

Williamson County Schools
Latin Level 1
Quarter 1 – Stage 1 Performance Indicator

State Content Standards

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

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

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

Stage 1 Performance Indicator

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

Stage 1 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

CL.C1.1.NL.a-b. Novice Low Learners recognize memorized words and some phrases to
 a) identify the sound of a letter.

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

Standard (in addition to the first column)

CL.C1.1.NM.a-b. Novice Mid Learners recognize memorized words and phrases to
 b) isolate words and phrases learned for specific purposes.

Honors (in addition to the first column)

CL.C1.1.NH.a-d Novice High Learners begin to recognize simple sentences to
 b) understand simple information when presented with visual support.

<p>a) identify Roman letters, including those that function differently from those of the English alphabet.</p> <p>CL.C1.3.NL.a-c. Novice Low Learners use memorized words and phrases to</p> <p>b) state the names of familiar people, places, and objects with visual support.</p> <p>Novice Range Learners:</p> <p>CL.C3.1.NR.a-j. Novice Range Learners</p> <p>h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.</p> <p>CL.C3.2.NR.a-f. Novice Range Learners</p> <p>f) examine specific family-related vocabulary that may not have equivalents in one's native language.</p> <p>CL.C4.1.NR.a-f. Novice Range Learners.</p> <p>c) compare word order in simple sentences of the target language to one's own language.</p> <p>d) compare and contrast the sounds and writing systems of one's own language with the target language.</p> <p>CL.C5.2.NR.a-d. Novice Range Learners</p> <p>d) set learning goals for language acquisition.</p>	<p>CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to</p> <p>a) identify words and phrases with the help of visuals.</p>	<p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to</p> <p>a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.</p>
Learning Targets	Language Focus	
1. I can analyze the word order of a Latin sentence.	<p>•<i>Quintus est filius</i></p> <p>•<i>Quintus in tricliniō bibit.</i></p>	

2. I can recognize the subject of the sentence.	<ul style="list-style-type: none"> • <i>fīlia/fīliae</i> • <i>fīlius, fīliū</i> • <i>pater, patrēs</i>
3. I can translate the subject of the sentence.	<ul style="list-style-type: none"> • <i>The father is in the study</i> • <i>The daughter is in the garden</i>
4. I can analyze family roles and norms for ancient Pompeians.	<ul style="list-style-type: none"> • <i>Role of the 'pater'</i> • <i>Role of 'māter'</i>
5. I can analyze the function of parts of houses in Pompeii.	<ul style="list-style-type: none"> • <i>Structure of Roman house.</i>

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

State Content Standards

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

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

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

Stage 2 Performance Indicator

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

Stage 2 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Standard (in addition to the first column)

CL.C1.1.NM.a-b. Novice Mid Learners recognize memorized words and phrases to
 a) identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions).

Honors (in addition to the first column)

CL.C1.1.NH.a-d Novice High Learners begin to recognize simple sentences to
 a) comprehend simple questions or statements in the target language on familiar topics in context.
 b) understand simple information when presented with visual support.

<p>CL.C1.3.NL.a-c. Novice Low Learners use memorized words and phrases to b) state the names of familiar people, places, and objects with visual support.</p> <p>Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners i) distinguish how the diets of classical culture relate to our eating habits today.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners b) compare simple patterns of behavior of classical cultures to one's own.</p>	<p>CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to a) identify words and phrases with the help of visuals. b) use prefixes and roots of words to interpret the meaning of new words. c) distinguish the patterns in different parts of speech.</p> <p>CL.C1.3.NM.a-e. Novice Mid Learners use memorized words and phrases to a) describe familiar items in one's immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) recite parts of poems or rhymes.</p> <p>CL.C1.4.NM.a. Novice Mid Learners use memorized words and phrases to a) write about oneself</p>	<p>c) indicate the main idea of a simple conversation on familiar topics.</p> <p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life. b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p> <p>CL.C1.3.NH.a-b. Novice High Learners begin to use simple sentences to a) present information about familiar items in one's environment. b) discuss modern daily activities and/or the daily activities of the classical culture.</p> <p>CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to a) describe familiar items in the immediate environment. b) discuss general topics of the classical culture and history. c) write about modern daily activities and/or the daily activities of the classical culture.</p>
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Learning Targets	Language Focus
1. I can recognize the direct object of the sentence.	<ul style="list-style-type: none"> • <i>fīliam/fīliās</i> • <i>fīlium/fīliōs</i> • <i>patrem/patrēs</i>
2. I can translate the direct object of the sentence.	<ul style="list-style-type: none"> • Metella sees <i>Grumio</i> • Father praises the <i>daughter</i>
3. I can differentiate between the subject and direct object of the sentence.	<ul style="list-style-type: none"> • <i>He/she/it verbs <u>him/her/it</u></i>
4. I can analyze the daily schedule of a Pompeiian adult.	<ul style="list-style-type: none"> • <i>Clients/Patrons</i> • <i>Wardrobe</i> • <i>Meals</i>

Williamson County Schools
Latin Level 1
Quarter 1 – Stage 3 Performance Indicator

State Content Standards

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

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

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

Stage 3 Performance Indicator

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

Stage 3 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

CL.C1.1.NL.a-b. Novice Low Learners recognize memorized words and some phrases to
 b) determine isolated words, particularly when accompanied by gestures or pictures.
CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to
 b) connect some words or phrases to their meanings.

