

Latin Level I

STAGE 1: Caecilius TOPIC: Roman family life		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Family and nomenclature • Roman House • Basic architecture terms, e.g. arch, basilica, columns, vault, concrete, post and lintel • Alphabet, pronunciation, and diphthongs 		<ul style="list-style-type: none"> • Basic grammatical terms – parts of speech, syntax, macron, inflection, declension, conjugation, gender, number, case • Vocative case for declensions 1-3 • Indicative and Imperative mood
USEFUL VOCABULARY	ātrium, ātrī, n.; canis, canis, m. or f.; coquus, coquī, m.; cubiculum, cubiculī, n.; culīna, culīnae, f.; filius, filiī, m.; hortus, hortī, m.; in (with ablative); labōrō, labōrāre, labōrāvī, labōrātum; māter, mātris, f.; pater, patris, m.; sedeō, sedēre, sēdi, sessum; servus, servī, m.; tablīnum, tablīnī, n.; triclīnium, triclīniī, n.; via, viae, f.; Culture: ianua, compluvium, impluvium, lararium, insulae, peristylum	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 2: in villa TOPIC: Roman daily life		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Food and Dining • Daily life: patron/client relationship • Clothing 		<ul style="list-style-type: none"> • Nominative and Accusative cases for declensions 1-3 • Adjectives and Substantives
USEFUL VOCABULARY	amīcus, amīcī, m.; ancilla, ancillae, f.; cēna, cēnae, f.; cibus, cibī, m.; dominus, dominī, m.; dormiō, dormīre, dormīvī, dormītum; gustō, gustāre, gustāvī, gustātum; intrō, intrāre, intrāvī, intrātum; laetus, laeta, laetum (1st and 2nd decl. adj.); laudō, laudāre, laudāvī, laudātum; mēnsa, mēnsae, f.; mercātor, mercātōris, m.; quoque (adv.); salūtō, salūtāre, salūtāvī, salūtātum; toga, togae, f.; tunica, tunicae, f.; Culture: stola, palla, cena, mensa, salutatio, cliens, patronus	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 3: negotium TOPIC: Pompeii		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Town of Pompeii 		<ul style="list-style-type: none"> Present tense with 3rd person singular Question words: ubi, quis, quid
USEFUL VOCABULARY	ad (with accusative); bibō, bibere, bibī,; circumspectō, circumspectāre, circumspectāvī,; clāmō, clāmāre, clāmāvī, clāmātum; ecce!; et; exeō, exīre, exī, exitum; exspectō, exspectāre, exspectāvī, exspectātum; forum, forī, n.; iānua, iānuae, f.; Irātus, Irāta, Irātum; leō, leōnis, m.; magnus, magna, magnum; nāvis, nāvis, f.; nōn; portō, portāre, portāvī, portātum; respondeō, respondēre, respondī, respōnsum; rīdeō, rīdēre, rīsī, rīsum; salvē! ; surgō, surgere, surrexī, surrectum; taberna, tabernae, f.; videō, vidēre, vīdī, vīsum; vīlla, vīllae, f.; vīnum, vīnī, n.	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 1 PALS	

