

<p><i>By the end of the year, students are expected to perform at the novice mid (NM) to novice high (NH) level of proficiency, and intermediate mid (IM) in reading.</i></p>				
<p>Student Habits / Enduring Skills:</p> <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 				
	<p>First Nine Weeks</p> <p><i>Empire / Views of Non-Romans / Human Beings and the Gods / Social Structure</i></p>	<p>Second Nine Weeks</p>	<p>Third Nine Weeks</p> <p><i>War and Empire / Leadership / Infrastructure / Social Structure</i></p>	<p>Fourth Nine Weeks</p>
<p>Theme & Essential Questions</p>	<p>What were the perceived purposes benefits and costs of empire? How did roman values differ based on nationality? How are people of different nationalities in the empire portrayed? How did romans merge their culture with conquered cultures? How were provincial religions similar to and different from Roman religion? What effect did provincial religion have on Roman religion?</p>	<p>What was the role of medicine in the ancient world? What different approaches to medicine are evident in the ancient world? What was the difference between official religion and superstition? How did roman religion evolve in different parts of the empire?</p>	<p>What goals did the ruling class believe were worth pursuing? What ethical constraints did the ruling class attempt to work within? What were the perceived purposes, benefits, and costs of empire? What was the daily life of a soldier like? What roles did diplomacy and other peaceful means play in war or occupation? What leadership styles did the Romans value? How does a leader inspire others to follow? How do the habits of the Roman military explain their dominance of the world?</p>	<p>What do the structures built by the Romans reveal about their society? What concepts drove Roman sense of self-worth? How did social status drive ambition? How do the habits of the Roman military explain their dominance of the world? What caused the Romans to treat their conquered differently?</p>
	<p>Interpretive Communication</p>	<p>Listening: NM: I can recognize and sometimes understand words and phrases that I have learned for specific purposes. I can recognize the difference between a question and a statement. Reading: NM to NH: I can recognize some cities on a map. I can understand greetings. I can understand when people introduce themselves. I can identify parts of a religious ceremony. I can identify destinations and major attractions in a text</p>	<p>Listening: NM to NH: I can recognize and sometimes understand basic information phrases that I have memorized. I can recognize and sometimes understand words and phrases that I have learned for specific purposes. I can understand accounts of familiar events or personal experiences Reading: NH: 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 historic events. I can understand simple questions related to a familiar text. I can understand accounts</p>	<p>Listening: NM to NH: I can sometimes understand simple questions or statements in Latin on familiar topics in context. I can understand simple information when presented with visual support. I can sometimes understand the main topic of conversations that I hear. I can sometimes follow the narrative of a simple story read aloud Reading: NH to IL: I can understand simple questions related to a familiar text. I can understand messages in which the writer tells or asks me about familiar topics. I can read and understand basic Latin texts written in simple sentences,</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, 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.

		of familiar events or personal experiences. I can sometimes follow short, written descriptions or instructions when supported by visuals.	which may or may not be supported with visuals. I can use my knowledge of Latin prefixes and roots to expand my understanding of the Latin text	understand the main idea of what I read for personal enjoyment. I can read simple written exchanges between other people
Interpersonal Communication	NL to NM: I can respond to who/what/when/where questions. I can answer questions about something I have learned. I can express a positive reaction. I can talk about where ancient people worshiped. I can name some religious activities. I can talk about holiday celebrations based on pictures.	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.	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.	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.
Presentational Communication	Speaking: NL to NM: I can name countries on a map. I can name famous landmarks. I can say what someone is like. Writing: NL to NM: I can label famous landmarks. I can write the names of countries on maps. I can list the main cities of a specific country. I can talk about where ancients worshiped. I can name some religious activities. I can talk about holiday celebrations based on pictures. I can copy a simple phrase like "Happy Holidays." I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.	Speaking: NM: I can recite short memorized phrases, parts of poems, and rhymes. I can present information about myself and others, state likes and dislikes, and describe my daily activities using words, phrases, and memorized expressions. Writing: NM: I can state the names of familiar people, places, and objects depicted visually using words or memorized phrases. I can present information about familiar using words, phrases, and memorized expressions. I can write notes about something I have learned using lists, phrases, and memorized expressions.	Speaking: NM: I can present information about myself and others, state likes and dislikes, and describe my daily activities using words, phrases, and memorized expressions. Writing: NM to NH: 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. I can write about familiar items using words, phrases, and memorized expressions. I can write about general topics of Roman culture (i.e., the Roman army, Roman daily life) using words, phrases, and memorized expressions. I can write about daily Roman activities using phrases and simple sentences.	Speaking: NM: I can present information about myself and others, state likes and dislikes, and describe my daily activities using words, phrases, and memorized expressions. Writing: NM to NH: I can write about specific topics of Roman culture and history using words, phrases, and memorized expressions. I can write about Roman daily activities using phrases and simple sentences.
Assessment: Performance Towards Proficiency	Student self-assessment through can-do statements Authentic and adapted texts on ancient religions such as Roman, Egyptian, Celtic	Student self-assessment through can-do statements Literary analysis	Student self-assessment through can-do statements Authentic and adapted texts on leadership	Student self-assessment through can-do statements Monuments project
Pre-AP Differentiation	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.			

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