

**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	Overall Performance Objective
How does the stratification of Roman society reveal itself in various aspects of daily life?	I can imagine how my experience of Rome would be different at each level of status in society.
Stage 33 Performance Indicator	Stage 33 Performance Indicator Assessment
I can infer key information about social differences in experiences of entertainment in a fictional story.	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	Standard (in addition to the first column)	Honors (in addition to the first column)
<p style="text-align: center;">Intermediate Range Learners:</p> <p>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.</p>	<p style="text-align: center;">Intermediate Mid Learners recognize connected sentences to:</p> <p>CL.C1.1.IM.a identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.</p>	<p style="text-align: center;">Intermediate High Learners recognize connected sentences to:</p> <p>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.</p>

Learning Targets	Language Focus
1. I can identify verbs that indicate what will	



happen in a story about a theatrical performance.	<ul style="list-style-type: none"> • <i>portabo</i> • <i>docebo</i> • <i>traham</i> • <i>audiam</i> • <i>ero</i>
2. I can translate verbs that indicate what will happen in a story with a theatrical performance.	<ul style="list-style-type: none"> • I will carry • I will teach • I will drag • I will hear • I will be
3. I can identify verbs that indicate what will have happened in a story featuring an entertainer.	<ul style="list-style-type: none"> • <i>portavero</i>
4. I can translate verbs that indicate what will have happened in a story featuring an entertainer.	<ul style="list-style-type: none"> • I will have carried
5. I can explain how the various types of entertainment highlighted the stratification of Roman society.	<ul style="list-style-type: none"> • <i>ludi, ludi scaenici, ludi circenses, Ludi Romani</i> • <i>factiones, mappa, spina, meta, munera</i> <ul style="list-style-type: none"> • <i>venationes, naumachiae</i> • <i>amphitheatrum Flavium</i> • <i>triumphator, Porta Triumphalis</i>



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	Overall Performance Objective
How does the stratification of Roman society reveal itself in various aspects of daily life?	I can imagine how my experience of Rome would be different at each level of status in society.
Stage 34 Performance Indicator	Stage 34 Performance Indicator Assessment
I can describe the role of a freedman in a fictional text.	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:	Standard (in addition to the first column) Intermediate Mid Learners recognize connected sentences to:	Honors (in addition to the first column) Intermediate High Learners recognize connected sentences to:
CL.C4.2.IR.g compare the role of social networking and patronage in the classical culture with one's own.	CL.C1.1.IM.a identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.	CL.C1.1.IH.a comprehend straightforward information or interactions.

Learning Targets	Language Focus
1. I can identify the present passive infinitive in a story about one of the emperor's freedmen.	<ul style="list-style-type: none"> • <i>portari</i> • <i>doceri</i> • <i>trahi</i> • <i>audiri</i>



2. I can translate the present passive infinitive in a story about one of the emperor's freedman.	<ul style="list-style-type: none"> ● to be carried ● to be taught ● to be dragged ● to be heard
3. I can translate future passive verbs in a story about one of the emperor's freedmen.	<ul style="list-style-type: none"> ● I will be carried
4. I can list the various roles that freedmen and freedwomen played throughout Roman society.	<ul style="list-style-type: none"> ● <i>liberti, libertae</i> ● <i>seviri Augustales</i> ● <i>servi Caesaris, liberti Augusti</i> ● <i>ab epistulis, a rationibus</i> ● <i>ornamenta praetoria</i>



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	Overall Performance Objective
How does the stratification of Roman society reveal itself in various aspects of daily life?	I can imagine how my experience of Rome would be different at each level of status in society.
Stage 35 Performance Indicator	Stage 35 Performance Indicator Assessment
I can describe a typical day for a wealthy Roman at his country estate from a historical text.	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	Standard (in addition to the first column)	Honors (in addition to the first column)
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.	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.	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	Language Focus
1. I can identify indirect statements in a letter that mentions the downsides of city life.	<ul style="list-style-type: none"> <i>Scimus mercatorem multam pecuniam habere.</i>
2. I can translate indirect statements in a letter	



that mentions the benefits of country life.	<ul style="list-style-type: none">● We know that the merchant has a lot of money.
3. I can explain how country villas highlighted aspects of the lives of wealthy Romans.	<ul style="list-style-type: none">● <i>villa</i>● <i>coloni</i>