Latin Level I

STAGE 4: in foro TOPIC: forum		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Forum • Mythology: creation, Titans, Olympian deities, Greco-Roman names, domains and symbols, prominent myths associated with them 		<ul style="list-style-type: none"> • Present tense with pronouns ego and tū, 3rd person plural
USEFUL VOCABULARY	agō, agere, ēgī, āctum; ānulus, ānulī, m.; cēra, cērae, f.; coquō, coquere, coxī, coctum; cūr; ē, ex (with ablative); ego; ēheu! habeō, habēre, habuī, habitum; inquit; iūdex, iūdicis, m.; mendāx, mendācis, m.; pecūnia, pecūniae, f.; perterritus, perterrita, perterritum; poēta, poētae, m.; quaerō, quaerere, quaesīvī, quaesītum; quid?; quis?; reddō, reddere, reddidī, reditum; satis; sed; signum, signī, n.; sum, esse, fuī, futūrus; tū; vēndō, vēndere, vēndidī, vēnditum; vocō, vocāre, vocāvī, vocātum; Culture: basilica, duoviri, lares	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 4: in theatro TOPIC: theater		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Theater (drama) 		<ul style="list-style-type: none"> Adverbs as a part of speech Prepositional phrases using accusative and ablative cases (place where, place from which, place to which, accompaniment)
USEFUL VOCABULARY	adsum, adesse, adfuī, adfutūrus; agricola, agricolae, m.; ambulō, ambulāre, ambulāvī, ambulātum; audiō, audīre, audīvī, audītum; clāmor, clāmōris, m.; contendō, contendere, contendī, contentum; currō, currere, cucurrī, cursum; euge!; fābula, fābulae, f.; fābulam agō; fēmina, fēminae, f.; hodiē; iuvenis, iuvenis, m.; meus, mea, meum; multus, multa, multum; optimus, optima, optimum; petō, petere, petīvī, petītum; plaudō, plaudere, plausī, plausum; puella, puellae, f.; senex, senis, m.; spectō, spectāre, spectāvī, spectātum; stō, stāre, stēī, stātum; turba, turbae, f.; ubi?; urbs, urbis, f.; veniō, venīre, vēnī, ventum; Culture: cavea, scaena, orchestra	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 6: Felix TOPIC: slaves and freemen		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Slaves and Freedmen 		<ul style="list-style-type: none"> Imperfect and perfect tense of regular verbs and sum Latin Numbers and Numerals 1-20, 50, 100, 1000 Addition and Subtraction of Latin Numbers and Roman numerals Question words: cūr, quōmodo, quot
USEFUL VOCABULARY	absum, abesse, āfuī, āfutūrus; avārus, avārī, m.; bonus, bona, bonum; emō, emere, ēmī, emptum; ferōciter; festīnō, festīnāre, festīnāvī, festīnātum; fortis, forte; fūr, fūris, m.; īnfāns, īnfantis, m. or f.; intentē; lībertus, lībertī, m.; ōlim; parvus, parva, parvum; per (with accusative); postquam; pulsō, pulsāre, pulsāvī, pulsātum; quod; rēs, reī, f.; scrībō, scrībēre, scrīpsī, scrīptum; subitō; superō, superāre, superāvī, superātum; tum; tuus, tua, tuum; vituperō, vituperāre, vituperāvī, vituperātum; Culture: familia, verna, alumni, peculium, manumissio, libertus	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 2 PALS and midterm	

Latin Level I

STAGE 7: cena TOPIC: Roman superstitions		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Death and Funerals • Roman foundation myth • Troy and Aeneas 		<ul style="list-style-type: none"> • Adjective agreement: gender, number and case for declensions 1-3 • Perfect tense stems without “v”
USEFUL VOCABULARY	cēnō, cēnāre, cēnāvī, cēnātum; centuriō, centuriōnis, m.; cōnspiciō, cōnspicere, cōnspexī, cōnspēctum; cum (with ablative); faciō, facere, fēcī, factum; heri; ingēns, ingentis (genitive); intellegō, intellegere, intellexī, intellectum; lacrimō, lacrimāre, lacrimāvī, lacrimātum; mortuus, mortua, mortuum; nārrō, nārrāre, nārrāvī, nārrātum; necō, necāre, necāvī, necātum; Nihil, n.; omnis, omne; parō, parāre, parāvī, parātum; pestis, pestis, f.; pōculum, pōculī, n.; prōcēdō, prōcēdere, prōcessī, prōcessum; prope (with accusative); pulcher, pulchra, pulchrum; rogō, rogāre, rogāvī, rogātum; tacitē; tamen; terreo, terrēre, terrui, territum; umbra, umbrae, f.; valdē; Culture: mosaic, Elysian fields, Epicurus, Tartarus	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 8: Gladiatores TOPIC: gladiators		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Gladiatorial shows Three major Roman historical time periods: Monarchy, Republic and Empire 		<ul style="list-style-type: none"> Superlative degree of adjectives
USEFUL VOCABULARY	agitō, agitāre, agitāvī, agitātum; cōnsūmō, cōnsūmere, cōsumpsī, cōsumptum; dūcō, dūcere, dūxī, ductum; eum; facile; ferōx, ferōcis (genitive); gladius, gladiī, m.; habitō, habitāre, habitāvī, habitātum; hic, haec, hoc; ignāvus, ignāva, ignāvum; incitō, incitāre, incitāvī, incitātum; nūntius, nūntiī, m.; pēs, pedis, m.; porta, portae, f.; postulō, postulāre, postulāvī, postulātum; puer, puerī, m.; pugnō, pugnāre, pugnāvā, pugnātum; recumbō, recumbere, recubuī; saepe; sanguis, sanguinis, m.; silva, silvae, f.; spectāculum, spectāculī, n.; statim; tōtus, tōta, tōtum; Culture: arena, ampitheatrum, tuba, murmillō, retiarius, venatio, bestiaries	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 9: Thermae TOPIC: Roman baths		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Roman Baths 		<ul style="list-style-type: none"> Dative case as indirect objects-with verbs of giving, showing, and telling, for declensions 1-3
USEFUL VOCABULARY	agnōscō, agnōscere, agnōvī, agnitum; celebrō, celebrāre, celebrāvī, celebrātum; celeriter; cīvis, cīvis, m. or f.; cupiō, cupere, cupīvī, cupitum; diēs, diēī, m.; dō, dare, dedī, datum; ēmittō, ēmittere, ēmīsī, ēmissum; exerceō, exercēre, exercuī, exercitum; ferō, ferre, tulī, lātum; homō, hominis, m.; hospes, hospitis, m.; ille, illa, illud; īnspiciō, īnspicere, īnspexī, īnspicetum; iterum; maneō, manēre, mānsī, mānsum; medius, media, medium; mox, nōtus, nōta, nōtum, offerō, offerre, obtulī, oblātum; ostendō, ostendere, ostendī, ostentum; paulisper; post (with accusative); reveniō, revenīre, revēni, reventum; suus, sua, suum; trādō, trādere, trādīdī, trāditum; Culture: palaestra, apodyterium, strigil, tepidarium, caldarium, frigidarium, hypocaust	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 3 PALS	