Standard (in addition to the first column)

CL.C1.1.NM.a-b. Novice Mid Learners recognize memorized words and phrases to
 b) isolate words and phrases learned for specific purposes.
CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.

Honors (in addition to the first column)

CL.C1.1.NH.a-d Novice High Learners begin to recognize simple sentences to
 a) comprehend simple questions or statements in the target language on familiar topics in context.
 b) understand simple information when presented with visual support.
 c) indicate the main idea of a simple conversation on familiar topics.

<p>CL.C1.3.NL.a-c. Novice Low Learners use memorized words and phrases to b) state the names of familiar people, places, and objects with visual support.</p> <p>Novice Range Learners: CL.C2.1.NR.a-g. Novice Range Learners f) describe practices observed in a visual representation or text in a classical culture. g) describe simple interactions from daily life in the classical culture. CL.C3.1.NR.a-j. Novice Range Learners h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.</p>	<p>c) distinguish the patterns in different parts of speech.</p>	<p>d) follow the narrative of a simple story being read aloud.</p> <p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life. b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts.</p>
Learning Targets	Language Focus	
<p>1. I can categorize nouns into their different declensions.</p>	<ul style="list-style-type: none"> ● <i>ancilla, acillae f.</i> ● <i>amīcus, amīcī, m</i> ● <i>mercātor, mercātoris, m</i> 	
<p>2. I can analyze a passage using text and an image</p>	<ul style="list-style-type: none"> • <i>Identify the Latin the passage that correlates with the image in the passage.</i> 	
<p>3. I can read Latin passages to discover typical professions of Pompeians.</p>	<ul style="list-style-type: none"> ● <i>Clāra pictūram pingit</i> ● <i>Pantagaths novāculam tenet</i> ● <i>Syphax magnum servum habet</i> 	

4. I can analyze the purpose of each district of Pompeii.

- Street of Shops
- Stabiae Street
 - Palaestra
- Roman Roads

Williamson County Schools
Latin Level 1
Quarter 1 – Stage 4 Performance Indicator

State Content Standards

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

Quarter 1 Essential Question

What would my life have been like in Ancient Pompeii?

Overall Performance Objective

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

Stage 4 Performance Indicator

I can gather essential details and analyze interactions in a daily occurrence in the forum.

Stage 4 Performance Indicator Assessment

The judge sends Hermogenes to prison (Stage 4 Assessment). Read the text and answer questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

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

Standard (in addition to the first column)

Honors (in addition to the first column)

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

<p>a) identify the sound of a letter. b) determine isolated words, particularly when accompanied by gestures or pictures.</p> <p>CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to a) identify Roman or Greek letters, including those that function differently from those of the English alphabet. b) connect some words or phrases to their meanings.</p> <p>CL.C1.3.NL.a-c. Novice Low Learners use memorized words and phrases to a) recite what they have learned. b) state the names of familiar people, places, and objects with visual support. c) introduce oneself to a group.</p> <p>CL.C1.4.NL.a-b. Novice Low Learners use memorized and some phrases to a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in a variety of texts.</p> <p>Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners a) use appropriate gestures and oral expressions in social interactions. b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations). c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.). d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.</p>	<p>CL.C1.1.NM.a-b. Novice Mid Learners recognize memorized words and phrases to a) identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). b) isolate words and phrases learned for specific purposes.</p> <p>CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to a) identify words and phrases with the help of visuals. b) use prefixes and roots of words to interpret the meaning of new words. c) distinguish the patterns in different parts of speech.</p> <p>CL.C1.3.NM.a-e. Novice Mid Learners use memorized words and phrases to a) describe familiar items in one's immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) recite parts of poems or rhymes.</p> <p>CL.C1.4.NM.a. Novice Mid Learners use memorized words and phrases to a) write about oneself</p>	<p>a) comprehend simple questions or statements in the target language on familiar topics in context. b) understand simple information when presented with visual support. c) indicate the main idea of a simple conversation on familiar topics. d) follow the narrative of a simple story being read aloud.</p> <p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life. b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p> <p>CL.C1.3.NH.a-b. Novice High Learners begin to use simple sentences to a) present information about familiar items in one's environment. b) discuss modern daily activities and/or the daily activities of the classical culture.</p> <p>CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to a) describe familiar items in the immediate environment. b) discuss general topics of the classical culture and history. c) write about modern daily activities and/or</p>
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<p>e) list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.</p> <p>f) describe practices observed in a visual representation or text in a classical culture.</p> <p>g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners</p> <p>a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.</p> <p>b) identify cultural products and their purposes in classical culture.</p> <p>c) demonstrate the relationship between products, practices, and perspectives.</p> <p>d) identify the author and place of origin of short poems, stories, and plays from the classical culture.</p> <p>e) provide simple reasons for the role and importance or products from the classical culture.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners</p> <p>a) identify and label maps of the classical world.</p> <p>b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).</p> <p>c) recognize and use Roman numerals and the vocabular associated with counting.</p> <p>d) read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).</p> <p>e) compare songs or chants with simple lyrics.</p> <p>f) identify the planets and some constellations and the inspirations for their names.</p>		<p>the daily activities of the classical culture.</p>
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- g) investigate schools in the classical world and compare them to their own school.
- h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.
- i) distinguish how the diets of classical culture relate to our eating habits today.
- j) identify how classical languages are used to name scientific terms (e.g., parts of the human body, animals, and plants).