**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	Overall Performance Objective
How does the stratification of Roman society reveal itself in various aspects of daily life?	I can imagine how my experience of Rome would be different at each level of status in society.
Stage 36 Performance Indicator	Stage 36 Performance Indicator Assessment
I can infer the importance of recitation in the life of an author in a fictional text.	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	Standard (in addition to the first column)	Honors (in addition to the first column)
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.	Intermediate Mid Learners recognize connected sentences to: CL.C1.2.IM.e identify rhetorical devices as they appear in passages.	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	Language Focus
1. I can identify present subjunctive verbs in a	



skit about a poet's recitation.	<ul style="list-style-type: none"> • <i>ut portet</i> • <i>ut doceat</i> • <i>ut trahat</i> • <i>ut audiat</i>
2. I can translate present subjunctive verbs in a skit about the audience's response to a poet's recitation.	<ul style="list-style-type: none"> • in order to carry • in order to teach • in order to drag • in order to hear
3. I can identify agreement of nouns and adjectives in poetic word order.	<ul style="list-style-type: none"> • <i>totam per urbem</i>
4. I can describe the role that recitation played in shaping an author's work.	<ul style="list-style-type: none"> • <i>recitatio</i> • <i>auditorium</i> • <i>praefatio</i>



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	Overall Performance Objective
How did social status inform interactions in politics, law, and literature?	I can imagine how my social status would have affected my participation in matters of politics, law, and literature.
Stage 37 Performance Indicator	Stage 37 Performance Indicator Assessment
I can evaluate the <i>cursus honorum</i> as a mark of achievement and power from an honorary inscription.	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	Standard (in addition to the first column)	Honors (in addition to the first column)
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.	Intermediate Mid Learners recognize connected sentences to: CL.C1.2.IM.b articulate the main idea and many details when reading some unadapted passages.	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	Language Focus
1. I can translate indirect statements with perfect active infinitives in a conversation between two senators.	<ul style="list-style-type: none"> • <i>dominus credit servum fugisse.</i> • The master believes that the slave has fled.



<p>2. I can translate indirect statements containing perfect passive infinitives in a story about political intrigue.</p>	<ul style="list-style-type: none"> • <i>scio captivos liberatos esse.</i> • I know that the prisoners have been freed.
<p>3. I can find parallels between the <i>cursus honorum</i> and the careers of modern politicians.</p>	<ul style="list-style-type: none"> • <i>consilium</i> • <i>amici</i> • <i>sententia</i> • <i>cursus honorum</i> • <i>suo anno</i> • <i>vigintivir, tribunus militum, quaestor, tribunus plebis, aedilis, praetor, consul</i>



**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.

<p style="text-align: center;">Quarter 2 Essential Question</p> <p>How did social status inform interactions in politics, law, and literature?</p>	<p style="text-align: center;">Overall Performance Objective</p> <p>I can imagine how my social status would have affected my participation in matters of politics, law, and literature.</p>				
<p style="text-align: center;">Stage 38 Performance Indicator</p> <p>I can explain the way in which marriage was a political tool from a fictional text.</p>	<p style="text-align: center;">Stage 38 Performance Indicator Assessment</p> <p>A dangerous letter (Stage 38 attainment test). Read the text and answer the questions about it in English, citing Latin support. (key)</p>				
<p style="text-align: center;">Components of State Standards</p>					
<p style="text-align: center;">Standard and Honors</p> <p style="text-align: center;">Intermediate Range Learners: CL.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Standard (in addition to the first column)</th><th style="text-align: center; padding: 5px;">Honors (in addition to the first column)</th></tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"> 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. </td><td style="text-align: center; padding: 5px;"> Intermediate High Learners recognize connected sentences to: CL.C1.2.IH.a understand a wide variety of grammatical relationships in sentences with complex syntax. </td></tr> </tbody> </table>	Standard (in addition to the first column)	Honors (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.	Intermediate High Learners recognize connected sentences to: CL.C1.2.IH.a understand a wide variety of grammatical relationships in sentences with complex syntax.
Standard (in addition to the first column)	Honors (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.	Intermediate High Learners recognize connected sentences to: CL.C1.2.IH.a understand a wide variety of grammatical relationships in sentences with complex syntax.				
<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Language Focus</p>				
<p>1. I can identify indirect statements with future</p>					



