

<p><b><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 advanced low (AL) to advanced mid (AM) in reading proficiency.</i></b></p>				
<p><b>Student Habits / Enduring Skills:</b></p> <ul style="list-style-type: none"> <li>• Read appropriately leveled texts with fluency and comprehension</li> <li>• Make sense of new vocabulary by using context clues and other inference skills</li> <li>• Participate in and appreciate the difference of cultural practices and perspectives around the world</li> <li>• Interact with texts using a variety of reading strategies</li> <li>• Take risks in order to communicate</li> <li>• Ask higher order thinking questions about texts and make complex inferences supported with textual evidence</li> <li>• Set individual goals and monitor progress</li> </ul>				
	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
	<i>Vergil's Aeneid</i>		<i>Caesar's De Bello Gallico</i>	
<p><b>Theme &amp; Essential Questions</b></p>	<p>What should we expect from a Latin epic or commentarii in terms of form and content?                      How do the authors confirm or challenge our expectations?                      What points of view do Vergil and Caesar take when describing events?                      How do they represent themselves and for what purposes?                      How do the authors portray female characters?                      What are the effects of war on women and noncombatants?                      What different types of leaders (both male and female) and leadership styles do we see in these works?                      How does a leader inspire others to follow?                      How do the authors portray fate? How does fate affect human beings?</p>	<p>What means do the authors use to develop characters in the works?                      How do the authors use characterization to develop key themes?                      How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly?                      Within these works, how does shared experience build and sustain communities?                      How do the authors use historical exempla (heroic ancestors, critical events), and for what purposes?                      How do individuals in these works use their understanding of the past to create their present and future?                      How do the authors see the importance of historical events for the Roman people?                      What roles do the gods play and how are they perceived?                      How and why do human beings and gods communicate with one another?</p>	<p>What values and ideals are portrayed as characteristically Roman?                      How do these values and ideals differ based on gender, ethnicity, or other criteria?                      How do the texts confirm characteristic Roman values? What questions do the texts raise about Roman values?                      Why do wars happen? What questions do these works raise about the consequences of war?                      What are the perspectives of Vergil and Caesar concerning Roman imperialism?                      What are the perceived purposes, benefits, and costs of empire?                      In what ways do the authors portray the various non-Roman peoples that appear in the works? What criteria do they use to evaluate these groups?                      To what extent do the authors reinforce or challenge stereotypes of these groups?                      How do the authors use these portrayals in their works?                      To what extent do the gods of other peoples resemble those of the Romans?</p>	<p>What are the purposes and effects of Vergil's and Caesar's style?                      What strengths and weaknesses of character are exemplified by individuals in the works?                      What questions do the works raise about diplomacy, negotiation, and peacemaking?                      How do the texts portray enemy groups?                      How do leaders deal with setbacks and failures?                      In what ways do the works reflect the impact of an individual on historical events?</p>
	<p><b>Interpretive Communication</b></p>	<p><b>AL to AM:</b> I can demonstrate knowledge of Latin vocabulary in reading passages. I can explain the meaning of specific Latin words and phrases in context. I can use specific terminology to identify grammatical forms and syntactic structures. I can demonstrate knowledge of Latin syntax to read and comprehend</p>	<p><b>AL to AM:</b> I can demonstrate knowledge of Latin vocabulary when translating Latin texts into English. I can demonstrate knowledge of Latin morphology when translating Latin texts into English. I can demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. I can demonstrate</p>	<p><b>AL to AM:</b> I can develop clear and coherent arguments in English about the Latin texts. I can analyze the effects of language usage and stylistic features in the Latin texts. I can analyze the Latin texts based on knowledge of products, practices, and perspectives of Roman culture.</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 outline for AP Latin, and the American Council on the Teaching of Foreign Languages Proficiency Guidelines, Performance Descriptors, and Can-Do Statements.

	Latin texts. I can scan dactylic hexameter in Latin poetry. I can identify stylistic features in Latin poetry and prose. I can identify references to Roman culture, history and mythology in Latin texts. I can demonstrate overall comprehension of passages in Latin texts.	understanding of differences between Latin and English usage when translating Latin texts into English.		understand the main idea and most supporting details in Latin texts on a variety of topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand Latin texts written in a variety of genres, even when I am unfamiliar with the topic
<b>Interpersonal Communication</b>	<b>NM to NH:</b> 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. I can exchange information about a culturally appropriate topic. I can interact with others in formulaic social situations.	<b>NM to NH:</b> 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. I can exchange information about a culturally appropriate topic. I can interact with others in formulaic social situations.	<b>NM to NH:</b> 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. I can exchange information about a culturally appropriate topic. I can interact with others in formulaic social situations.	<b>NM to NH:</b> 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. I can exchange information about a culturally appropriate topic. I can interact with others in formulaic social situations.
<b>Presentational Communication</b>	<b>NH:</b> I can read aloud Latin poetry and prose with attention to linguistic and artistic qualities.	<b>NH:</b> I can read aloud Latin poetry and prose with attention to linguistic and artistic qualities.	<b>NH:</b> I can read aloud Latin poetry and prose with attention to linguistic and artistic qualities.	<b>NH:</b> I can read aloud Latin poetry and prose with attention to linguistic and artistic qualities.
<b>Assessment: Performance Towards Proficiency</b>	At least one analytical essay or prewrite Several syllabus passages for translation Several short answer sections on syllabus passages At least one multiple choice section on a syllabus passage At least one multiple choice section on an unseen passage Frequent vocabulary quizzes	At least one analytical essay Several syllabus passages for translation Several short answer sections on syllabus passages At least one multiple choice section on a syllabus passage At least one multiple choice section on an unseen passage Frequent vocabulary quizzes	At least one analytical essay Several syllabus passages for translation Several short answer sections on syllabus passages At least one multiple choice section on a syllabus passage At least one multiple choice section on an unseen passage Frequent vocabulary quizzes	At least one analytical essay Several syllabus passages for translation Several short answer sections on syllabus passages At least one multiple choice section on a syllabus passage At least one multiple choice section on an unseen passage Frequent vocabulary quizzes
<b>Notes</b>	This document is designed for Vergil to come first and Caesar second, but the teacher may choose to approach the texts in any order. Because of the constraints of College Board's AP curriculum, the emphasis of this course is heavily on interpretive reading, with minimal focus on interpersonal and presentational.			

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