

## WGSD Curriculum--Latin Level 4

### 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 about passages of adapted Latin using all verb tenses, including the subjunctive mood.
  - summarizing and analyzing the main ideas or themes of the text in his or her own words with elaboration.
  - explaining and interpreting content and features of style and meter in the reading.
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 Latin text.

- sight read unadapted authentic Latin passages
- recognize major poetical figures such as alliteration, anaphora antithesis, etc
- recognize idiomatic usage such as *amans patriae, certum mihi est, finem facere, patres conscripti*

## WGSD Curriculum--Latin Level 4

### 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 required information (e.g., responses to questions, request for details) with some elaboration.
  - using all indicative tenses, irregular verbs, and the subjunctive mood
  - 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 will

- write idiomatic sentences with an increased emphasis on word order, style, and sentence structure

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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.

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 understand the target language culture within 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:

- comparing the student's own community with the target culture, including supporting details and relevant examples.
- explaining the allusions to mythology in both Latin and English literature
- comparing figures of speech in both Latin and English literature and utilizing them in their own writings

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

- recognizing and recalling basic characteristics of ancient and modern poetry, e.g. meter, simile, metaphor.
- listing practices, products and perspectives of the target culture, e.g .Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures

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