infinitives in a conversation about marriage.	<ul style="list-style-type: none"> • <i>credimus hostes mox pugnatueros esse.</i>
2. I can identify the perfect subjunctive in a story about the day before a wedding.	<ul style="list-style-type: none"> • <i>senator nescit quo modo imperatorem offenderit.</i>
3. I can translate indirect statements with any type of infinitive in a story about a wedding.	<ul style="list-style-type: none"> • We believe that the enemy will fight soon. • We hear that many soldiers are being trained.
4. I can compare modern and ancient Roman forms of marriage.	<ul style="list-style-type: none"> • <i>paterfamilias</i> • <i>sponsalia</i> • <i>manus, cum manu, sine manu</i> <ul style="list-style-type: none"> • <i>confarreatio, far</i> • <i>lunula, bulla, flammeum</i> • <i>iunctio dextrarum, cena nuptialis</i> <ul style="list-style-type: none"> • <i>Ubi tu Gaius, ego Gaia</i> • <i>matronae univirae</i>



**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	Language Focus
1. Student can identify clauses of fearing in a story about a <i>rheto</i> r and his students.	<ul style="list-style-type: none"> • <i>timeo ne inquieta sit Britannia.</i>
2. I can express a fear held by students in the presence of a figure of authority.	<ul style="list-style-type: none"> • <i>Quintilianus veretur ut pueri Domitiano placuerint.</i>
3. I can recognize agreement in authentic verse where there are varied arrangements of nouns and adjectives.	<ul style="list-style-type: none"> • <i>Reddebant nomen concava saxa meum.</i>
4. I can describe how the training of authors with a <i>rheto</i> r affected the way they wrote.	<ul style="list-style-type: none"> • <i>librarii, bibliopolae</i> • <i>clientes, patronus, dignitas</i> <ul style="list-style-type: none"> • <i>rheto</i>r



**Williamson County Schools
Latin Level 3
Quarter 2 – Stage 40 Performance Indicator**

State Content Standards

Quarter 2 Essential Question	Overall Performance Objective
How did social status inform interactions in politics, law, and literature?	I can imagine how my social status would have affected my participation in matters of politics, law, and literature.
Stage 40 Performance Indicator	Stage 40 Performance Indicator Assessment
I can infer key elements of the Roman judicial system from a fictional text.	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	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p style="text-align: center;">Intermediate Range Learners:</p> <p>CL.C2.2.IR.b engage with tangible and intangible products of classical culture.</p> <p>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.</p> </div> <div style="width: 30%;"> <p style="text-align: center;">Standard (in addition to the first column)</p> <p>Intermediate Mid Learners recognize connected sentences to:</p> <p>CL.C1.2.IM.d demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.</p> </div> <div style="width: 30%;"> <p style="text-align: center;">Honors (in addition to the first column)</p> <p>Intermediate High Learners create and connect sentences to:</p> <p>CL.C1.4.IH.c summarize basic narrative texts.</p> </div> </div>
Learning Targets	Language Focus
1. I can translate indirect statements with a main verb in the past tense in a story about a trial.	<ul style="list-style-type: none"> ● The boy said that the guard was returning. ● They hoped that the girls would recite ● I heard that the villas had been destroyed.



<p>2. I can use a gerundive to express purpose in a story where justice is served.</p>	<ul style="list-style-type: none"> • <i>mercatores in portu ad navem reficiendam manebant.</i>
<p>3. I can compare the Roman judicial system to our own.</p>	<ul style="list-style-type: none"> • <i>quaestiones</i> • <i>praetor</i> • <i>iudex</i> • <i>centumviri</i> • <i>novus homo</i> • <i>leges</i> • <i>decemviri legibus scribendis</i> • <i>duodecim tabulae</i>



Williamson County Schools
Latin Level 3
Quarter 3 – Stage 41 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.
 C4.1 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.