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

- a) identify classical elements of a work of art.
- b) determine words that originate from the target language.
- c) predict the nature of plants passed on the characteristics of the Roman gods after which they are names.
- d) identify the properties of plants based on the classical roots of their names.
- e) identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.
- f) examine specific family-related vocabulary that may not have equivalents in one's native language.

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

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

e) identify cognates and derivatives between the target language and one's own language and explain the patterns that connect them.

f) recognize idiomatic expressions in both the native and target language and talk about how idiomatic expressions work.

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

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

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

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

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

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

a) identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements).

b) research opportunities for participation in school, community, or language competitions.

c) explore words from the Classical world that are present in the English and Romance languages.

d) identify professions in which knowledge the Classical world is beneficial.

e) explore the classical world's presence in the community (e.g., museum exhibitions, documentaries).

f) communicate with other target language learners in person or through use of technology.

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

<p>CL.C5.2.NR.a-d. Novice Range Learners</p> <p>a) interpret materials and/or use media from the target language and culture.</p> <p>b) exchange information about topics of personal interest.</p> <p>c) identify music or songs in the target language.</p> <p>d) set learning goals for language acquisition.</p>		
Learning Targets	Language Focus	
1. I can recognize verbs in the 1 st person, singular, present tense.	• <i>ego cēnam coquō</i>	
2. I can recognize verbs in the 2 nd person, singular present tense.	• <i>Quid tū coquis?</i>	
3. I can recognize the 1 st & 2 nd person, singular present tense of the irregular verb ‘to be’.	<ul style="list-style-type: none"> • <i>ego sum mercātor</i> • <i>tū es senex</i> 	
4. I can read a passage showing different points of view.	<ul style="list-style-type: none"> • iūdex: quis es tū? • Caecilius: ego sum Lūcius Caecilius Iucundus. 	

5. I can compare the Roman forum with modern social institutions.

- *Basilica*
- *Colonnade*

Williamson County Schools
Latin Level 1
Quarter 2 – Stage 5 Performance Indicator

State Content Standards

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

Quarter 2 Essential Question

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

Overall Performance Objective

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

Stage 5 Performance Indicator

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

Stage 5 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to
 a) identify Roman, including those that function differently from those of the English alphabet.
 b) connect some words or phrases to their meanings.

Novice Range Learners:

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.
 c) distinguish grammatical structures to comprehend the message of simple texts.

<p>CL.C2.1.NR.a-g. Novice Range Learners g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture. b) identify cultural products and their purposes in classical culture.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners a) contrast tangible and intangible products of classical cultures to one's own. d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one's own.</p>		<p>d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p>
Learning Targets	Language Focus	
1. I can recognize plural subjects in sentences, when aided by images and familiar vocabulary	<ul style="list-style-type: none"> • <i>puellae sunt in viā</i> • <i>canēs sunt in viā.</i> 	
2. I can recognize plural present tense verbs in sentences, when aided by images and familiar vocabulary	<ul style="list-style-type: none"> • <i>sedet v. sedent</i> • <i>stat v. stant</i> • <i>dormit, v. dormiunt</i> 	
3. I can translate the 3 rd person, plural verbs in the conversation between Poppaea and Lucio.	<ul style="list-style-type: none"> • <i>they do not work</i> • <i>they enter</i> 	

	<ul style="list-style-type: none">• <i>they are present</i>
4. I can distinguish between different aspects of Roman theater	<ul style="list-style-type: none">• <i>pantomime</i>• <i>comedy</i>• <i>Plautus</i>

Williamson County Schools
Latin Level 1
Quarter 2 – Stage 6 Performance Indicator

State Content Standards

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

Quarter 2 Essential Question

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

Overall Performance Objective

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

Stage 6 Performance Indicator

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

Stage 6 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Novice Range Learners:

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.
 c) distinguish grammatical structures to comprehend the message of simple texts.

