

<i>By the end of the year, students are expected to perform at the novice mid (NM) to novice high (NH) level of speaking and listening proficiency, and intermediate high (IH) to advanced low (AL) in reading proficiency.</i>				
Student Habits / Enduring Skills:				
<ul style="list-style-type: none"> • 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
	<i>Leadership / Roman Values</i>		<i>Literary Genre and Style / History and Memory / Leadership</i>	
Theme & Essential Questions	<p>What values and ideals are portrayed as characteristically Roman? How do these values and ideals differ based on gender or social class? What strengths and weaknesses of character are exemplified by individuals? What questions do the texts raise about Roman values?</p>	<p>How do Roman values and ideals differ based on gender or social class? How do leaders deal with setbacks and failures? How do Romans deal with setbacks and failures? What leadership styles did the Romans exhibit? What can we learn about Roman social norms through the transgression of social norms? What is the Roman idea of the relationship between love and marriage? How do Romans view and utilize adoption? What are the expectations of upper class women? How do Roman values and ideals differ based on gender or social class?</p>	<p>How do Romans use historical exempla and for what purposes? How does shared experience build and sustain communities? How do individuals use their understanding of the past to create their present and future? How does the justice system change depending on one's position (wealth, social class) in society? How does the justice system discriminate based on citizenship? What should we expect from various types of Latin poems depending on genre? How do the authors confirm or challenge our expectations? What are the purposes and effects of each author's style? How do the authors develop their themes? How do the authors portray feelings and emotions?</p>	<p>In what ways do these works reflect the impact of an individual on historical events? What are the purposes and effects of literary styles? How do authors confirm or challenge readers' expectations? How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly? How do the authors see the importance of historical events for the Roman people? What points of view do authors take when describing events? How do they represent themselves and for what purposes? What means do the authors use to develop characters in the works? How do they portray female characters?</p>

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, and the American Council on the Teaching of Foreign Languages Proficiency Guidelines, Performance Descriptors, and Can-Do Statements.

Interpretive Communication				
Interpersonal Communication				
Presentational Communication				
Assessment: Performance Towards Proficiency	<p>Student self-assessment through can-do statements</p> <p>Authentic text on social class or philosophy</p> <p>Interpret Tombstones IPA</p>	<p>Student self-assessment through can-do statements</p> <p>Epigram project</p> <p>Genius Hour Project</p>	<p>Student self-assessment through can-do statements</p> <p>Legal Case simulation</p>	<p>Student self-assessment through can-do statements</p> <p>Analytical essay (either prose or poetry)</p>
Pre-AP Differentiation	<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> <p>Latin author project.</p>			

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