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.

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.

<p>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</p> <p>CL.C1.4.IL.a-c Intermediate Low Learners create basic sentences to a) discuss people, activities, events, and experiences.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
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<p>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.</p> <p>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.</p> <p>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.</p>		
Learning Targets	Language Focus	
1. I can identify the gerund of purpose in the letters between Pliny and Trajan.	<ul style="list-style-type: none"> • <i>Pontifex ad sacrificandum aderat</i> • <i>The priest was present for the purpos of sacrificin</i> 	
2. I can identify and translate the Present Passive Subjunctives in the letters about punishment of slaves	<ul style="list-style-type: none"> • <i>videantur: 3rd, pl, present, passive subjunctive</i> • <i>affligaris: 2nd, sg, present, passive, subjunctive</i> 	
3. I can identify and translate both temporal <i>cum</i> clauses in the story about the fire.	<ul style="list-style-type: none"> • <i>Cum feles abest, mures ludunt</i> • <i>When the cat's away, the mice play</i> 	

4. I can express my opinions about the role of the emperor and his reputation with the people.

- *lēgatus Augustī*
- *prōcōnsul*
- *praefectī*
- *eques*
- *iūridicus*
- *pūblicānus*

Williamson County Schools
Latin Level 3
Quarter 3 – Stage 42 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.
 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

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.

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.

<p>a) understand basic grammatical relationships in sentences with straightforward syntax.</p> <p>b) comprehend more difficult written passages with a variety of high frequency words and phrases.</p> <p>c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.</p> <p>d) express an opinion of a passage by citing individual words or short phrases.</p> <p>e) produce a generally accurate summary of isolated parts of a passage</p> <p>CL.C2.2.IR.a-d. Intermediate Range Learners</p> <p>a) identify and investigate the functions of tangible products of classical culture.</p> <p>b) engage with tangible and intangible products of classical culture.</p> <p>c) utilize authentic resources to identify and analyze products and their use in classical culture.</p> <p>d) analyze the relationship between products, practices, and perspectives.</p> <p>CL.C3.1.IR.a-h. Intermediate Range Learners</p> <p>c) discuss classical influences on modern writings.</p> <p>h) relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world.</p> <p>CL.C4.1.IR.a-g. Intermediate Range Learners.</p> <p>b) compare word order in increasingly complex sentences in the target language to those in one's native language.</p>	<p>CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to</p> <p>a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading some unadapted passages.</p> <p>c) distinguish between easily confused words.</p> <p>d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.</p> <p>e) identify rhetorical devices as they appear in passages.</p> <p>f) support discussion of a passage by citing and analyzing phrases.</p> <p>g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.</p>	<p>CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to</p> <p>a) understand a wide variety of grammatical relationships in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading unadapted passages.</p> <p>c) support the analysis of a passage, including the identification of rhetorical or stylistic features.</p> <p>d) apply specific and generally relevant citations to support the analysis of a passage.</p> <p>e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.</p> <p>f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.</p>
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<p>e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.</p> <p>g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.</p> <p>CL.C4.2.IR.a-h. Intermediate Range Learners</p> <p>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.</p> <p>h) explore entertainment and leisure options from the classical culture and describe the similarities and differences to today's world.</p>		
Learning Targets	Language Focus	
1. I can note syllabic length and elisions in the poem of Phaedrus.	<ul style="list-style-type: none"> ● <i>latrō incitātus = latrincitātus</i> <ul style="list-style-type: none"> ● <i>Dactyllic Hexameter</i> ● <i>Hendecasyllabic</i> <ul style="list-style-type: none"> ● <i>Iambic</i> ● <i>Elegiac Couplet</i> 	
2. I can identify and translate conditional clauses, including contrary to fact conditions in the writings of Catullus & Martial	<ul style="list-style-type: none"> • <i>Si urbanus esses, tamen renidere usque quaque te nollem.</i> (Present contrary to fact conditional) 	
3. I can recognize and identify rhetorical devices used in classical poetry	<ul style="list-style-type: none"> ● <i>Alliteration</i> ● <i>Hyperbole</i> ● <i>Litotes</i> ● <i>Chiasmus</i> ● <i>Anaphora</i> ● <i>Synecdoche</i> 	