<p>CL.C2.1.NR.a-g. Novice Range Learners d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. f) describe practices observed in a visual representation or text in a classical culture. g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners b) compare simple patterns of behavior of classical cultures to one's own.</p>		<p>d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p>
Learning Targets	Language Focus	
1. I can label the 3 rd person forms of the Imperfect tense in illustrated sentences.	<ul style="list-style-type: none"> • <i>ambulābant</i> • <i>erat</i> • <i>vexābat</i> 	
2. I can label the 3 rd person forms of the Perfect Tense in the <i>pugna</i> story.	<ul style="list-style-type: none"> • <i>festināvit</i> • <i>agitāvit</i> • <i>laudāvērunt</i> 	
3. I can translate the imperfect forms of 'to be' in the 'Felix' story	<ul style="list-style-type: none"> • <i>Fēlīx erat libertus</i> • Felix was a freedman 	

<p>4. I can respond to questions about the interaction between Felix and the thief.</p>	<ul style="list-style-type: none"> • <i>Cūr Fēlīx nunc est lībertus?</i> • <i>“furcifer!”</i> • <i>sed quis erat īnfāns?</i>
<p>5. I can compare the daily lives of a slave and a freedman.</p>	<ul style="list-style-type: none"> • <i>dominus</i> • <i>manūmissiō</i> • <i>lībertus/a</i>

Williamson County Schools
Latin Level 1
Quarter 2 – Stage 7 Performance Indicator

State Content Standards

C1.2 Learners interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
 C2.1 Learners investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.
 C2.2 Learners investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
 C3.1 Learners build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Quarter 2 Essential Question	Overall Performance Objective
How does social status of Pompeiians impact the experience of social interactions?	I can compare the impact of social status and identity on daily live in the modern and ancient worlds.
Stage 7 Performance Indicator	Stage 7 Performance Indicator Assessment
I can describe key information from the passage and infer Roman beliefs about the afterlife.	A ghost story in Pompeii (Stage 7 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
<p>CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to b) connect some words or phrases to their meanings. Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners</p>	<p>CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to a) identify words and phrases with the help of visuals. c) distinguish the patterns in different parts of speech.</p>	<p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p>

<p>b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).</p> <p>f) describe practices observed in a visual representation or text in a classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners</p> <p>b) identify cultural products and their purposes in classical culture.</p> <p>c) demonstrate the relationship between products, practices, and perspectives.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners</p> <p>d) read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).</p>		
Learning Targets	Language Focus	
1. I can translate verbs with implied subjects in the ‘cēna’ model sentences.	<ul style="list-style-type: none"> • <i>vīllam intrāvit.</i> • He entered the house. • <i>coquum ladāvērunt</i> • They praised the cook 	
2. I can recognize a perfect tense verb without a ‘v-stem’ in the story of ‘Decēns’.	<ul style="list-style-type: none"> • <i>cōnspexit</i> • <i>clāmāvit.</i> • <i>necāvērunt</i> 	

<p>3. I can translate the perfect tense in the story of the interaction between Metella and Melissa</p>	<ul style="list-style-type: none"> • <i>rogāvit</i> • <i>parāvit</i> ● <i>discessit</i>
<p>4. I can analyze the memorials and customs of the romans kept the memory of the dead alive.</p>	<ul style="list-style-type: none"> • cemetaries • urns festivals

Williamson County Schools
Latin Level 1
Quarter 2 – Stage 8 Performance Indicator

State Content Standards

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

Quarter 2 Essential Question	Overall Performance Objective
How does social status of Pompeiians impact the experience of social interactions?	I can compare the impact of social status and identity on daily life in the modern and ancient worlds.
Stage 8 Performance Indicator	Stage 8 Performance Indicator Assessment
I can describe key information and infer the feelings of Pompeiians about gladiatorial combat.	A memory of gladiators (Stage 8 attainment test). Read the text and answer questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
<p>CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to b) connect some words or phrases to their meanings.</p> <p>Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners</p>	<p>CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to a) identify words and phrases with the help of visuals. b) use prefixes and roots of words to interpret the meaning of new words. c) distinguish the patterns in different parts of speech.</p>	<p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life. b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts.</p>

<p>b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).</p> <p>f) describe practices observed in a visual representation or text in a classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners</p> <p>e) provide simple reasons for the role and importance or products from the classical culture.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners</p> <p>c) explore celebrations and holidays from one's own culture and those in the classical cultures.</p>		<p>d) use word endings and grammatical functions to understand texts.</p> <p>e) comprehend simple written questions related to a familiar text.</p>
Learning Targets	Language Focus	
<p>1. I can identify and analyze the objects of the sentences in 'amphitheatrum' in the model sentences.</p>	<p>• <i>Servī feminās spectābant</i></p> <p>• <i>Postquam gladiātōrēs Pompēiānō salūtāvērunt.</i></p>	
<p>2. I can translate the plural accusative nouns in the story 'Gladiātōrēs' and 'in arēnā'.</p>	<p>• <i>murmillōnēs</i></p> <p>• <i>signum</i></p>	
<p>3. I can identify the superlative adjective in the story about the animal hunt.</p>	<p>• <i>fortissimī</i></p> <p>• <i>īrātissimī</i></p>	

