

**WGSD Curriculum-- Latin Level 3**

High Priority Standards

American Classical League Standard 1.1 Students read, understand, and interpret Latin or Greek.

Learning Goal

Students will be able to comprehend written text in Latin.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
  - providing accurate responses to questions using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
  - summarizing and analyzing the main ideas or themes of the text in his or her own words with elaboration.
2. The student demonstrates he/she is nearing proficiency by performing processes such as:
  - answering simple questions about the text which may not be accurate.
  - recalling basic vocabulary from the text.
  - restating basic ideas of the text with no elaboration.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- answer questions about an authentic printed text.
- can sight read adapted authentic Latin passages
- can recognize historical references
- can recognize prose genres: history, oration, biography, letter writing, and fables
- use context clues, synonyms and antonyms to understand unfamiliar vocabulary.

High Priority Standards

American Classical League Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Learning Goal

Students will be able to read aloud and write in the target language.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
  - providing responses to questions and requests for details with some elaboration.
  - using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
  - writing with some errors which do not impede comprehensibility.
2. The student demonstrates he/she is nearing proficiency by performing processes such as:
  - simple question formation.
  - simple responses without elaboration.
  - verb conjugation which may not agree with the subject.
  - recalling basic vocabulary which may not be relevant to the task.
  - writing partially understandable text, with errors that force interpretation and cause confusion for the reader.
1. Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students write phrases and sentences in Latin with increasing grammatical complexity utilizing target vocabulary

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High Priority Standards

American Classical League Standard 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans

American Classical League Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

Learning Goal

Students will be able to relate Latin text to Roman historical, cultural and literary contexts.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
  - relating knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin to that of Greek or Roman culture with elaboration.
  - explaining the course of offices (cursus honorum) in the Roman Republic.
2. The student demonstrates he/she is nearing proficiency by:
  - recognizing and recalling basic characteristics of the Roman culture.
  - listing practices, products and perspectives of Roman culture.
  - identifying notable cities regions, mountains, and rivers of the ancient world
1. Student demonstrates limited understanding or skill with the learning goal.

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High Priority Standards

American Classical League Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

American Classical League Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

American Classical League Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

American Classical League Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Learning Goal

Students will be able to connect their knowledge of Latin and ancient cultures with other disciplines and cultures.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3. Student demonstrates mastery with the learning goal as evidenced by:

- explaining mythological characters especially from Ovid and their influence on art and literature throughout the ages
- accurately comparing the student's own community with the Roman culture, including supporting details and relevant examples.
- accurately demonstrating a knowledge of the geography of the ancient world and connecting it to the modern world.
- explaining how Latin influenced the development of their own language with relevant examples

2. The student demonstrates he/she is nearing proficiency by:

- recalling specialized vocabulary in such fields as government and politics.
- recognizing Roman numerals and the vocabulary associated with counting.

- listing basic facts about the Greco-Roman world.
- recognizing plots and themes of Greco-Roman myths in the literature of other cultures.
- recognizing the Greco-Roman elements in the architectural features of the buildings around them.

1. Student demonstrates limited understanding or skill with the learning goal.