	<ul style="list-style-type: none">• <i>Metonymy</i>• <i>Hendiadys</i>
4. I can analyze how poetic elements can affect the experience of the reader.	<ul style="list-style-type: none">• <i>taedia</i>• <i>Greek Poets</i>• <i>Performance of Poetry</i>• <i>Stylistic Devices</i>• <i>Allusions</i>

Williamson County Schools
Latin Level 3
Quarter 3 – Stage 43 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.
 C1.4 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.

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.

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.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.
- 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.

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.

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.

<p>g) research historical or cultural events from the classical world and compare them to similar events in United States history.</p> <p>CL.C4.1.IR.a-g. Intermediate Range Learners.</p> <p>b) compare word order in increasingly complex sentences in the target language to those in one's native language.</p> <p>g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.</p> <p>CL.C4.2.IR.a-h. Intermediate Range Learners</p> <p>e) compare the role and importance of family and friends in the classical culture with one's own.</p>		
Learning Targets	Language Focus	
1. I can identify and translate Imperfect Passive Subjunctives.	<ul style="list-style-type: none"> ● <i>Nesciebamus utrum a sociis nostris adiuuaremur an impediremur.</i> ● <i>We did not know whether we were being helped or hindered by our companions.</i> 	
2. I can identify the placement of verbs of speaking in indirect discourse.	<ul style="list-style-type: none"> • <i>Example: Rogavimus quis cibum reliquum consumpsisset</i> <ul style="list-style-type: none"> • <i>We asked who had eaten the rest of the food.</i> 	
3. I can identify and translate the gerund used in the Genitive & Ablative cases.	<ul style="list-style-type: none"> ● <i>In omnibus athletis ingens cupido vincendi inest</i> ● <i>In all athletes, there is an immense love of winning</i> ● <i>Nuntius, celerrime currendo, Romam prima luce pervenit.</i> ● <i>The messenger, by running very fast, reached Rome at dawn</i> 	

4. I can reflect on the roles of men and women in the relationships in Ancient Rome.

- *manus*
- *sine manū*
- *tuās rēs tibi habētō*

Williamson County Schools
Latin Level 3
Quarter 3 – Stage 44 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.
 C1.4 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.

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.

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.

<p>CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to</p> <ul style="list-style-type: none"> 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 <p>CL.C1.4.IL.a-c Intermediate Low Learners create basic sentences to</p> <ul style="list-style-type: none"> a) discuss people, activities, events, and experiences. <p>CL.C3.1.IR.a-h. Intermediate Range Learners</p> <ul style="list-style-type: none"> 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. <p>CL.C3.2.IR.a-. Intermediate Range Learners</p> <ul style="list-style-type: none"> 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. 	<p>CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to</p> <ul style="list-style-type: none"> 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. 	<p>CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to</p> <ul style="list-style-type: none"> 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. <p>CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to</p> <ul style="list-style-type: none"> c) summarize basic narrative texts.
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<p>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.</p> <p>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.</p> <p>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.</p>		
Learning Targets	Language Focus	
1. I can identify and translate the Historical Present in the story of Daedalus and Icarus.	<ul style="list-style-type: none"> ● <i>Dixit et ignotas animus dimittit in artes.</i> ● <i>He spoke and sends his mind into unknown arts.</i> 	
2. I can identify the use of ellipsis in Latin sentences.	<ul style="list-style-type: none"> • <i>Et movet ipse suas et nati respicit alas</i> • <i>He himself both moves his own wings and looks back at the wings of the son.</i> 	

<p>3. I can identify the use of syncopation in Latin sentences.</p>	<ul style="list-style-type: none"> ● <i>Inter opus monitusque genae maduēre seniles.</i> ● <i>During the work and warnings the old cheeks became wet.</i>
<p>4. I can reflect on the moral of the story of Icarus and its persistence through art.</p>	<ul style="list-style-type: none"> ● <i>The Fall of Icarus</i> ● <i>Landscape with the Fall of Icarus</i> ● <i>Musee des Beaux Arts</i>

Williamson County Schools
Latin Level 3
Quarter 4 – Stage 45 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.
 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

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.