<p>4. I can translate the superlative degree in the story of Lucia and the cat.</p>	<ul style="list-style-type: none"> • <i>stultissima</i> • <i>stultissimus</i>
<p>5. I can respond to questions about gladiatorial combat.</p>	<ul style="list-style-type: none"> • <i>murmillō</i> • <i>suspīrium puellārum</i>

Williamson County Schools
Latin Level 1
Quarter 3 – Stage 9 Performance Indicator

State Content Standards

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

Quarter 3 Essential Question

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

Overall Performance Objective

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

Stage 9 Performance Indicator

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

Stage 9 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Novice Range Learners:

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.

<p>CL.C2.1.NR.a-g. Novice Range Learners g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners e) provide simple reasons for the role and importance of products from the classical culture.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners h) examine house plans, sanctuaries, and mixed-use spaces (e.g., the agora or forum) and compare them with modern structures.</p> <p>CL.C4.1.NR.a-f. Novice Range Learners. c) compare word order in simple sentences of the target language to one's own language.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners b) compare simple patterns of behavior of classical cultures to one's own. c) explore celebrations and holidays from one's own culture and those in the classical cultures.</p>		<p>c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p>
Learning Targets	Language Focus	
<p>1. I can identify and analyze the indirect object in the model sentences about Quintus' birthday.</p>	<p>• <i>fēminīs, dative., pl, f.</i></p> <p>• <i>mercātōrī, dative, sg., m..</i></p>	

<p>2. I can respond to questions in the ‘in palaestrā’ story.</p>	<ul style="list-style-type: none"> • <i>turba ingēns in palaestrā erat</i> • <i>discus nōn est meus</i> • <i>mea est statua!</i>
<p>3. I can translate the dative case in the story about the toga merchant</p>	<ul style="list-style-type: none"> • <i>for the son</i> • <i>to the women</i> • <i>to you</i>
<p>4. I can recognize various forms of the personal pronouns I and you.</p>	<ul style="list-style-type: none"> • <i>mē</i> • <i>tē</i> • <i>ego</i>
<p>5. I can express why the Romans dedicated so much time and resources to public bathhouses.</p>	<ul style="list-style-type: none"> • <i>caldārium</i> • <i>tepidāriuml</i> • <i>hypocaust</i>

Williamson County Schools
Latin Level 1
Quarter 3 – Stage 10 Performance Indicator

State Content Standards

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

Quarter 3 Essential Question

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

Overall Performance Objective

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

Stage 10 Performance Indicator

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

Stage 10 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.

<p>Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations). d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners e) provide simple reasons for the role and importance of products from the classical culture.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners g) investigate schools in the classical world and compare them to their own school.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners b) compare simple patterns of behavior of classical cultures to one's own.</p>	<p>CL.C1.3.NM.a-e. Novice Mid Learners use memorized words and phrases to d) describe daily activities.</p>	<p>b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p> <p>CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to a) describe familiar items in the immediate environment. b) discuss general topics of the classical culture and history. c) write about modern daily activities and/or the daily activities of the classical culture.</p>
Learning Targets	Language Focus	
<p>1. I can recognize verbs with plural 1st & 2nd person endings in the model sentences.</p>	<ul style="list-style-type: none"> ● <i>sumus</i> ● <i>facimus</i> ● <i>estis</i> ● <i>pugnātis</i> 	

<p>2. I can identify the comparatives in the debate presented by Theodōrus</p>	<ul style="list-style-type: none"> • <i>Meliōrēs quam Romanī</i> • <i>greater than the Romans</i>
<p>3. I can respond to questions about the statue and ring stories with visual aids.</p>	<ul style="list-style-type: none"> • <i>caupō incendium spectābat</i> • <i>Neptūnus nāvem meam dēlēvit</i> • <i>servum verberābant</i>
<p>4. I can express comparative and superlative statements about Pompeians.</p>	<ul style="list-style-type: none"> • <i>melior quam tū</i>
<p>5. I can analyze the end goal of the Roman education system.</p>	<ul style="list-style-type: none"> • <i>paedagōgus</i> • <i>tabulae</i> • <i>stilus</i> • <i>grammaticus</i> • <i>rhetor</i>

Williamson County Schools
Latin Level 1
Quarter 3 – Stage 11 Performance Indicator

State Content Standards

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

Quarter 3 Essential Question

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

Overall Performance Objective

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

Stage 11 Performance Indicator

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

Stage 11 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Novice Range Learners:

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.

