

**Williamson County Schools**  
**Latin Level 3**  
**Quarter 1 – Stage 33 Performance Indicator**  
**State Content Standards**

- C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.  
C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.  
C5.2 Use the target language for enrichment and advancement.

**Quarter 1 Essential Question**

How does the stratification of Roman society reveal itself in various aspects of daily life?

**Overall Performance Objective**

I can imagine how my experience of Rome would be different at each level of status in society.

**Stage 33 Performance Indicator**

I can infer key information about social differences in experiences of entertainment in a fictional story.

**Stage 33 Performance Indicator Assessment**

In Domitian’s hall II (p.228). Read the text and answer the questions about it in English, citing Latin support.

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

- CL.C4.2.IR.h explore entertainment and leisure options from the classical culture and describe the similarities and differences in today’s world.  
CL.C5.2.IR.b reflect and collect evidence on language acquisition goals to plan one’s next steps in the language learning process.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

- CL.C1.1.IM.a identify basic information in stories, dialogues, and other spoken or recorded messages in one’s everyday life.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

- CL.C1.1.IH.b determine details in stories, dialogues, and other spoken or recorded messages.  
CL.C1.1.IH.c understand situations with complicating factors.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. I can identify verbs that indicate what will happen in a story about a theatrical performance.</li> <li>2. I can translate verbs that indicate what will happen in a story with a theatrical performance.</li> <li>3. I can identify verbs that indicate what will have happened in a story featuring an entertainer.</li> <li>4. I can translate verbs that indicate what will have happened in a story featuring an entertainer.</li> <li>5. I can explain how the various types of entertainment highlighted the stratification of Roman society.</li> </ol>	<p>Preferred Resources  Model sentences (pp.222-3)  <i>Tychicus</i> (pp.223-4)  About the language 1 (p.229)  Check for Learning  List five future tense verbs in <i>Tychicus</i> (pp.223-4).</p> <p>Preferred Resources  Model sentences (pp.222-3)  <i>Tychicus</i> (pp.223-4)  Check for Learning  Translate the final sentence containing a future tense verb in <i>Tychicus</i> (pp.223-4).</p> <p>Preferred Resources  <i>in aula Domitiani I/II</i> (pp.226-8)  About the language 2 (p.232)  Stage 33 WS: <a href="#">Name that verb!</a>  Stage 33 WS: <a href="#">quaere exemplum!</a>  Stage 33 WS: <a href="#">Staging the scene</a>  Check for Learning  Identify the sentence containing a future perfect verb in <i>in aula Domitiani I</i> (p.226).</p> <p>Preferred Resources  <i>in aula Domitiani I/II</i> (pp.226-8)  Stage 33 WS: <a href="#">Invest in futures</a>  Stage 33 WS: <a href="#">Verb splash</a>  Check for Learning  Translate the sentence containing a future perfect tense verb in <i>in aula Domitiani II</i> (p.228).</p> <p>Preferred Resources  Judaism and Christianity (p.225)  Roman entertainment (pp.233-7)  <a href="#">Stage 33 Culture Worksheet</a> (via Ed Long)  Check for Learning  Explain how a senator's experience of entertainment differed from someone from a different social class.</p>	<ul style="list-style-type: none"> <li>● <i>portabo</i></li> <li>● <i>docebo</i></li> <li>● <i>traham</i></li> <li>● <i>audiam</i></li> <li>● <i>ero</i></li> <li>● I will carry</li> <li>● I will teach</li> <li>● I will drag</li> <li>● I will hear</li> <li>● I will be</li> <li>● <i>portavero</i></li> <li>● I will have carried</li> <li>● <i>ludi, ludi scaenici, ludi circenses, Ludi Romani</i></li> <li>● <i>factiones, mappa, spina, meta, munera</i> <ul style="list-style-type: none"> <li>● <i>venationes, naumachiae</i></li> <li>● <i>amphitheatrum Flavium</i></li> </ul> </li> <li>● <i>triumphator, Porta Triumphalis</i></li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 1 – Stage 34 Performance Indicator**  
**State Content Standards**

- C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.  
C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

**Quarter 1 Essential Question**

How does the stratification of Roman society reveal itself in various aspects of daily life?

**Overall Performance Objective**

I can imagine how my experience of Rome would be different at each level of status in society.

**Stage 34 Performance Indicator**

I can describe the role of a freedman in a fictional text.

**Stage 34 Performance Indicator Assessment**

Agathyrus and Cordus (Unit 3 appendix A). Read the text and answer the questions about it in English, citing Latin support.

**Components of State Standards**  
**Standard and Honors**

**Intermediate Range Learners:**

CL.C4.2.IR.g compare the role of social networking and patronage in the classical culture with one's own.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

CL.C1.1.IM.a identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

CL.C1.1.IH.a comprehend straightforward information or interactions.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. I can identify the present passive infinitive in a story about one of the emperor's freedmen.</li> <li>2. I can translate the present passive infinitive in a story about one of the emperor's freedman.</li> <li>3. I can translate future passive verbs in a story about one of the emperor's freedmen.</li> <li>4. I can list the various roles that freedmen and freedwomen played throughout Roman society.</li> </ol>	<p>Preferred Resources  <i>ultio Epaphroditi</i> (p.240)  <i>insidiae I/II</i> (p.242-4)  Stage 34 WS: <a href="#">insidiae</a>  Check for Learning  Identify two present passive infinitives in <i>insidiae I</i> (p.242-4)</p> <p>Preferred Resources  <i>exitium I/II</i> (pp.244-5)  About the language 1 (p.246)  Stage 34 WS: <a href="#">Infinitives: active, passive, and deponent</a>  Stage 34 WS: <a href="#">verum aut falsum?</a>  Stage 34 WS: <a href="#">exitium II</a>  Check for Learning  Translate the sentence containing a present passive infinitive in the first paragraph of <i>exitium I</i> (p.244).</p> <p>Preferred Resources  <i>honores</i> (p.247)  About the language 2 (p.249)  Stage 34 WS: <a href="#">Review of verb forms</a>  Stage 34 WS: <a href="#">honores</a>  Check for Learning  Translate the final sentence containing a future passive verb in <i>honores</i> (p.247).</p> <p>Preferred Resources  Epaphroditus (p.241)  Freedmen and freedwomen (pp.253-7)  Stage 34 WS: <a href="#">consilium alterum</a>  Stage 34 WS: <a href="#">Identity files</a>  Stage 34 WS: <a href="#">Who had Paris killed?</a>  Stage 34 WS: <a href="#">Freedmen and freedwomen</a>  Check for Learning  List three roles held by freedmen/freedwomen.</p>	<ul style="list-style-type: none"> <li>● <i>portari</i></li> <li>● <i>doceri</i></li> <li>● <i>trahi</i></li> <li>● <i>audiri</i></li> <li>● to be carried</li> <li>● to be taught</li> <li>● to be dragged</li> <li>● to be heard</li> <li>● I will be carried</li> <li>● <i>liberti, libertae</i></li> <li>● <i>seviri Augustales</i></li> <li>● <i>servi Caesaris, liberti Augusti</i></li> <li>● <i>ab epistulis, a rationibus</i></li> <li>● <i>ornamenta praetoria</i></li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 1 – Stage 35 Performance Indicator**  
**State Content Standards**

C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.  
C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

**Quarter 1 Essential Question**

How does the stratification of Roman society reveal itself in various aspects of daily life?

**Overall Performance Objective**

I can imagine how my experience of Rome would be different at each level of status in society.

**Stage 35 Performance Indicator**

I can describe a typical day for a wealthy Roman at his country estate from a historical text.

**Stage 35 Performance Indicator Assessment**

Pliny’s day at his farm in Tuscany (Stage 35 WS). Read the text and answer the questions about it in English, citing Latin support.