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.

<p>b) follow questions and simple statements on familiar topics when participating in a conversation.</p> <p>c) distinguish texts related to familiar topics in context.</p> <p>CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to</p> <p>a) understand basic grammatical relationships) in sentences with straightforward syntax.</p> <p>b) comprehend more difficult written passages with a variety of high frequency words and phrases.</p> <p>c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.</p> <p>d) express an opinion of a passage by citing individual words or short phrases.</p> <p>e) produce a generally accurate summary of isolated parts of a passage</p> <p>CL.C2.1.IR.a-f Intermediate Range</p> <p>a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.</p> <p>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p> <p>e) identify and analyze classical cultural practices using authentic materials.</p> <p>f) analyze the relationship between practices, products, and perspectives.</p> <p>CL.C2.2.IR.a-d. Intermediate Range Learners</p> <p>a) identify and investigate the functions of tangible products of classical culture.</p> <p>b) engage with tangible and intangible products of classical culture.</p>	<p>b) determine details in stories, dialogues, and other spoken or recorded messages.</p> <p>c) understand situations with complicating factors.</p> <p>CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to</p> <p>a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading some unadapted passages.</p> <p>c) distinguish between easily confused words.</p> <p>d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.</p> <p>e) identify rhetorical devices as they appear in passages.</p> <p>f) support discussion of a passage by citing and analyzing phrases.</p> <p>g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.</p>	<p>b) determine details in stories, dialogues, and other spoken or recorded messages.</p> <p>c) understand situations with complicating factors.</p> <p>CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to</p> <p>a) understand a wide variety of grammatical relationships in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading unadapted passages.</p> <p>c) support the analysis of a passage, including the identification of rhetorical or stylistic features.</p> <p>d) apply specific and generally relevant citations to support the analysis of a passage.</p> <p>e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.</p> <p>f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.</p>
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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.C3.2.IR.a-. Intermediate Range Learners

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

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.

d) analyze the similarities of cognates, derivatives, and affixes of the target language and one's own 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.		
Learning Targets	Language Focus	
1. I can identify and translate the Independent Subjunctives in the poems directed at Lesbia.	<ul style="list-style-type: none"> ● Hortatory: <i>vivamus, mea Lesbia, atque amemus.</i> <ul style="list-style-type: none"> ● <i>Let us live, my Lesbia, and let us love.</i> ● Jussive: <i>miser Catulle, desinas ineptire</i> ● <i>Wretched Catullus, cease to be foolish.</i> 	
2. I can identify and translate relative clauses with antecedents deferred or omitted in Catullus' lament losing his girlfriend.	<ul style="list-style-type: none"> • <i>Qui auxilium mihi promiserunt, ei me iam deserunt.</i> • <i>[Those] who promised to aid me, they have deserted me.</i> 	
3. I can analyze the life of Clodia and how her identity impacts the poetry of Catullus.	<ul style="list-style-type: none"> ● <i>Clodia</i> ● <i>Marcus Caelius Rufus</i> ● <i>Cicero</i> ● <i>Lyric Poetry</i> 	

Williamson County Schools
Latin Level 3
Quarter 4 – Stage 46 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.
 C1.4 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

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.

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.