<p>CL.C2.1.NR.a-g. Novice Range Learners c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.). d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners c) demonstrate the relationship between products, practices, and perspectives. e) provide simple reasons for the role and importance of products from the classical culture.</p> <p>CL.C3.2.NR.a-f. Novice Range Learners b) determine words that originate from the target language. e) identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners a) contrast tangible and intangible products of classical cultures to one's own. b) compare simple patterns of behavior of classical cultures to one's own.</p> <p>CL.C5.2.NR.a-d. Novice Range Learners a) interpret materials and/or use media from the target language and culture.</p>		<p>c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p>
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b) exchange information about topics of personal interest.		
Learning Targets	Language Focus	
1. I can recognize verbs that take the dative as their direct object in the model sentences.	<ul style="list-style-type: none"> • <i>favēre</i> • <i>credere</i> • <i>placēre</i> 	
2. I can translate the dative as a direct object in a discussion between siblings.	<ul style="list-style-type: none"> • <i>I support (give support to)...</i> • <i>I believe (give trust to)...</i> • <i>It is pleasing to me (I would like) ...</i> 	
3. I can recognize plural personal pronouns in the story of Lūcius Spurius Pompōniānus	<ul style="list-style-type: none"> • <i>nōs Afrō crēdimus</i> • <i>vōs quoque estis asinī</i> • <i>mercatorēs nōs “caudicēs” vocant.</i> 	
4. I can translate questions in Latin about Lucius Spurius Pompōniānus.	<ul style="list-style-type: none"> • <i>-ne</i> • <i>num</i> • <i>quid</i> • <i>quis</i> • <i>cur</i> • <i>quo</i> • <i>ubi</i> 	

5. I can analyze the political process of Ancient Pompeii

- *duoviri*
- *aediles*
- *candidātus*

Williamson County Schools
Latin Level 1
Quarter 3 – Stage 12 Performance Indicator

State Content Standards

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

Quarter 3 Essential Question

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

Overall Performance Objective

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

Stage 12 Performance Indicator

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

Stage 12 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.

<p>CL.C1.4.NL.a-b. Novice Low Learners use memorized and some phrases to a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in a variety of texts.</p> <p>Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.).</p> <p>CL.C3.1.NR.a-j. Novice Range Learners b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).</p> <p>CL.C4.2.NR.a-d. Novice Range Learners a) contrast tangible and intangible products of classical cultures to one's own. d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one's own.</p> <p>CL.C5.1.NR.a-g. Novice Range Learners g) simulate interactions that might have taken place in the Classical world.</p> <p>CL.C5.2.NR.a-d. Novice Range Learners</p>	<p>.</p>	<p>c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p> <p>CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to b) discuss general topics of the classical culture and history.</p>
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<p>a) interpret materials and/or use media from the target language and culture.</p> <p>b) exchange information about topics of personal interest.</p>		
Learning Targets	Language Focus	
1. I can recognize 1 st and 2 nd person imperfect and perfect verbs	<ul style="list-style-type: none"> • <i>vēndēbam</i> • <i>audīvī</i> • <i>audīvistī</i> 	
2. I can respond to questions based on a story about the earthquakes before the eruption.	<ul style="list-style-type: none"> • <i>Why was Iulius worried?</i> • <i>Why did Caecilius respond the way he did?</i> • <i>Why has Clemens come to the house?</i> 	
3. I can translate 1 st & 2 nd person imperfect verbs in the earthquakes and Clemens story.	<ul style="list-style-type: none"> • <i>habēbam</i> • <i>I used to have</i> • <i>īnspiciēbāmus</i> • <i>We were inspecting.</i> 	
4. I can translate 1 st & 2 nd person perfect verbs in the passage depicting the end of the story	<ul style="list-style-type: none"> • <i>redīī</i> • <i>I returned</i> • <i>Vīdistīne</i> • <i>Did you see?</i> 	

<p>5. I can recount the eruption stories of the Corneliī in a skit, or creative writing activity.</p>	<ul style="list-style-type: none"> • <i>mōns īrātus</i> • <i>tremōrēs</i> • <i>ad urbem</i> • <i>ad vīllam</i> • <i>finis</i>
<p>6. I can recount how the rediscovery of Pompeii and Herculaneum have impacted our understanding of the Ancient Romans</p>	<ul style="list-style-type: none"> • <i>79 CE</i> • <i>Ash</i> • <i>Plaster</i>

Williamson County Schools
Latin Level 1
Quarter 4 – Stage 13 Performance Indicator

State Content Standards

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

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

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

Stage 13 Performance Indicator

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

Stage 13 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.