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

CL.C4.2.IR.d analyze the effect of physical spaces (eg., the Coliseum) upon the classical culture and explain their influence on today’s spaces.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

CL.C1.2.IM.g demonstrate some understanding of an author’s implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

CL.C1.2.IH.e support analysis of a passage with reference to the author’s implied point of view, tone, or opinions about people or events.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. I can identify indirect statements in a letter that mentions the downsides of city life.</li> <li>2. I can translate indirect statements in a letter that mentions the benefits of country life.</li> <li>3. I can explain how country villas highlighted aspects of the lives of wealthy Romans.</li> </ol>	<p>Preferred Resources <i>ex urbe</i> (p.2)</p> <p>Stage 35 WS: <a href="#">Say, think, know, perceive</a> Stage 35 WS: <a href="#">urbs aut rus?</a> Check for Learning Identify the final indirect statement in <i>ex urbe</i> (p.2)</p> <p>Preferred Resources <i>vita rustica</i> (pp.4-5) About the language (p.6)</p> <p>Stage 35 WS: <a href="#">Indirect statement</a> Stage 35 WS: <a href="#">Snake sentences</a> Stage 35 WS: <a href="#">Lupus</a> Stage 35 WS: <a href="#">vita rustica</a> Check for Learning</p> <p>Translate the final sentence containing an indirect statement in <i>vita rustica</i> (pp.4-5).</p> <p>Preferred Resources Country estates (pp.9-13)</p> <p>Stage 35 WS: <a href="#">Town or country?</a> Stage 35 WS: <a href="#">Pliny goes hunting</a> Stage 35 WS: <a href="#">Titus Flavius Stephanus, praepositus camelorum</a> Stage 35 WS: <a href="#">Roman country villas</a> Check for Learning</p> <p>List three activities a wealthy Roman could participate in at his country estate.</p>	<ul style="list-style-type: none"> <li>● <i>Scimus mercatorem multam pecuniam habere.</i></li> <li>● We know that the merchant has a lot of money. <ul style="list-style-type: none"> <li>● <i>villa</i></li> <li>● <i>coloni</i></li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 1 – Stage 36 Performance Indicator**  
**State Content Standards**

- C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.  
C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.  
C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

**Quarter 1 Essential Question**

How does the stratification of Roman society reveal itself in various aspects of daily life?

**Overall Performance Objective**

I can imagine how my experience of Rome would be different at each level of status in society.

**Stage 36 Performance Indicator**

I can infer the importance of recitation in the life of an author in a fictional text.

**Stage 36 Performance Indicator Assessment**

A stupid poet (Stage 36 attainment test). Read the text and answer the questions about it in English, citing Latin support. (key)

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

- CL.C2.1.IR.c simulate age-appropriate classical cultural practices from life.  
CL.C2.1.IR.f analyze the relationship between practices, products, and perspectives.  
CL.C4.1.IR.b compare word order in increasingly complex sentences in the target language to those in one’s native language.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

- CL.C1.2.IM.e identify rhetorical devices as they appear in passages.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

- CL.C1.2.IH.c support the analysis of a passage, including the identification of rhetorical or stylistic features.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. I can identify present subjunctive verbs in a skit about a poet's recitation.</li> <li>2. I can translate present subjunctive verbs in a skit about the audience's response to a poet's recitation.</li> <li>3. I can identify agreement of nouns and adjectives in poetic word order.</li> <li>4. I can describe the role that recitation played in shaping an author's work.</li> </ol>	<p style="text-align: center;">Preferred Resources  <i>Marcus Valerius Martialis I</i> (pp.16-7)  About the language 1 (p.19)  Stage 36 WS: <a href="#">Finding the present subjunctive</a>  Stage 36 WS: <a href="#">Sort indicative, subjunctive, active, and passive</a>  Stage 36 WS: <a href="#">Uses of the subjunctive</a>  Stage 36 WS: <a href="#">sententias comple!</a>  Check for Learning  Identify three present subjunctive verbs in <i>Marcus Valerius Martialis I</i> (pp.16-7).</p> <p style="text-align: center;">Preferred Resources  <i>Marcus Valerius Martialis II</i> (p.18)  Stage 36 WS: <a href="#">Forming the present subjunctive</a>  Stage 36 WS: <a href="#">Snake sentences</a>  Check for Learning  Translate the final sentence containing a present subjunctive verb in <i>Marcus Valerius Martialis II</i> (p.18).</p> <p style="text-align: center;">Preferred Resources  <i>epigrammata Martialis</i> (pp.20-1)  About the language 2 (pp.22-3)  Check for Learning  Identify the noun-adjective pairs in About the language 2.4 (p.22).</p> <p style="text-align: center;">Preferred Resources  recitationes (pp.25-7)  Stage 36 WS: <a href="#">More of Martial's art</a>  Stage 36 WS: <a href="#">The barber and his client</a>  Stage 36 WS: <a href="#">The wine connoisseur</a>  Stage 36 WS: <a href="#">poeta verus</a>  Stage 36 WS: <a href="#">Waiting for an audience</a>  <a href="#">Wikipedia article "Martial"</a> (via Ed Long)  Check for Learning  Describe how recitation shaped an author's work.</p>	<ul style="list-style-type: none"> <li>● <i>ut portet</i></li> <li>● <i>ut doceat</i></li> <li>● <i>ut trahat</i></li> <li>● <i>ut audiat</i></li> <li>● in order to carry</li> <li>● in order to teach</li> <li>● in order to drag</li> <li>● in order to hear</li> <li>● <i>totam per urbem</i></li> <li>● <i>recitatio</i></li> <li>● <i>auditorium</i></li> <li>● <i>praefatio</i></li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 2 – Stage 37 Performance Indicator**  
**State Content Standards**

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

C3.1 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 did social status inform interactions in politics, law, and literature?

**Overall Performance Objective**

I can imagine how my social status would have affected my participation in matters of politics, law, and literature.

**Stage 37 Performance Indicator**

I can evaluate the *cursus honorum* as a mark of achievement and power from an honorary inscription.

**Stage 37 Performance Indicator Assessment**

The glory of Agricola (Stage 37 WS). Read the text and answer the questions about it in English, citing Latin support.

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

CL.C3.1.IR.f explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

CL.C1.2.IM.b articulate the main idea and many details when reading some unadapted passages.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

CL.C1.2.IH.b articulate the main idea and many details when reading unadapted passages.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. I can translate indirect statements with perfect active infinitives in a conversation between two senators.</li> <li>2. I can translate indirect statements containing perfect passive infinitives in a story about political intrigue.</li> <li>3. I can find parallels between the <i>cursus honorum</i> and the careers of modern politicians.</li> </ol>	<p>Preferred Resources  Model sentences (p.30)  <i>epistula</i> (p.31)  <i>amici principis</i> (p.32)  About the language 1 (p.34)  Stage 37 WS: <a href="#">epistula</a>  Check for Learning</p> <p>Translate a sentence containing a perfect active infinitive in <i>amici principis</i> (p.32).  Preferred Resources  <i>consilium Domitiani I/II</i> (pp.35-8)  About the language 2 (p.39)  Stage 37 WS: <a href="#">Indirect statement practice</a>  Stage 37 WS: <a href="#">Infinitive variety</a></p> <p>Stage 37 WS: <a href="#">Quintus says to Cogidubnus that...</a>  Stage 37 WS: <a href="#">consilium Domitiani</a>  Stage 37 WS: <a href="#">quis dixit? quid dixit?</a>  Check for Learning</p> <p>Translate a sentence containing a perfect passive infinitive in <i>consilium Domitiani II</i> (p.38)  Preferred Resources  The emperor's council (pp.42-3)  The senatorial career (pp.43-5)  Stage 37 WS: <a href="#">The emperor's council</a>  Stage 37 WS: <a href="#">The senatorial career</a>  Stage 37 WS: <a href="#">mors Agricolae</a>  Stage 37 WS: <a href="#">The brave Mauricus</a>  Check for Learning</p> <p>Find three parallels between the <i>cursus honorum</i> and the careers of modern politicians.</p>	<ul style="list-style-type: none"> <li>• <i>dominus credit servum fugisse.</i></li> <li>• The master believes that the slave has fled. <ul style="list-style-type: none"> <li>• <i>scio captivos liberatos esse.</i></li> </ul> </li> <li>• I know that the prisoners have been freed. <ul style="list-style-type: none"> <li>• <i>consilium</i></li> <li>• <i>amici</i></li> <li>• <i>sententia</i></li> <li>• <i>cursus honorum</i></li> <li>• <i>suo anno</i></li> </ul> </li> <li>• <i>vigintivir, tribunus militum, quaestor, tribunus plebis, aedilis, praetor, consul</i></li> </ul>
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**Williamson County Schools  
Latin Level 3  
Quarter 2 – Stage 38 Performance Indicator  
State Content Standards**

C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.  
C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

**Quarter 2 Essential Question**

How did social status inform interactions in politics, law, and literature?

