i>ā/ab</i> • <i>de</i> • <i>cum</i> • <i>sine</i> • <i>prope</i> • <i>Exspectātissimus es!</i> • <i>cēnam modicum tibi parāvī</i> • <i>cubiculum nōn est ōrnātum</i> • <i>armārium modicum</i> • <i>Gaius Julius Caesar</i> • <i>Claudius</i> • <i>Agricola</i> • <i>Assimilation</i>
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Williamson County Schools
Latin Level 1
Quarter 4 – Stage 15 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
C4.1 Learners investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

I can compare my life with the life of an inhabitant of Roman Britain.

Stage 15 Performance Indicator

I can infer main ideas and analyze the interactions between two Britons in an argument.

Stage 15 Performance Indicator Assessment

Animosity between two Britons (Stage 15 attainment test). Read the text and answer the questions in English, citing Latin.

Components of State Standards
Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**
b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

- c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.).
d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. **Novice Range Learners**

e) provide simple reasons for the role and importance of products from the classical culture.

CL.C4.1.NR.a-f. Novice Range Learners.

- a) cite and use examples of words from the target language that are similar to one's own language.
- b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.
- c) compare word order in simple sentences of the target language to one's own language.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

- a) identify words and phrases with the help of visuals.
- b) use prefixes and roots of words to interpret the meaning of new words.
- c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

- a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
- b) understand the main idea of written materials.
- c) distinguish grammatical structures to comprehend the message of simple texts.
- d) use word endings and grammatical functions to understand texts.
- e) comprehend simple written questions related to a familiar text.

Learning Targets
Preferred Resources
Language Focus

<p>1. I can recognize the relative pronouns in the model sentences about King Cogidubnus.</p> <p>2. I can categorize the relative pronoun by case, number, and gender in the <i>ad aulam</i> story</p> <p>3. I can translate relative clauses in the story about the ceremony at the palace.</p> <p>4. I can summarize the story of the boat race using visual aids.</p> <p>5. I can evaluate the responses of the Celtic chiefs to Roman occupation and interference.</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.44-45)</p> <p>Stage 15 WS: Relative Clauses and Relative Pronouns</p> <p>Check for Learning: List the relative pronouns in the model sentences about King Cogidubnus..</p> <p>Preferred Resources <i>ad aulam</i> (pp. 46-47) <i>About the language 1</i> (p. 50)</p> <p>Check for Learning Parse all relative pronouns on page 47 of <i>ad aulam</i>.</p> <p>Preferred Resources <i>caerimōnia</i> (p.48) <i>Questions about caerimōnia</i> (p.49)</p> <p>Stage 15 WS: Descriptions</p> <p>Check for Learning List and translate the two relative clauses from lines 28-34 of <i>caerimōnia</i></p> <p>Preferred Resources <i>lūdī fūnebrēs</i> (pp.51-52)</p> <p>Stage 15 WS: The Boat Race</p> <p>Stage 15 WS: Lūdī Fūnebrēs fill-in (via Ed Long)</p> <p>Check for Learning Complete the Boat Race worksheet detailing the funeral games.</p> <p>Preferred Resources <i>The Celts: Friend or foe?</i> (p.55) <i>Cogidubnus</i> (pp. 55-56) <i>Cartimandua</i> (p.56) <i>Boudica</i> (p.57)</p> <p>Stage 15 WS: The Celts friend or foe</p> <p>Check for learning How would this special relationship between Cogidubnus and the Romans be viewed by (a) the Romans, (b) his own subjects, and (c) Cogidubnus himself?</p>	<ul style="list-style-type: none"> • <i>quī</i> • <i>quae</i> • <i>quod</i> • <i>quī: nom, pl, m.</i> • <i>quem: acc, sg, m.</i> <ul style="list-style-type: none"> • <i>who</i> • <i>which</i> • <i>whom</i> • <i>Canticus</i> • <i>Belimicus</i> • <i>Dumnorix</i> • <i>Rēgnēsēs</i> • <i>Celts</i> • <i>Cogidubnus</i> • <i>Cartimandua</i> • <i>Boudica</i>
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Williamson County Schools
Latin Level 1
Quarter 4 – Stage 16 Performance Indicator
(Current as of June 30, 2020)

State Content Standards

- C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C1.4 Learners present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
- C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
- C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
- C4.1 Learners investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
- C4.2 Learners investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.
- C5.2 Learners use target language for enrichment and advancement.