<p>CL.C1.4.NL.a-b. Novice Low Learners use memorized and some phrases to a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in a variety of texts.</p> <p>Novice Range Learners:</p> <p>CL.C2.1.NR.a-g. Novice Range Learners g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners b) identify cultural products and their purposes in classical culture. c) demonstrate the relationship between products, practices, and perspectives. e) provide simple reasons for the role and importance of products from the classical culture.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners a) identify and label maps of the classical world.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners a) contrast tangible and intangible products of classical cultures to one's own.</p> <p>CL.C5.1.NR.a-g. Novice Range Learners g) simulate interactions that might have taken place in the Classical world.</p> <p>CL.C5.2.NR.a-d. Novice Range Learners a) interpret materials and/or use media from the target language and culture.</p>		<p>c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p> <p>CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to b) discuss general topics of the classical culture and history. c) write about modern daily activities and/or the daily activities of the classical culture.</p>
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d) set learning goals for language acquisition.		
Learning Targets	Language Focus	
1. I can identify the infinitive when used in a sentence.	<ul style="list-style-type: none"> • <i>numerāre</i> • <i>coquere</i> • <i>dormīre</i> 	
2. I can categorize verbs by their conjugation.	<ul style="list-style-type: none"> • <i>-āre</i> • <i>-ēre</i> • <i>-ere</i> • <i>īre</i> 	
3. I can recognize verbs which take the complementary infinitive.	<ul style="list-style-type: none"> • <i>retinēre nōlō</i> • <i>vindicāre voluit</i> • <i>interficere nōn possum</i> 	
4. I can translate the complementary infinitive in the story about Bregans.	<ul style="list-style-type: none"> • <i>īnspicere volō</i> • <i>I want to inspect</i> • <i>interficere volō</i> • <i>I want to kill</i> 	

<p>5. I can compare Pre-Roman Britain with Roman occupied Britain.</p>	<ul style="list-style-type: none">• <i>Celtic language</i>• <i>Arval Brotherhood</i><ul style="list-style-type: none">• <i>Province</i>• <i>Druids</i>
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Williamson County Schools
Latin Level 1
Quarter 4 – Stage 14 Performance Indicator

State Content Standards

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

Quarter 4 Essential Question	Overall Performance Objective
What was life like in a Roman Britain?	I can compare my life with the life of an inhabitant of Roman Britain.
Stage 14 Performance Indicator	Stage 14 Performance Indicator Assessment
I can infer main points and describe the characteristics of a Roman senator and his guest in Britain.	A Roman senator in Britain (Stage 14 attainment test). Read the text and answer questions about it in English, citing Latin.

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
<p>CL.C1.2.NL.a-b. Novice Low Learners recognize memorized words and some phrases to b) connect some words or phrases to their meanings.</p> <p>Novice Range Learners:</p>	<p>CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to a) identify words and phrases with the help of visuals. b) use prefixes and roots of words to interpret the meaning of new words. c) distinguish the patterns in different parts of speech.</p>	<p>CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life. b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts.</p>

<p>CL.C2.1.NR.a-g. Novice Range Learners d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. f) describe practices observed in a visual representation or text in a classical culture. g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners e) provide simple reasons for the role and importance of products from the classical culture.</p> <p>CL.C4.1.NR.a-f. Novice Range Learners. b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners b) compare simple patterns of behavior of classical cultures to one's own.</p>		<p>d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p>
Learning Targets	Language Focus	
<p>1. I can recognize infinitives used as subjects in the model sentences.</p>		<ul style="list-style-type: none"> • <i>difficile est portāre</i> • <i>necesse est portāre</i>
<p>2. I can translate infinitives used as subjects in sentences.</p>		<ul style="list-style-type: none"> • <i>It is difficult to leave</i> • <i>I am able to visit</i>

<p>3. I can translate prepositional phrases using the ablative case.</p>	<ul style="list-style-type: none"> • <i>in</i> • <i>ē/ex</i> • <i>ā/ab</i> • <i>de</i> • <i>cum</i> • <i>sine</i> • <i>prope</i>
<p>4. I can analyze a fictional passage and determine the veracity of statements.</p>	<ul style="list-style-type: none"> • <i>Exspectātissimus es!</i> • <i>cēnam modicum tibi parāvī</i> • <i>cubiculum nōn est ōrnātum</i> • <i>armārium modicum</i>
<p>5. I can analyze the key steps in the Romanization of Britannia.</p>	<ul style="list-style-type: none"> • <i>Gaius Julius Caesar</i> <ul style="list-style-type: none"> • <i>Claudius</i> • <i>Agricola</i> • <i>Assimilation</i>

Williamson County Schools
Latin Level 1
Quarter 4 – Stage 15 Performance Indicator

State Content Standards

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

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

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

Stage 15 Performance Indicator

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

Stage 15 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Novice Range Learners:

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

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 b) use prefixes and roots of words to interpret the meaning of new words.
 c) distinguish the patterns in different parts of speech.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.
 c) distinguish grammatical structures to comprehend the message of simple texts.