**Overall Performance Objective**

I can imagine how my social status would have affected my participation in matters of politics, law, and literature.

**Stage 38 Performance Indicator**

I can explain the way in which marriage was a political tool from a fictional text.

**Stage 38 Performance Indicator Assessment**

A dangerous letter (Stage 38 attainment test). Read the text and answer the questions about it in English, citing Latin support. (key)

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

CL.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

**Standard (in addition to the first column)**

**Intermediate Low Learners recognize connected sentences to:**

CL.C1.2.IM.a understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

CL.C1.2.IH.a understand a wide variety of grammatical relationships in sentences with complex syntax.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. I can identify indirect statements with future infinitives in a conversation about marriage.</li> <li>2. I can identify the perfect subjunctive in a story about the day before a wedding.</li> <li>3. I can translate indirect statements with any type of infinitive in a story about a wedding.</li> <li>4. I can compare modern and ancient Roman forms of marriage.</li> </ol>	<p>Preferred Resources  <i>Imperatoris sententia</i> (p.48)  <i>Polla</i> (p.50)  About the language 1 (p.51)  Stage 38 WS: <a href="#">Polla</a>  Check for Learning  Identify a sentence containing a future infinitive in <i>Polla</i> (p.50).</p> <p>Preferred Resources  <i>pridie nuptiarum</i> (p.52)  About the language 2 (p.53)  Stage 38 WS: <a href="#">Verb watch</a>  Stage 38 WS: <a href="#">Tenses of the subjunctive</a>  Stage 38 WS: <a href="#">pridie nuptiarum</a>  Check for Learning  Identify a sentence in <i>pridie nuptiarum</i> (p.52) containing a perfect subjunctive verb, and tell what type of clause it is in.</p> <p>Preferred Resources  <i>confarreatio I/II/III</i> (pp.54-57)  About the language 3 (p.57)  Stage 38 WS: <a href="#">sententias comple!</a>  Stage 38 WS: <a href="#">Sparsus says to Polla that...</a>  Stage 38 WS: <a href="#">confarreatio</a>  Check for Learning  Translate a sentence containing an indirect statement in <i>confarreatio I/II/III</i> (pp.54-7).</p> <p>Preferred Resources  Marriage (pp.60-3)  <a href="#">Stage 38 Culture Worksheet</a> (via Ed Long)  Stage 38 WS: <a href="#">Another ending</a>  Stage 38 WS: <a href="#">Pliny and Cicero write to their wives</a>  Stage 38 WS: <a href="#">Wedding song</a>  Stage 38 WS: <a href="#">Roman marriage customs</a>  Stage 38 WS: <a href="#">The Flavian family</a>  Check for Learning  Identify one similarity and one difference between modern and ancient Roman forms of marriage.</p>	<ul style="list-style-type: none"> <li>• <i>credimus hostes mox pugnatueros esse.</i></li> <li>• <i>senator nescit quo modo imperatorem offenderit.</i></li> <li>• We believe that the enemy will fight soon.</li> <li>• We hear that many soldiers are being trained. <ul style="list-style-type: none"> <li>• <i>paterfamilias</i></li> <li>• <i>sponsalia</i></li> </ul> </li> <li>• <i>manus, cum manu, sine manu</i> <ul style="list-style-type: none"> <li>• <i>confarreatio, far</i></li> <li>• <i>lunula, bulla, flammeum</i></li> </ul> </li> <li>• <i>iunctio dextrarum, cena nuptialis</i> <ul style="list-style-type: none"> <li>• <i>Ubi tu Gaius, ego Gaia</i></li> <li>• <i>matronae univirae</i></li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 2 – Stage 39 Performance Indicator**  
**State Content Standards**

- C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.
- C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
- C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

**Quarter 2 Essential Question**

How did social status inform interactions in politics, law, and literature?

**Overall Performance Objective**

I can imagine how my social status would have affected my participation in matters of politics, law, and literature.

**Stage 39 Performance Indicator**

I can identify the ways in which Latin literature influenced Roman education and vice versa from a fictional text.

**Stage 39 Performance Indicator Assessment**

The deceived teacher (Stage 39 attainment test). Read the story and answer the questions about it in English, citing Latin support. (key)

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

- CL.C2.2.IR.d analyze the relationship between products, practices, and perspectives.
- CL.C4.1.IR.e compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.
- CL.C4.2.IR.f juxtapose educational practices, subject matter, and attitudes toward school in the classical culture with one's own.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

- CL.C1.2.IM.f support discussion of a passage by citing and analyzing phrases.

**Honors (in addition to the first column)**

**Intermediate High Learners recognize connected sentences to:**

- CL.C1.2.IH.d apply specific and generally relevant citations to support the analysis of a passage.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<ol style="list-style-type: none"> <li>1. Student can identify clauses of fearing in a story about a <i>rhetor</i> and his students.</li> <li>2. I can express a fear held by students in the presence of a figure of authority.</li> <li>3. I can recognize agreement in authentic verse where there are varied arrangements of nouns and adjectives.</li> <li>4. I can describe how the training of authors with a <i>rhetor</i> affected the way they wrote.</li> </ol>	<p style="text-align: center;">Preferred Resources  <i>heredes principis I/II</i> (pp.66-8)  Stage 39 WS: <a href="#">Uses of the subjunctive</a>  Stage 39 WS: <a href="#">ars grammatica</a>  Check for Learning  Write out a sentence containing a fear clause in <i>heredes principis I/II</i> (pp.66-8).</p> <p style="text-align: center;">Preferred Resources  <i>heredes principis I/II</i> (pp.66-8)  About the language 1 (p.69)  Stage 39 WS: <a href="#">Fearful mix-up</a>  Stage 39 WS: <a href="#">Inquisition</a>  Check for Learning  Write a statement expressing one of the fears held by the students in <i>heredes principis I/II</i> (pp.66-8).</p> <p style="text-align: center;">Preferred Resources  <i>versus Ovidiani</i> (p.72)  About the language 2 (pp.74-5)  Stage 39 WS: <a href="#">diluvium</a>  Stage 39 WS: <a href="#">Pyramus and Thisbe</a>  Check for Learning  Identify the noun-adjective pairs in About the language 2.4 (p.75).</p> <p style="text-align: center;">Preferred Resources  Authors, readers, and listeners (pp.78-81)  <a href="#">Stage 39 Culture Worksheet</a> (via Ed Long)  Stage 39 WS: <a href="#">Martial's schoolteacher</a>  Stage 39 WS: <a href="#">Quintilianus de discipulis</a>  Check for Learning  Describe one way in which authors' training with a <i>rhetor</i> affected their writing.</p>	<ul style="list-style-type: none"> <li>• <i>timeo ne inquieta sit Britannia.</i></li> <li>• <i>Quintilianus veretur ut pueri Domitiano placuerint.</i></li> <li>• <i>Reddebant nomen concava saxa meum.</i> <ul style="list-style-type: none"> <li>• <i>librarii, bibliopolae</i></li> <li>• <i>clientes, patronus, dignitas</i> <ul style="list-style-type: none"> <li>• <i>rhetor</i></li> </ul> </li> </ul> </li> </ul>
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**Williamson County Schools  
Latin Level 3  
Quarter 2 – Stage 40 Performance Indicator  
State Content Standards  
Quarter 2 Essential Question**

How did social status inform interactions in politics, law, and literature?

**Overall Performance Objective**

I can imagine how my social status would have affected my participation in matters of politics, law, and literature.

**Stage 40 Performance Indicator**

I can infer key elements of the Roman judicial system from a fictional text.