<p>b) follow questions and simple statements on familiar topics when participating in a conversation.</p> <p>c) distinguish texts related to familiar topics in context.</p> <p>CL.C1.2.IL.a-e I Intermediate Low Learners recognize basic sentences to</p> <p>a) understand basic grammatical relationships) in sentences with straightforward syntax.</p> <p>b) comprehend more difficult written passages with a variety of high frequency words and phrases.</p> <p>c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.</p> <p>d) express an opinion of a passage by citing individual words or short phrases.</p> <p>e) produce a generally accurate summary of isolated parts of a passage</p> <p>CL.C2.1.IR.a-f Intermediate Range</p> <p>a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.</p> <p>b) distinguish informal and formal ways to address peers and adults.</p> <p>c) simulate age-appropriate classical cultural practices from daily life.</p> <p>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p> <p>e) identify and analyze classical cultural practices using authentic materials.</p> <p>f) analyze the relationship between practices, products, and perspectives.</p> <p>CL.C3.1.IR.a-h. Intermediate Range Learners</p>	<p>c) understand situations with complicating factors.</p> <p>CL.C1.2.IM.a-g Intermediate Mid Learners begin to recognize connected sentences to</p> <p>a) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading some unadapted passages.</p> <p>c) distinguish between easily confused words.</p> <p>d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.</p> <p>e) identify rhetorical devices as they appear in passages.</p> <p>f) support discussion of a passage by citing and analyzing phrases.</p> <p>g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.</p>	<p>c) understand situations with complicating factors.</p> <p>CL.C1.2.IH.a-f Intermediate High Learners recognize connected sentences to</p> <p>a) understand a wide variety of grammatical relationships in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading unadapted passages.</p> <p>c) support the analysis of a passage, including the identification of rhetorical or stylistic features.</p> <p>d) apply specific and generally relevant citations to support the analysis of a passage.</p> <p>e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.</p> <p>CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to</p> <p>b) explain historical topics of significance.</p> <p>c) summarize basic narrative texts.</p>
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<p>d) describe a major figure from the classical world that influenced history, science, or the arts.</p> <p>g) research historical or cultural events from the classical world and compare them to similar events in United States history.</p> <p>CL.C3.2.IR.a-. Intermediate Range Learners</p> <p>e) explore short passages from classical mathematical, geographical, and scientific texts</p> <p>CL.C4.1.IR.a-g. Intermediate Range Learners.</p> <p>c) notice how different time frames are expressed in the target language and one's own.</p> <p>e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.</p> <p>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.</p> <p>CL.C4.2.IR.a-h. Intermediate Range Learners</p> <p>e) compare the role and importance of family and friends in the classical culture with one's own.</p>		
Learning Targets	Language Focus	
<p>1. I can identify and translate the Pluperfect Passive Subjunctive verbs in subordinate clauses during Pliny's escape.</p>	<ul style="list-style-type: none"> • <i>Cum omnes servi dimissi essent, ad aream rediimus.</i> • <i>When all the slaves had been sent away, we returned to the courtyard.</i> 	

<p>2. I can identify and translate Conditional Clauses with Pluperfect Subjunctive verbs about the eruption of Vesuvius</p>	<ul style="list-style-type: none"> • <i>Si diutius morati essemus, sine dubio periissemus.</i> • <i>If we had delayed any longer, we would have perished without a doubt.</i> <ul style="list-style-type: none"> • <i>Past Contrary-to-fact Conditionals</i>
<p>3. I can recognize the omission of forms of <i>esse</i> in Pliny's account of his flight from the villa.</p>	<ul style="list-style-type: none"> • <i>Subito fragorem audivimus; deinde longum silentium</i> • <i>Suddenly we heard a crash; then (there was) a long silence</i> <ul style="list-style-type: none"> • <i>Ellipsis</i>
<p>4. I can compare and contrast the classical method of letter writing with modern communication.</p>	<ul style="list-style-type: none"> • <i>ōtium</i> • <i>negōtium</i> • <i>epistulae commendāticae</i> • <i>SAL, SD, SP</i> • <i>SVBE</i>

Williamson County Schools
Latin Level 3
Quarter 4 – Stage 47 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.
 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.