<p>c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues.).</p> <p>d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.</p> <p>g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners</p> <p>e) provide simple reasons for the role and importance of products from the classical culture.</p> <p>CL.C4.1.NR.a-f. Novice Range Learners.</p> <p>a) cite and use examples of words from the target language that are similar to one's own language.</p> <p>b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.</p> <p>c) compare word order in simple sentences of the target language to one's own language.</p>		<p>d) use word endings and grammatical functions to understand texts.</p> <p>e) comprehend simple written questions related to a familiar text.</p>
Learning Targets	Language Focus	
<p>1. I can recognize the relative pronouns in the model sentences about King Cogidubnus.</p>	<ul style="list-style-type: none"> • <i>quī</i> • <i>quae</i> • <i>quod</i> 	

<p>2. I can categorize the relative pronoun by case, number, and gender in the <i>ad aulam</i> story</p>	<ul style="list-style-type: none"> • <i>quī: nom, pl, m.</i> • <i>quem: acc, sg, m.</i>
<p>3. I can translate relative clauses in the story about the ceremony at the palace.</p>	<ul style="list-style-type: none"> • <i>who</i> • <i>which</i> • <i>whom</i>
<p>4. I can summarize the story of the boat race using visual aids.</p>	<ul style="list-style-type: none"> • <i>Canticus</i> • <i>Belimicus</i> • <i>Dumnorix</i> • <i>Rēgnēsēs</i>
<p>5. I can evaluate the responses of the Celtic chiefs to Roman occupation and interference.</p>	<ul style="list-style-type: none"> • <i>Celts</i> • <i>Cogidubnus</i> • <i>Cartimandua</i> • <i>Boudica</i>

Williamson County Schools
Latin Level 1
Quarter 4 – Stage 16 Performance Indicator

State Content Standards

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

Quarter 4 Essential Question

What was life like in a Roman Britain?

Overall Performance Objective

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

Stage 16 Performance Indicator

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

Stage 16 Performance Indicator Assessment

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

Components of State Standards

Standard and Honors

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

Novice Range Learners:

Standard (in addition to the first column)

CL.C1.2.NM.a-c. Novice Mid Learners recognize memorized words and phrases to
 a) identify words and phrases with the help of visuals.
 b) use prefixes and roots of words to interpret the meaning of new words.

Honors (in addition to the first column)

CL.C1.2.NH.a-e. Novice High Learners begin to recognize simple sentences to
 a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
 b) understand the main idea of written materials.

<p>CL.C2.1.NR.a-g. Novice Range Learners d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. g) describe simple interactions from daily life in the classical culture.</p> <p>CL.C2.2.NR.a-e. Novice Range Learners a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture. b) identify cultural products and their purposes in classical culture. c) demonstrate the relationship between products, practices, and perspectives.</p> <p>CL.C3.1.NR.a-j. Novice Range Learners a) identify and label maps of the classical world.</p> <p>CL.C4.1.NR.a-f. Novice Range Learners. a) cite and use examples of words from the target language that are similar to one's own language.</p> <p>CL.C4.2.NR.a-d. Novice Range Learners a) contrast tangible and intangible products of classical cultures to one's own. b) compare simple patterns of behavior of classical cultures to one's own.</p> <p>CL.C5.2.NR.a-d. Novice Range Learners a) interpret materials and/or use media from the target language and culture. d) set learning goals for language acquisition.</p>	<p>c) distinguish the patterns in different parts of speech.</p>	<p>c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.</p> <p>CL.C1.4.NH.a-c. Novice High Learners begin to use simple sentences to b) discuss general topics of the classical culture and history.</p>
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Learning Targets	Language Focus
1. I can recognize the pluperfect tense of familiar sentences in the story of the tour of the palace and Belimicus' plan.	<ul style="list-style-type: none"> • <i>pīnxerat</i> • <i>importāverat</i> • <i>parāverant</i>
2. I can categorize verbs by their person, number, and tense.	<ul style="list-style-type: none"> • <i>nūntiāvit</i>: 3rd, sg, perfect, active indicative • <i>dēlectāverant</i>: 3rd, pl, pluperfect, active, indicative
3. I can translate the pluperfect tense in <i>rēx spectāculum II</i> .	<ul style="list-style-type: none"> • <i>timuerant</i> • <i>They had been afraid</i>
4. I can illustrate the travels of Quintus based on his story in <i>Quintus dē sē</i> .	<ul style="list-style-type: none"> • <i>Neāpolis</i> • <i>Graecia</i> • <i>Athēnīs</i> • <i>Alexandria</i>
5. I can determine the impact the Fishbourne Palace had on our understanding of Roman Britain.	<ul style="list-style-type: none"> • <i>Mosaics</i> • <i>Bathhouse</i> • <i>Wings of the House</i> • <i>The Gardens</i>