**Stage 40 Performance Indicator Assessment**

A very sad patron (Stage 40 attainment test). Read the story and answer the questions about it, citing Latin evidence.

**Components of State Standards**

**Standard and Honors**

**Intermediate Range Learners:**

CL.C2.2.IR.b engage with tangible and intangible products of classical culture.

CL.C3.1.IR.b explain the significance of aspects of classical life (e.g., the home of a military camp, the baths) and compare to the [modern] United States.

**Standard (in addition to the first column)**

**Intermediate Mid Learners recognize connected sentences to:**

CL.C1.2.IM.d demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.

**Honors (in addition to the first column)**

**Intermediate High Learners create and connect sentences to:**

CL.C1.4.IH.c summarize basic narrative texts.

**Learning Targets**

**Preferred Resources**

**Language Focus**

<p>1. I can translate indirect statements with a main verb in the past tense in a story about a trial.</p> <p>2. I can use a gerundive to express purpose in a story where justice is served.</p> <p>3. I can compare the Roman judicial system to our own.</p>	<p>Preferred Resource  Model sentences (p.84)  <i>accusatio I/II</i> (pp.85-6)  <i>cognitio</i> (pp.86-7)  About the language 1 (p.88)  Stage 40 WS: <a href="#">Indirect statement</a>  Stage 40 WS: <a href="#">Quintus says/said that...</a>  Stage 40 WS: <a href="#">accusatio I</a>  Check for Learning  Translate an indirect statement with a past tense main verb in <i>cognitio</i> (pp.86-7)  Preferred Resources  <i>desperatio I/II</i> (pp.89-90)  <i>damnatio</i> (p.90)  About the language 2 (p.91)  Stage 40 WS: <a href="#">ars grammatica</a>  Stage 40 WS: <a href="#">damnatio</a>  Check for Learning  Using a gerundive, tell for what purpose Myronous exposed Salvius' crimes in <i>damnatio</i> (p.90).  Preferred Resources  Roman law courts (pp.95-7)  <a href="#">Stage 40 Culture Worksheet</a> (via Ed Long)  Stage 40 WS: <a href="#">The trail of Salvius</a>  Stage 40 WS: <a href="#">A Vestal Virgin is buried alive</a>  Stage 40 WS: <a href="#">Pliny prosecutes in a senate trial</a>  Check for Learning  List one similarity and one difference between the Roman judicial system and our own.</p>	<ul style="list-style-type: none"> <li>• The boy said that the guard was returning.</li> <li>• They hoped that the girls would recite</li> <li>• I heard that the villas had been destroyed. <ul style="list-style-type: none"> <li>• <i>mercatores in portu ad navem reficiendam manebant.</i> <ul style="list-style-type: none"> <li>• <i>quaestiones</i></li> <li>• <i>praetor</i></li> <li>• <i>iudex</i></li> <li>• <i>centumviri</i></li> <li>• <i>novus homo</i></li> <li>• <i>leges</i></li> </ul> </li> <li>• <i>decemviri legibus scribendis</i> <ul style="list-style-type: none"> <li>• <i>duodecim tabulae</i></li> </ul> </li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 3 – Stage 41 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.
- C4.1 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 3 Essential Question**

How did those in power and those under it view the Roman empire?

**Overall Performance Objective**

I can compare modern ideals of power and rule with those found in the early Roman empire.

**Stage 41 Performance Indicator**

I can extrapolate main ideas and infer the relationship between a governor and the Roman emperor.

**Stage 41 Performance Indicator Assessment**

Pliny's arrival to Bithynia (Stage 41 attainment test). Read the text and answer questions about it in English, citing Latin.

**Components of State Standards**

**Standard and Honors**

**CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships) in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.
- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.
- e) produce a generally accurate summary of isolated parts of a passage

**CL.C1.4.IL.a-c Intermediate Low Learners create basic sentences to**

- a) discuss people, activities, events, and experiences.

**CL.C2.1.IR.a-f Intermediate Range**

- a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.
- b) distinguish informal and formal ways to address peers and adults.

**CL.C3.1.IR.a-h. Intermediate Range Learners**

- b) explain the significance of aspects of classical life (e.g., the home, a military camp, the baths) and compare to the [modern] United States.
- d) describe a major figure from the classical world that influenced history, science, or the arts.
- f) explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world.

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

- c) notice how different time frames are expressed in the target language and one's own.
- f) compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

- a) examine daily routines of one's own culture in contrast with those in the classical culture.
- g) compare the role of social networking and patronage in the classical culture with one's own.

**CL.C5.2.IR.a-b. Intermediate Range Learners**

- a) consult various sources in the target language to obtain information on topics of personal interest.

**Standard (in addition to the first column)**

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

- a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
- b) articulate the main idea and many details when reading some unadapted passages.
- c) distinguish between easily confused words.
- d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.
- e) identify rhetorical devices as they appear in passages.
- f) support discussion of a passage by citing and analyzing phrases.
- g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.

**CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to**

- b) explain historical topics of significance.
- c) summarize basic narrative texts.

**Learning Targets**  
**Preferred Resources**  
**Language Focus**

<p>1. I can identify the gerund of purpose in the letters between Pliny and Trajan.</p> <p>2. I can identify and translate the Present Passive Subjunctives in the letters about punishment of slaves</p> <p>3. I can identify and translate both temporal <i>cum</i> clauses in the story about the fire.</p> <p>4. I can express my opinions about the role of the emperor and his reputation with the people.</p>	<p>Preferred Resources  <i>adventus</i> (pp.101-2)  <i>carcer</i> (pp.103-4)  <i>About the language 1</i> (p.105)  Stage 41 WS: <a href="#">adventus fill-in</a> (via Ed Long)  Stage 41 WS: <a href="#">carcer questions</a> (via Ed Long)  Check for Learning:  List the gerunds of purpose found in the <i>adventus I</i> passage on page 101  Preferred Resources  <i>supplicium</i> (p.108-9)  <i>About the language 2</i> (p.110)  Stage 16 WS: <a href="#">Supplicium Questions</a> (via Ed Long)  Check for Learning  List and construe the verbs in section II of <i>supplicium</i>  Preferred Resources  <i>incendium</i> (pp.111-2)  <i>Questions about incendium</i> (p.112)  <i>About the language 3</i> (p.114)  Stage 16 WS: <a href="#">Incendium Questions</a> (via Ed Long)  Check for Learning  Translate both temporal <i>cum</i> clauses in <i>incendium</i>  Preferred Resources  <i>The government of the Roman provinces</i> (pp.117-21)  Stage 41 WS: <a href="#">Pretend you are the emperor</a>  Stage 41 WS: <a href="#">The Roman Art of Governing</a>  Stage 41 WS: <a href="#">The Government of the Roman Provinces</a>.  Check for Learning  When Tiberius' advisers suggested he should extort all the money he could from the provinces by taxation, he replied (Suetonius, Tiberius 32) "A good shepherd shears his sheep; he doesn't skin them." What did he mean by this? Was he being kind or calculating?</p>	<ul style="list-style-type: none"> <li>● <i>Pontifex ad sacrificandum aderat</i></li> <li>● <i>The priest was present for the purpos of sacrificin</i> <ul style="list-style-type: none"> <li>● <i>videantur: 3<sup>rd</sup>, pl, present, passive subjunctive</i></li> <li>● <i>affligaris: 2<sup>nd</sup>, sg, present, passive, subjunctive</i></li> <li>● <i>Cum feles abest, mures ludunt</i></li> </ul> </li> <li>● <i>When the cat's away, the mice play</i> <ul style="list-style-type: none"> <li>● <i>lēgatus Augustī</i></li> <li>● <i>prōcōnsul</i></li> <li>● <i>praefectī</i></li> <li>● <i>eques</i></li> <li>● <i>iūridicus</i></li> <li>● <i>pūblicānus</i></li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 3 – Stage 42 Performance Indicator**  
**(Current as of June 30, 2020)**

**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.
- 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 did those in power and those under it view the Roman empire?

**Overall Performance Objective**

I can compare modern ideals of power and rule with those found in the early Roman empire.