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

Honors (in addition to the first column)

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

<p>b) comprehend more difficult written passages with a variety of high frequency words and phrases.</p> <p>c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.</p> <p>d) express an opinion of a passage by citing individual words or short phrases.</p> <p>e) produce a generally accurate summary of isolated parts of a passage</p> <p>CL.C2.1.IR.a-f Intermediate Range</p> <p>a) examine, analyze, and exchange information on patterns of typical behavior in classical culture.</p> <p>b) distinguish informal and formal ways to address peers and adults.</p> <p>c) simulate age-appropriate classical cultural practices from daily life.</p> <p>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p> <p>e) identify and analyze classical cultural practices using authentic materials.</p> <p>f) analyze the relationship between practices, products, and perspectives.</p> <p>CL.C2.2.IR.a-d. Intermediate Range Learners</p> <p>a) identify and investigate the functions of tangible products of classical culture.</p> <p>b) engage with tangible and intangible products of classical culture.</p> <p>c) utilize authentic resources to identify and analyze products and their use in classical culture.</p> <p>d) analyze the relationship between products, practices, and perspectives.</p>	<p>sentences with straightforward syntax or occasionally in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading some unadapted passages.</p> <p>c) distinguish between easily confused words.</p> <p>d) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.</p> <p>e) identify rhetorical devices as they appear in passages.</p> <p>f) support discussion of a passage by citing and analyzing phrases.</p> <p>g) demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.</p> <p>c) create simple communications for public distribution (e.g. flyers, brochures, and posters).</p>	<p>a) understand a wide variety of grammatical relationships in sentences with complex syntax.</p> <p>b) articulate the main idea and many details when reading unadapted passages.</p> <p>c) support the analysis of a passage, including the identification of rhetorical or stylistic features.</p> <p>d) apply specific and generally relevant citations to support the analysis of a passage.</p> <p>e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events.</p> <p>f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.</p> <p>CL.C1.4.IH.a-c Intermediate High Learners create and connect sentence to</p> <p>c) summarize basic narrative texts.</p>
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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.

Learning Targets	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>	<ul style="list-style-type: none"> • <i>Ipse diem noctemque negat discernere caelo... Palinurus.</i> • Palinurus himself says that he cannot distinguish day and night in the sky <ul style="list-style-type: none"> • <i>tum vero exarsit iuveni dolor ossibus ingens.</i> • Then truly a massive pain blazed up in the bones of the youth.
<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>	<ul style="list-style-type: none"> • <i>ipse magister/ hortāturque virōs clāvumque ad litora torquet.</i> • The helmsmen himself urges the men and turns the helm towards the shores <ul style="list-style-type: none"> • <i>Conscendit furibunda rogos.</i> • She, in a mad fury, climbed the funeral pyre.
<p>3. I can analyze a passage from Homer's <i>Iliad</i> to see the inspiration for Vergil's boat race.</p>	<ul style="list-style-type: none"> • <i>Achilleus</i> • <i>Antilochos</i> • <i>Diomedes</i> • <i>Eumelos</i> • <i>Menelaos</i>

Williamson County Schools
Latin Level 3
Quarter 4 – Stage 48 Performance Indicator

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.

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.

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.

<p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CL.C5.2.IR.a-b. Intermediate Range Learners</p>	<p>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.</p>	<p>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.</p>
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b) reflect and collect evidence on language acquisition goals to plan one's next steps in language learning process		
Learning Targets	Language Focus	
1. I can identify and translate deliberative questions in the planning of the assassination.	<ul style="list-style-type: none"> • <i>Ibi cogitabat quid faceret.</i> • There he was thinking what he should do. 	
2. I can identify and translate the historical infinitives in the story about the assassins,	<ul style="list-style-type: none"> • <i>Mater orare hortari ubere ut fugerem</i> • My mother begged, urged, and ordered me to flee. 	
3. I can identify and translate the Perfect Passive Subjunctive, including deponent verbs, in the story about Agrippina's death.	<ul style="list-style-type: none"> • <i>Dominus cognoscere vult quanta pecunia impensa sit.</i> • The master wants to find out how much money has been spent. 	
4. I can analyze the organization of the emperor's power and his inner circle..	<ul style="list-style-type: none"> • <i>princeps</i> • <i>imperator</i> • <i>rex</i> • <i>consilium</i> • <i>amici</i> • <i>divus</i> 	