

By the end of the year, students are expected to perform at the novice low (NL) to novice mid (NM) level of proficiency, and novice high (NH) to intermediate low (IL) in reading.

Student Habits / Enduring Skills:

- Read appropriately leveled texts with fluency and comprehension
- Make sense of new vocabulary by using context clues and other inference skills
- Participate in and appreciate the difference of cultural practices and perspectives around the world
- Interact with texts using a variety of reading strategies
- Take risks in order to communicate
- Ask higher order thinking questions about texts and make complex inferences supported with textual evidence
- Set individual goals and monitor progress

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Theme & Essential Questions	<i>Roman Values / Human Beings and the Gods</i>		<i>Human Beings and the Gods / View of Non-Romans / Roman Values</i>	
	Why study Latin? What was Rome? What values and ideals are portrayed as characteristically Roman? What defined a Roman family? What roles did Romans fill in their families and in larger society? How did a Roman structure his/her day? How does geography influence history and human behavior?	How did Romans spend their leisure time? What roles do the gods play in the lives of mortals and how are they perceived? What is appropriate behavior for different social classes? How was slavery viewed in the Roman Empire?	How did Romans spend their free time? How does a civilized society justify violence for the sake of entertainment? How do social strata contribute to dehumanization? How did Roman values differ based on nationality? What were the expectations of Roman citizenship? How did Romans view non-Romans? What techniques make a convincing argument? How do arguments influence cooperation?	How did a Roman act in a stressful situation? What roles do the gods play in the lives of mortals and how are they perceived? How did Roman values differ based on nationality? How did Romans merge their culture with conquered cultures? What were the rights of Romans vs. the rights of conquered peoples?
Interpretive Communication	Listening: NL to NM: I can recognize some familiar words and phrases when I hear them spoken. I can occasionally understand isolated words and phrases that I have memorized, particularly when accompanied by gestures or pictures Reading: NL to NM: I can understand familiar words, phrases, and sentences within short and simple text related to everyday life. I can connect some Latin words and phrases to their meanings, particularly when words are accompanied by images	Listening: NL to NM: I can often understand words, phrases, and simple sentences related to everyday life. I can understand simple greetings. I can recognize and sometimes understand basic information phrases that I have memorized. I can recognize and sometimes understand words and phrases that they have learned for specific purposes. Reading: NL to NM: I can understand familiar words, phrases, and sentences within short and simple text related to everyday life. I can connect some Latin words and phrases to their meanings, particularly when words are accompanied by images.	Listening: NL to NM: I can often understand words, phrases, and simple sentences related to everyday life. I can understand simple greetings. I can recognize and sometimes understand basic information phrases that I have memorized. I can recognize and sometimes understand words and phrases that they have learned for specific purposes. Reading: NM to IL: I can understand the main idea of short and simple texts when the topic is familiar. I can recognize words and phrases with the help of visuals. I can recognize Latin words and phrases when they associate the with things I already know.	Listening: NL to NM: I can recognize and sometimes understand basic information phrases that I have memorized. I can recognize and sometimes understand words and phrases that they have learned for specific purposes. Reading: NL to IL: I can understand the main idea of short and simple texts when the topic is familiar. I can sometimes follow short, written descriptions or instructions when supported by visuals. I can understand the main idea of and a few supporting facts about famous people and historic events. I can understand simple questions related to a familiar text.

The following resources were used in the development of Clear Creek ISD’s curriculum guides for World Languages and Cultures: Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English, the College Board’s course themes for world languages, the American Council on the Teaching of Foreign Languages Proficiency Guidelines, Performance Descriptors, and Can-Do Statements, and the American Classical League’s Standards for Classical Language Learning.

<p>Interpersonal Communication</p>	<p>NL: I can greet my peers. I can introduce myself to someone. I can answer simple questions about a familiar topic in single words or short phrases.</p>	<p>NL to NM: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>NL to NM: I can answer simple questions about a familiar topic in short phrases. I can ask simple questions about a familiar topic. I can list, name, and identify objects or actions in a reading or cultural lesson.</p>	<p>NL to NM: I can answer simple questions about a familiar topic in short phrases. I can ask simple questions about a familiar topic. I can list, name, and identify objects or actions in a reading or cultural lesson.</p>
<p>Presentational Communication</p>	<p>Speaking: NL: I can recite words and phrases that I have learned. I can state the names of familiar people, places, and objects depicted visually using words or memorized phrases. I can introduce myself to a group using words or memorized phrases. Writing: NL: I can copy some familiar words, characters, or phrases.</p>	<p>Speaking: NL: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. Writing: NL to NM: I can write lists and memorized phrases on familiar topics.</p>	<p>Speaking: NL to NM: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. I can present information about familiar items in my immediate environment using words, phrases, and memorized expressions. I can present information about self and others using words, phrases, and memorized expressions Writing: NL to NM: I can write about myself using learned phrases and memorized expressions. I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>	<p>Speaking: NL to NM: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. I can state likes and dislikes using words, phrases, and memorized expressions. I can describe their daily activities using words, phrases, and memorized expressions. I can recite short memorized phrases, parts of poems, and rhymes. Writing: NL to NM: I can write about myself using learned phrases and memorized expressions. I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>
<p>Assessment: Performance Towards Proficiency</p>	<p>Student self-assessment through can-do statements Map project with student produced simple sentences Integrated Performance Assessment: The Roman Forum Daily simple sentences</p>	<p>Student self-assessment through can-do statements Mythology project (learning about deities while concurrently utilizing speaking and listening skills) Daily simple sentences</p>	<p>Student self-assessment through can-do statements Daily simple sentences</p>	<p>Student self-assessment through can-do statements Daily simple sentences Summative: Romans in Crisis using authentic text</p>
<p>Pre-AP Differentiation</p>	<p>Pre-AP courses are designed to build skills necessary for success in AP level coursework. Students are expected to perform at the high end of the proficiency range as defined by the TEKS for each level.</p>			

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