**Stage 42 Performance Indicator**

I can extract main ideas of poems and analyze the style of the poets of the Late Republic and Early Imperial eras.

**Stage 42 Performance Indicator Assessment**

Poems of Martial & Catullus. (Stage 42 attainment test). Read the text and answer questions about it in English, citing Latin.

**Components of State Standards**

**Standard and Honors**

**CL.C1.1.IL.a-c Intermediate Low Learners recognize basic sentences to**

- a) determine the basic purpose of a text
- c) distinguish texts related to familiar topics in context.

**CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.
- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.

e) produce a generally accurate summary of isolated parts of a passage

**CL.C2.2.IR.a-d. Intermediate Range Learners**

- a) identify and investigate the functions of tangible products of classical culture.
- b) engage with tangible and intangible products of classical culture.
- c) utilize authentic resources to identify and analyze products and their use in classical culture.
- d) analyze the relationship between products, practices, and perspectives.

**CL.C3.1.IR.a-h. Intermediate Range Learners**

- c) discuss classical influences on modern writings.
- h) relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world.

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

- b) compare word order in increasingly complex sentences in the target language to those in one's native language.
- e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.
- g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

- c) draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one's own.
- h) explore entertainment and leisure options from the classical culture and describe the similarities and differences to today's world.

**Standard (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

- a) comprehend straightforward information or interactions.
- b) determine details in stories, dialogues, and other spoken or recorded messages.
- c) understand situations with complicating factors.

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

- a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
- b) articulate the main idea and many details when reading some unadapted passages.
- c) distinguish between easily confused words.
- d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.
- e) identify rhetorical devices as they appear in passages.
- f) support discussion of a passage by citing and analyzing phrases.
- g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

- a) comprehend straightforward information or interactions.
- b) determine details in stories, dialogues, and other spoken or recorded messages.
- c) understand situations with complicating factors.

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.
- f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.

**Learning Targets**  
**Preferred Resources**  
**Language Focus**

<p>1. I can note syllabic length and elisions in the poem of Phaedrus.</p> <p>2. I can identify and translate conditional clauses, including contrary to fact conditions in the writings of Catullus &amp; Martial</p> <p>3. I can recognize and identify rhetorical devices used in classical poetry</p> <p>4. I can analyze how poetic elements can affect the experience of the reader.</p>	<p>Preferred Resources  <i>Phaedrus</i> (p.124)  <i>Questions about Phaedrus</i> (p.125)  <i>Part 3: Metrics</i> (pp.303-6)  Stage 42 WS: <a href="#">More Fables by Phaedrus</a>  Check for Learning:  Copy the first line of Phaedrus' Fable on page 124 and note the length of each syllable and mark any elisions.</p> <p>Preferred Resources  <i>Catullus</i> (pp.126-8)  <i>Martialis</i> (p.129)  <i>About the language 1</i> (pp.130-1)  Check for Learning  Copy, identify, and translate the conditional statement in <i>Martial III</i> (p.129)  Preferred Resources  <i>About the Language 3</i> (p.142)  <i>Horātius</i> (pp.132-3)  <i>Ovidius</i> (p. 136)  <i>Vergilius</i> (pp.138-9)  Stage 42: <a href="#">Literary Terms and Rhetorical Devices</a>  Stage 42: <a href="#">Rhythm in the Storm</a>  Check for Learning  Identify the literary terms and rhetorical devices found in Ovid's excerpt from <i>Ars Amatoria</i> (p.136)  Preferred Resources  <i>Latin Poetry</i> (pp.145-6)  <i>Time Chart of Poetry</i> (p.147)  Stage 42 WS: <a href="#">Latin Poetry</a>  Check for Learning</p> <p>If the poetry we read in Latin were simply presented in an English translation, would it convey the same force? Do you believe something would be 'lost in translation'?</p>	<ul style="list-style-type: none"> <li>● <i>latrō incitātus = latrincitātus</i> <ul style="list-style-type: none"> <li>● <i>Dactyllic Hexameter</i></li> <li>● <i>Hendecasyllabic</i> <ul style="list-style-type: none"> <li>● <i>Iambic</i></li> </ul> </li> <li>● <i>Elegiac Couplet</i></li> </ul> </li> <li>● <i>Si urbanus esses, tamen renidere usque quaque te nollem.</i> (Present contrary to fact conditional) <ul style="list-style-type: none"> <li>● <i>Alliteration</i></li> <li>● <i>Hyperbole</i></li> <li>● <i>Litotes</i></li> <li>● <i>Chiasmus</i></li> <li>● <i>Anaphora</i></li> <li>● <i>Synecdoche</i></li> <li>● <i>Metonymy</i></li> <li>● <i>Hendiadys</i> <ul style="list-style-type: none"> <li>● <i>taedia</i></li> </ul> </li> <li>● <i>Greek Poets</i></li> </ul> </li> <li>● <i>Performance of Poetry</i> <ul style="list-style-type: none"> <li>● <i>Stylistic Devices</i> <ul style="list-style-type: none"> <li>● <i>Allusions</i></li> </ul> </li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 3 – Stage 43 Performance Indicator**  
**(Current as of June 30, 2020)**

**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.  
C1.4 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.  
C4.1 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 did those in power and those under it view the Roman empire?

**Overall Performance Objective**

I can compare modern ideals of power and rule with those found in the early Roman empire.

**Stage 43 Performance Indicator**

I can extract main details and determine the character of the women discussed in the passages about widow and widowers.

**Stage 43 Performance Indicator Assessment**

Lost Loved Ones (Stage 43 attainment test). Read the text and answer questions about it in English, citing Latin.

**Components of State Standards**

**Standard and Honors**

**CL.C1.1.IL.a-c Intermediate Low Learners recognize basic sentences to**

- a) determine the basic purpose of a text
- c) distinguish texts related to familiar topics in context.

**CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships) in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.
- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.

e) produce a generally accurate summary of isolated parts of a passage

**CL.C1.4.II.a-c Intermediate Low Learners create basic sentences to**

a) discuss people, activities, events, and experiences.

**CL.C2.1.IR.a-f Intermediate Range**

a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.

d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

e) identify and analyze classical cultural practices using authentic materials.

f) analyze the relationship between practices, products, and perspectives.

**CL.C3.1.IR.a-h. Intermediate Range Learners**

b) explain the significance of aspects of classical life (e.g., the home, a military camp, the baths) and compare to the [modern] United States.

g) research historical or cultural events from the classical world and compare them to similar events in United States history.

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

b) compare word order in increasingly complex sentences in the target language to those in one's native language.

g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

e) compare the role and importance of family and friends in the classical culture with one's own.

**Standard (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

a) comprehend straightforward information or interactions.

c) understand situations with complicating factors.

d) follow directions and instructions.

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.

b) articulate the main idea and many details when reading some unadapted passages.

c) distinguish between easily confused words.

d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.

f) support discussion of a passage by citing and analyzing phrases.

g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

- a) comprehend straightforward information or interactions.
- c) understand situations with complicating factors.
- d) follow directions and instructions.

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.