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

I can compare the my life with the life of an inhabitant of Roman Britain.

Stage 16 Performance Indicator

I can infer main points and analyze what it would be like to be a Briton under Roman rule.

Stage 16 Performance Indicator Assessment

Life of Bregans (Stage 16 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. **Novice Low Learners recognize memorized words and some phrases to**

b) connect some words or phrases to their meanings.

Novice Range Learners:

CL.C2.1.NR.a-g. **Novice Range Learners**

d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.

g) describe simple interactions from daily life in the classical culture.

CL.C2.2.NR.a-e. **Novice Range Learners**

- a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.
- b) identify cultural products and their purposes in classical culture.
- c) demonstrate the relationship between products, practices, and perspectives.

CL.C3.1.NR.a-j. Novice Range Learners

- a) identify and label maps of the classical world.

CL.C4.1.NR.a-f. Novice Range Learners.

- a) cite and use examples of words from the target language that are similar to one's own language.

CL.C4.2.NR.a-d. Novice Range Learners

- a) contrast tangible and intangible products of classical cultures to one's own.
- b) compare simple patterns of behavior of classical cultures to one's own.

CL.C5.2.NR.a-d. Novice Range Learners

- a) interpret materials and/or use media from the target language and culture.
- d) set learning goals for language acquisition.

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to

- a) identify words and phrases with the help of visuals.
- b) use prefixes and roots of words to interpret the meaning of new words.
- c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to

- a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
- b) understand the main idea of written materials.
- c) distinguish grammatical structures to comprehend the message of simple texts.
- d) use word endings and grammatical functions to understand texts.
- e) comprehend simple written questions related to a familiar text.

CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to

- b) discuss general topics of the classical culture and history.

Learning Targets

Preferred Resources
Language Focus

<p>1. I can recognize the pluperfect tense of familiar sentences in the story of the tour of the palace and Belimicus' plan.</p> <p>2. I can categorize verbs by their person, number, and tense.</p> <p>3. I can translate the pluperfect tense in <i>rēx spectāculum II</i>.</p> <p>4. I can illustrate the travels of Quintus based on his story in <i>Quintus dē sē</i>.</p> <p>5. I can determine the impact the Fishbourne Palace had on our understanding of Roman Britain.</p>	<p>Preferred Resources <i>Model Sentences</i> (pp.60-1) <i>Belimicus ultor</i> (p.62) Stage 16 WS: Belimicus Ultor Check for Learning: List the pluperfect verbs in the model sentences about the tour of the palace. Preferred Resources <i>Rēx spectāculum dat</i> (p.63-64) <i>About the language</i> (p.66) Stage 16 WS: A tense situation Stage 16 WS: Name that Verb! Check for Learning Construe the verbs in lines 10-16 of <i>rēx spectāculum dat</i> part I. Preferred Resources <i>Rēx spectāculum dat</i> (p.63-64) <i>Questions about rēx spectāculum dat</i> (p.65) <i>About the language</i> (p.66) Stage 16 WS: rēx spectāculum dat Stage 16 WS: Perfects and Pluperfects Check for Learning I can list and translate the pluperfect verbs found in <i>rēx spectāculum dat</i> Preferred Resources</p>	<ul style="list-style-type: none"> • <i>pīn_xerat</i> • <i>importāverat</i> • <i>parāverant</i> • <i>nūntiāvit</i>: 3rd, sg, perfect, active indicative • <i>dēlectāverant</i>: 3rd, pl, pluperfect, active, indicative <ul style="list-style-type: none"> • <i>timuerant</i> • <i>They had been afraid</i> <ul style="list-style-type: none"> • <i>Neāpolis</i> • <i>Graecia</i> • <i>Athēnīs</i> • <i>Alexandria</i>
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Quīntus dē sē (p.67)

Stage 16 WS: [How Quintus came to Britain](#)

Check for Learning

In a comic strip, sketch the major scenes from Quintus' travels to Britain.

Preferred Resources

The Palace at Fishbourne (pp.68-69)

A Roman palace for a British King (p. 70)

The Palace Gardens (pp.71-73)

Stage 16 WS: [The Palace at Fishbourne](#)

Check for learning

What is the significance of the palace, in terms of the wealth it demonstrated, the Roman style, and the location?

- *Mosaics*
- *Bathhouse*
- *Wings of the House*
- *The Gardens*