**Learning Targets**  
**Preferred Resources**  
**Language Focus**

<p>1. I can identify and translate Imperfect Passive Subjunctives.</p> <p>2. I can identify the placement of verbs of speaking in indirect discourse.</p> <p>3. I can identify and translate the gerund used in the Genitive &amp; Ablative cases.</p> <p>4. I can reflect on the roles of men and women in the relationships in Ancient Rome.</p>	<p>Preferred Resources  <i>Mātrona Ephesia I</i> (pp.150-1)  <i>Mātrona Ephesia II</i> (p.152)  <i>About the Language 1</i> (p.153)  Stage 43 WS: <a href="#">On one Condition</a>  Check for Learning:  List and construe the Imperfect Passive Subjunctive verbs in <i>Mātrona Ephesia II</i> lines 10-17.</p> <p>Preferred Resources  <i>Mātrona Ephesia I</i> (pp.150-151)  <i>Mātrona Ephesia II</i> (p.152)  <i>About the Language 3</i> (p.159)  Stage 43 WS: <a href="#">Uses of Subjunctives</a>  Check for Learning  Translate the Indirect discourse in line 7 of <i>Mātrōna Ephesia II</i>.</p> <p>Preferred Resources  <i>Turia I</i> (p.154)  <i>Turia II</i> (p.155)  <i>Turia III</i> (p.156)  <i>About the Language 2</i> (p. 157)  Stage 43 WS: <a href="#">Femina Fortis</a>  Stage 43 WS: <a href="#">On Another Condition</a>  Stage 43 WS: <a href="#">Turia III</a>  Check for Learning  List and parse the gerunds on pages 155.</p> <p>Preferred Resources  <i>Divorce and remarriage</i> (pp.160-1)  Stage 43 WS: <a href="#">Widow tales</a>  Check for Learning  Why did Romans like to think that divorce was not introduced into Rome until the 3<sup>rd</sup> century BCE?</p>	<ul style="list-style-type: none"> <li>● <i>Nesciebamus utrum a sociis nostris adiuuaremur an impediremur.</i></li> <li>● <i>We did not know whether we were being helped or hindered by our companions.</i> <ul style="list-style-type: none"> <li>• <i>Example: Rogavimus quis cibum reliquum consumpsisset</i></li> <li>• <i>We asked who had eaten the rest of the food.</i></li> </ul> </li> <li>● <i>In omnibus athletis ingens cupido vincendi inest</i></li> <li>● <i>In all athletes, there is an immense love of winning</i></li> <li>● <i>Nuntius, celerrime currendo, Romam prima luce pervenit.</i></li> <li>● <i>The messenger, by running very fast, reached Rome at dawn</i> <ul style="list-style-type: none"> <li>● <i>manus</i></li> <li>● <i>sine manū</i></li> </ul> </li> <li>● <i>tuās rēs tibi habētō</i></li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 3 – Stage 44 Performance Indicator**  
**(Current as of June 30, 2020)**

**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.  
C1.4 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.  
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 did those in power and those under it view the Roman empire?

**Overall Performance Objective**

I can compare modern ideals of power and rule with those found in the early Roman empire.

**Stage 44 Performance Indicator**

I can extract main ideas and compare versions of the myth of Icarus.

**Stage 44 Performance Indicator Assessment**

Fall of Icarus (Stage 44 attainment test). Read the text and answer questions about it in English, citing Latin.

**Components of State Standards**

**Standard and Honors**

CL.C1.1.IL.a-c **Intermediate Low Learners recognize basic sentences to**

- a) determine the basic purpose of a text
- c) distinguish texts related to familiar topics in context.

CL.C1.2.IL.a-e **I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.
- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.

e) produce a generally accurate summary of isolated parts of a passage

**CL.C1.4.II.a-c Intermediate Low Learners create basic sentences to**

a) discuss people, activities, events, and experiences.

**CL.C3.1.IR.a-h. Intermediate Range Learners**

c) discuss classical influences on modern writings.

d) describe a major figure from the classical world that influenced history, science, or the arts.

h) relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world.

**CL.C3.2.IR.a-. Intermediate Range Learners**

a) identify the influence of Greek and Roman elements on a work of modern art.

b) identify appropriations of ancient mythology in modern culture and note the differences between ancient and modern versions.

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

a) identify words in the target language that have no direct or simple translation in one's native language.

b) compare word order in increasingly complex sentences in the target language to those in one's native language.

e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

c) draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one's own.

**CL.C5.2.IR.a-b. Intermediate Range Learners**

a) consult various sources in the target language to obtain information on topics of personal interest.

**Standard (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

a) comprehend straightforward information or interactions.

c) understand situations with complicating factors.

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.

b) articulate the main idea and many details when reading some unadapted passages.

c) distinguish between easily confused words.

d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.

e) identify rhetorical devices as they appear in passages.

- f) support discussion of a passage by citing and analyzing phrases.
- g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

- a) comprehend straightforward information or interactions.
- c) understand situations with complicating factors.

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.
- f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.

**CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to**

- c) summarize basic narrative texts.

**Learning Targets**  
**Preferred Resources**  
**Language Focus**

<p>1. I can identify and translate the Historical Present in the story of Daedalus and Icarus.</p> <p>2. I can identify the use of ellipsis in Latin sentences.</p> <p>3. I can identify the use of syncopation in Latin sentences.</p> <p>4. I can reflect on the moral of the story of Icarus and its persistence through art.</p>	<p>Preferred Resources  <i>Daedalus et Icarus I</i> (pp.166-7)  <i>Daedalus et Icarus II</i> (p.168)  <i>Daedalus et Icarus III</i> (p.170)  <i>About the Language 1</i> (p.171)  Stage 44 WS: <a href="#">Ars Grammatica</a></p> <p>Check for Learning:  List and translate one sentence containing the Historical Present in <i>Daedalus et Icarus I</i>.</p> <p>Preferred Resources  <i>Daedalus et Icarus IV</i> (pp.172-3)  <i>About the Language 2</i> (pp.176-7)  Stage 44 WS: <a href="#">Scansion</a></p> <p>Check for Learning  Copy a line in <i>Daedalus et Icarus IV</i> that contains an ellipsis and scan the line.</p> <p>Preferred Resources  <i>Daedalus et Icarus IV</i> (p.172)  <i>Daedalus et Icarus V</i> (p.174)  <i>About the Language 3</i> (p.180)  Stage 44 WS: <a href="#">Syncopated Forms</a></p> <p>Stage 44 WS: <a href="#">Paraphrase Daedalus et Icarus</a></p> <p>Check for Learning  Copy and scan a line containing syncopation in <i>Daedalus et Icarus IV</i>.</p> <p>Preferred Resources  <i>Icarus in art</i> (pp.181-183)  Stage 44 WS: <a href="#">Daedalus et Icarus Moral</a></p> <p>Check for Learning  In which painting is Icarus' fate sadder: the Pompeian wall painting (p.173) or the Bruegel painting (p.183)?</p>	<ul style="list-style-type: none"> <li>● <i>Dixit et ignotas animum dimittit in artes.</i> <ul style="list-style-type: none"> <li>● <i>He spoke and sends his mind into unknown arts.</i></li> </ul> </li> <li>● <i>Et movet ipse suas et nati respicit alas</i></li> <li>● <i>He himself both moves his own wings and looks back at the wings of the son.</i></li> <li>● <i>Inter opus monitusque genae maduere seniles.</i></li> <li>● <i>During the work and warnings the old cheeks became wet.</i> <ul style="list-style-type: none"> <li>● <i>The Fall of Icarus</i></li> </ul> </li> <li>● <i>Landscape with the Fall of Icarus</i> <ul style="list-style-type: none"> <li>● <i>Musee des Beaux Arts</i></li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 4 – Stage 45 Performance Indicator**  
**(Current as of June 30, 2020)**

**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.  
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.

**Quarter 4 Essential Question**

How do the interpersonal struggles in Roman literature reveal Roman attitudes toward family, love, and camaraderie?

**Overall Performance Objective**

I can imagine how I would react to the struggles faced by characters and figures in Roman literature.

**Stage 45 Performance Indicator**

I can infer the main ideas and evaluate Catullus' writing style using excerpts of his Lyric poetry.

**Stage 45 Performance Indicator Assessment**

Catullus' Lyric Poetry (Stage 45 attainment test). Read the text and answer questions about it in English, citing Latin support.

**Components of State Standards**

**Standard and Honors**

**CL.C1.1.IL.a-c Intermediate Low Learners recognize basic sentences to**

- a) determine the basic purpose of a text
- b) follow questions and simple statements on familiar topics when participating in a conversation.
- c) distinguish texts related to familiar topics in context.

**CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships) in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.

<p>1. I can identify and translate the Independent Subjunctives in the poems directed at Lesbia.</p> <p>2. I can identify and translate relative clauses with antecedents deferred or omitted in Catullus' lament losing his girlfriend.</p> <p>3. I can analyze the life of Clodia and how her identity impacts the poetry of Catullus.</p>	<p>Preferred Resources  <i>Lesbia I</i> (p.186)  <i>Lesbia II</i> (p.188)  <i>Lesbia VII</i> (p.196)  <i>About the Language 1</i> (p.190)  Stage 45 WS: <a href="#">Uses of the Subjunctive</a>  Stage 45 WS: <a href="#">vivamus mea Lesbia</a>  Check for Learning:  List, label, and translate all Independent Subjunctives in <i>Lesbia II</i>.</p> <p>Preferred Resources  <i>Lesbia III</i> (p.191)  <i>Lesbia IV</i> (p.192)  <i>Lesbia V</i> (p.193)  <i>Lesbia VI</i> (p. 195)  <i>Lesbia VII</i> (p.196)  <i>Lesbia VIII</i> (p.197)  <i>About the Language 2</i> (pp. 194-5)  Stage 45 WS: <a href="#">Roman Pets</a>  Stage 45 WS: <a href="#">More Poems about Lesbia</a>  Check for Learning  List, parse, and translate the relative pronouns in <i>Lesbia VII</i>.</p> <p>Preferred Resources  <i>Catullus and Lesbia</i> (pp.200-3)  Stage 45WS: <a href="#">Catullus and Lyric</a>  Stage 45 WS: <a href="#">Lesbia</a>  Stage 45 WS: <a href="#">The Scholars</a>  Check for Learning  How does knowing the true identify of Lesbia impact the understanding and enjoyment of Catullus' Lyric Poetry</p>	<ul style="list-style-type: none"> <li>● Hortatory: <i>vivamus, mea Lesbia, atque amemus.</i> <ul style="list-style-type: none"> <li>● <i>Let us live, my Lesbia, and let us love.</i></li> <li>● Jussive: <i>miser Catulle, desinas ineptire</i></li> <li>● <i>Wretched Catullus, cease to be foolish.</i></li> </ul> </li> <li>• <i>Qui auxilium mihi promiserunt, ei me iam deserunt.</i> <ul style="list-style-type: none"> <li>• <i>[Those] who promised to aid me, they have deserted me.</i> <ul style="list-style-type: none"> <li>● <i>Clodia</i></li> <li>● <i>Marcus Caelius Rufus</i></li> <li>● <i>Cicero</i></li> <li>● <i>Lyric Poetry</i></li> </ul> </li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 4 – Stage 46 Performance Indicator**  
**(Current as of June 30, 2020)**

**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.  
C1.4 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.  
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.

**Quarter 4 Essential Question**

How do the interpersonal struggles in Roman literature reveal Roman attitudes toward family, love, and camaraderie?

**Overall Performance Objective**

I can imagine how I would react to the struggles faced by characters and figures in Roman literature.

**Stage 46 Performance Indicator**

I can infer the main ideas and analyze the language Pliny uses in his escape from the eruption.

**Stage 46 Performance Indicator Assessment**

Pliny's flight from the villa. (Stage 46 attainment test). Read the text and answer questions about it in English, citing Latin support. (key)

**Components of State Standards**

**Standard and Honors**

**CL.C1.1.IL.a-c Intermediate Low Learners recognize basic sentences to**

- a) determine the basic purpose of a text
- b) follow questions and simple statements on familiar topics when participating in a conversation.
- c) distinguish texts related to familiar topics in context.

**CL.C1.2.IL.a-e Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships) in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.

- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.
- e) produce a generally accurate summary of isolated parts of a passage

**CL.C2.1.IR.a-f Intermediate Range**

- a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.
- b) distinguish informal and formal ways to address peers and adults.
- c) simulate age-appropriate classical cultural practices from daily life.
- d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
- e) identify and analyze classical cultural practices using authentic materials.
- f) analyze the relationship between practices, products, and perspectives.

**CL.C3.1.IR.a-h. Intermediate Range Learners**

- d) describe a major figure from the classical world that influenced history, science, or the arts.
- g) research historical or cultural events from the classical world and compare them to similar events in United States history.

**CL.C3.2.IR.a-. Intermediate Range Learners**

- e) explore short passages from classical mathematical, geographical, and scientific texts

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

- c) notice how different time frames are expressed in the target language and one's own.
- e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.
- f) compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

- e) compare the role and importance of family and friends in the classical culture with one's own.

**Standard (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

- a) comprehend straightforward information or interactions.
- c) understand situations with complicating factors.

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

- a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
- b) articulate the main idea and many details when reading some unadapted passages.
- c) distinguish between easily confused words.

- d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.
- e) identify rhetorical devices as they appear in passages.
- f) support discussion of a passage by citing and analyzing phrases.
- g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**CL.C1.1.IH.a-d Intermediate High Learners recognize connected sentences to**

- a) comprehend straightforward information or interactions.
- c) understand situations with complicating factors.

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.

**CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to**

- b) explain historical topics of significance.
- c) summarize basic narrative texts.

**Learning Targets  
Preferred Resources  
Language Focus**

<p>1. I can identify and translate the Pluperfect Passive Subjunctive verbs in subordinate clauses during Pliny's escape.</p> <p>2. I can identify and translate Conditional Clauses with Pluperfect Subjunctive verbs about the eruption of Vesuvius</p> <p>3. I can recognize the omission of forms of <i>esse</i> in Pliny's account of his flight from the villa.</p> <p>4. I can compare and contrast the classical method of letter writing with modern communication.</p>	<p>Preferred Resources  <i>tremōrēs I</i> (p.207)  <i>tremōrēs II</i> (p.204)  <i>Questions about tremōrēs</i> (p.209)  <i>About the Language I</i> (p.210)  Check for Learning:  List the Pluperfect Passive Subjunctive verbs in <i>tremōrēs II</i> and label the subordinate clause.  Preferred Resources  <i>tenebrae</i> (p.211)  <i>About the Language 2</i> (p. 212)  Check for Learning  Copy and translate any Past Contrary-to-fact Conditionals in <i>tenebrae</i>  Preferred Resources  <i>tenebrae</i> (p.211)  <i>About the Language 3</i> (p. 214)  Stage 46 WS: <a href="#">Tenebrae Questions</a> (via Ed Long)  Check for Learning  Copy and translate one sentence in <i>tenebrae</i> which uses ellipsis.  Preferred Resources  <i>Roman Letters</i> (pp.215-7)  Stage 46 WS: <a href="#">Roman Letters</a>  Stage 46 WS: <a href="#">Pliny to Tacitus about Vesuvius</a>  Stage 46 WS: <a href="#">Pliny to Tacitus Questions</a>  Check for Learning  To what extent does Roman letter writing compare with our letter or email writing?</p>	<ul style="list-style-type: none"> <li>• <i>Cum omnes servi dimissi essent, ad aream rediimus.</i></li> <li>• <i>When all the slaves had been sent away, we returned to the courtyard.</i></li> <li>• <i>Si diutius morati essemus, sine dubio perissemus.</i></li> <li>• <i>If we had delayed any longer, we would have perished without a doubt.</i></li> <li>• <i>Past Contrary-to-fact Conditionals</i></li> <li>• <i>Subito fragorem audivimus; deinde longum silentium</i></li> <li>• <i>Suddenly we heard a crash; then (there was) a long silence</i> <ul style="list-style-type: none"> <li>• <i>Ellipsis</i></li> <li>• <i>ōtium</i></li> <li>• <i>negōtium</i></li> </ul> </li> <li>• <i>epistulae commendāticae</i> <ul style="list-style-type: none"> <li>• <i>SAL, SD, SP</i></li> <li>• <i>SVBE</i></li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 4 – Stage 47 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.
- 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.

**Quarter 4 Essential Question**

How do the interpersonal struggles in Roman literature reveal Roman attitudes toward family, love, and camaraderie?

**Overall Performance Objective**

I can imagine how I would react to the struggles faced by characters and figures in Roman literature.

**Stage 47 Performance Indicator**

I can infer the main ideas and reflect on lessons that can be learned from the boat race during the funeral games.

**Stage 47 Performance Indicator Assessment**

The Boat Race (Stage 47 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.IL.a-e I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships) in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.
- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.
- e) produce a generally accurate summary of isolated parts of a passage

**CL.C2.1.IR.a-f Intermediate Range**

- a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.

- b) distinguish informal and formal ways to address peers and adults.
- c) simulate age-appropriate classical cultural practices from daily life.
- d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
- e) identify and analyze classical cultural practices using authentic materials.
- f) analyze the relationship between practices, products, and perspectives.

**CL.C2.2.IR.a-d. Intermediate Range Learners**

- a) identify and investigate the functions of tangible products of classical culture.
- b) engage with tangible and intangible products of classical culture.
- c) utilize authentic resources to identify and analyze products and their use in classical culture.
- d) analyze the relationship between products, practices, and perspectives.

**CL.C3.1.IR.a-h. Intermediate Range Learners**

- c) discuss classical influences on modern writings.
- d) describe a major figure from the classical world that influenced history, science, or the arts.

**CL.C3.2.IR.a-. Intermediate Range Learners**

- a) identify the influence of Greek and Roman elements on a work of modern art.
- b) identify appropriations of ancient mythology in modern culture and note the differences between ancient and modern versions.
- d) compare an original classical text with other interpretations or versions.

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

- b) compare word order in increasingly complex sentences in the target language to those in one's native language.
- e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.
- g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

- b) compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values in one's own culture.
- e) compare the role and importance of family and friends in the classical culture with one's own.

**Standard (in addition to the first column)**

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

- a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
- b) articulate the main idea and many details when reading some unadapted passages.
- c) distinguish between easily confused words.
- d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.
- e) identify rhetorical devices as they appear in passages.

- f) support discussion of a passage by citing and analyzing phrases.
- g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

c) create simple communications for public distribution (e.g. flyers, brochures, and posters).

**Honors (in addition to the first column)**

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.
- f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.

**CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to**

- c) summarize basic narrative texts.

**Learning Targets**  
**Preferred Resources**  
**Language Focus**

<p>1. I can identify and translate poetic omission of prepositions that govern the Ablative case in the story about the boat race.</p> <p>2. I can identify the use of the poetic plural for a singular meaning in the story of the victors of the contest.</p> <p>3. I can analyze a passage from Homer's <i>Iliad</i> to see the inspiration for Vergil's boat race.</p>	<p>Preferred Resources  <i>certāmen I &amp; II</i> (pp.220-1)  <i>Gyās et Cloanthus I &amp; II</i> (pp.222-3)  <i>Sergestius et Mnēstheus I &amp; II</i> (p. 224)  <i>About the Language I</i> (p.225)  Check for Learning:  List and translate the Ablative nouns that are being used with out prepositions in <i>Gyās et Cloanthus II</i>.  Preferred Resources  <i>victor I &amp; II</i> (p.226)  <i>About the Language 2</i> (p. 228)  Check for Learning  Identify a use of the poetic plural in <i>victor II</i>  Preferred Resources  <i>The chariot race in Homer's Iliad</i> (pp.230-3)  Stage 47 WS: <a href="#">Homer's Charioteers</a>  Stage 47 WS: <a href="#">Virgil and Homer</a>  Check for Learning  Why do you think that Vergil used material from Homer, instead of simply creating his own story?</p>	<ul style="list-style-type: none"> <li>• <i>Ipse diem noctemque negat discernere caelo... Palinurus.</i></li> <li>• Palinurus himself says that he cannot distinguish day and night in the sky</li> <li>• <i>tum vero exarsit iuveni dolor ossibus ingens.</i></li> <li>• Then truly a massive pain blazed up in the bones of the youth. <ul style="list-style-type: none"> <li>• <i>ipse magister/ hortāturque virōs clāvumque ad litora torquet.</i></li> </ul> </li> <li>• The helmsmen himself urges the men and turns the helm towards the shores <ul style="list-style-type: none"> <li>• <i>Conscendit furibunda rogos.</i></li> </ul> </li> <li>• She, in a mad fury, climbed the funeral pyre. <ul style="list-style-type: none"> <li>• <i>Achilleus</i></li> <li>• <i>Antilochos</i></li> <li>• <i>Diomedes</i></li> <li>• <i>Eumelos</i></li> <li>• <i>Menelaos</i></li> </ul> </li> </ul>
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**Williamson County Schools**  
**Latin Level 3**  
**Quarter 4 – Stage 48 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.

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**

How do the interpersonal struggles in Roman literature reveal Roman attitudes toward family, love, and camaraderie?

**Overall Performance Objective**

I can imagine how I would react to the struggles faced by characters and figures in Roman literature.

**Stage 48 Performance Indicator**

I can infer the main ideas of the passage and reflect on Tacitus' opinion of Nero and Agrippina.

**Stage 48 Performance Indicator Assessment**

The assassination of Agrippina. (Stage 48 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.IL.a-e I Intermediate Low Learners recognize basic sentences to**

- a) understand basic grammatical relationships) in sentences with straightforward syntax.
- b) comprehend more difficult written passages with a variety of high frequency words and phrases.
- c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.
- d) express an opinion of a passage by citing individual words or short phrases.
- e) produce a generally accurate summary of isolated parts of a passage

**CL.C3.1.IR.a-h. Intermediate Range Learners**

- d) describe a major figure from the classical world that influenced history, science, or the arts.

- f) explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world.
- g) research historical or cultural events from the classical world and compare them to similar events in United States history.

**CL.C4.1.IR.a-g. Intermediate Range Learners.**

- a) identify words in the target language that have no direct or simple translation in one's native language.
- c) notice how different time frames are expressed in the target language and one's own.
- f) compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text.

**CL.C4.2.IR.a-h. Intermediate Range Learners**

- e) compare the role and importance of family and friends in the classical culture with one's own.

**CL.C5.2.IR.a-b. Intermediate Range Learners**

- b) reflect and collect evidence on language acquisition goals to plan one's next steps in language learning process

**Standard (in addition to the first column)**

**CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to**

- a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
- b) articulate the main idea and many details when reading some unadapted passages.
- c) distinguish between easily confused words.
- d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.
- e) identify rhetorical devices as they appear in passages.
- f) support discussion of a passage by citing and analyzing phrases.
- g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

**Honors (in addition to the first column)**

**CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to**

- a) understand a wide variety of grammatical relationships in sentences with complex syntax.
- b) articulate the main idea and many details when reading unadapted passages.
- c) support the analysis of a passage, including the identification of rhetorical or stylistic features.
- d) apply specific and generally relevant citations to support the analysis of a passage.
- e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.

**Learning Targets**

**Preferred Resources**

**Language Focus**

1. I can identify and translate deliberative questions in the planning of the assassination.

2. I can identify and translate the historical infinitives in the story about the assassins,

3. I can identify and translate the Perfect Passive Subjunctive, including deponent verbs, in the story about Agrippina's death.

4. I can analyze the organization of the emperor's power and his inner circle..

Preferred Resources

*īnsidiae I* (pp.236-7)

*īnsidiae II* (pp.238-9)

*naufragium I* (pp.241-2)

*naufragium II* (p.243\_

*About the Language 1* (p.240)

Stage 48 WS: [Agrippina in Baiae](#)

Check for Learning:

Copy and translate a deliberative question in *īnsidiae I*.

Preferred Resources

*percussōrēs* (p.245)

*About the Language 2* (p. 244)

Stage 48 WS: [Percussores Questions](#) (via Ed Long)

Check for Learning

Copy and translate any historical infinitives found in lines 1-10 of *percussōrēs*.

Preferred Resources

*percussōrēs* (p.245)

*About the Language 3* (p. 246)

Check for Learning

Copy and translate the Perfect Passive Subjunctive verb in lines 22-28 of *percussōrēs*.

Preferred Resources

*The emperor* (pp. 249-253)

Stage 48 WS: [Julio Claudian Family Tree](#)

Check for Learning

Why did emperors put up with such a heavy workload instead of simply delegating the decision-making to other people?

● *Ibi cogitabat quid faceret.*

- There he was thinking what he should do.
- *Mater orare hortari ubere ut fugerem*
- My mother begged, urged, and ordered me to flee.
- *Dominus cognoscere vult quanta pecunia impensa sit.*
- The master wants to find out how much money has been spent.
  - *princeps*
  - *imperator*
  - *rex*
  - *consilium*
  - *amici*
  - *divus*