Latin Level I

STAGE 10: rhetor TOPIC: Roman education		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Roman Education 		<ul style="list-style-type: none"> Comparison of adjectives Pronouns vōs and nōs All case endings for declensions 1-3
USEFUL VOCABULARY	abeō, abīre, abiī, abitum; accipiō, accipere, accēpī, acceptum; callidus, callida, callidum; capiō, capere, cēpī, captum; contentus, contenta, contentum; eō, īre, īvī/īī, itum; exclāmō, exclāmāre, exclāmāvī, exclāmātum; frāter, frātris, m.; imperium, imperīī, n.; inimīcus, inimīcī, m.; inveniō, invenīre, invēnī, inventum; liber, librī, m.; nōs; nūntiō, nūntiāre, nūntiāvī, nūntiātum; pāx, pācis, f.; portus, portūs, m.; quam; semper; sententia, sententiae, f.; servō, servāre, servāvī, servātum; sōlus, sōla, sōlum; taceō, tacēre, tacuī, tacitum; uxor, uxōris, f.; vehementer; vōs; Culture: stilus, ludi magister, paedagogus, tabulae, grammaticus, rhetor	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 11: candidati TOPIC: elections		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Local Government and Elections • cursus honorum introduction 		<ul style="list-style-type: none"> • -ne, Num? Nonne? • Dative object with special verbs faveo, credo, placeo
USEFUL VOCABULARY	conveniō, convenīre, convēnī, conventum; crēdō, crēdere, crēdidī, crēditum (+ dative); dē (with ablative); faveō, favēre, fāvī, fautum (+ dative); gēns, gentis, f.; invītō, invītāre, invītāvī, invītātum; lego legere, lēgī, lectum; liberālis, liberāle; minimē! murus, murī, m.; noster, nostra, nostrum; nunc; placeō, placēre, placuī, placitum (+ dative); prīmus, prīma, prīmum; prōmittō, prōmittere, prōmīsī, prōmissum; pugna, pugnae, f.; rapiō, rapere, rapuī, raptum; secundus, secunda, secundum; senātor, senātōris, m.; sollicitus, sollicita, sollicitum; stultus, stulta, stultum; tertius, tertia, tertium; ūtilis, ūtile; valē; verberō, verberāre, verberāvī, verberātum; vir, virī, m.; Culture: fautores, duoviri, aediles, comitium, praefectus	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level I

STAGE 12: Vesuvius TOPIC: Eruption of Mt. Vesuvius		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level I: LI.1 The student will understand simple written Latin texts about a variety of topics. LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process. LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas. LI.6 The student will compare basic elements of the Latin language to those of the English language. LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States. LI.8 The student will begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting to explore recreational, educational, and occupational opportunities.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Destruction and Excavation of Pompeii 		<ul style="list-style-type: none"> 3 principal parts, infinitive (present active), conjugation terminations Negative imperatives with noli and nolite
USEFUL VOCABULARY	āmitto, āmittere, āmīsi, āmissum; cinis, cinis, m.; compleō, complēre, complēvī, complētum; custōdiō, custōdīre, custōdīvī, custōdītum; dēnsus, dēnsa, dēnsus; epistula, epistulae, f.; flamma, flammae, f.; fortiter; frūstrā; fugiō, fugere, fūgī, fugitum; fundus, fundī, m.; iaceō, iacēre, iacuī, iacitum; iam; igitur; incidō, incidere, incidī; mirābilis, mirābile; mittō, mittere, mīsī, missum; mōns, montis, m.; nūbēs, nūbis, f.; optimē; paene; sentiō, sentīre, sēnsī, sēnsus; tandem; templum, templī, n.; terra, terrae, f.; timeō, timēre, timuī	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 4 PALS and final exam	

Latin Level II

STAGE 13: in Britannia TOPIC: Roman Britain		Recommended # of Lessons: 8 Quarter 1
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Britain 		<ul style="list-style-type: none"> • Irregular verbs possum, volō, nōlō, ferō, eō and complementary infinitives • Present active infinitive review
USEFUL VOCABULARY	adveniō, advenīre, advēnī, adventum; aedificium, aedificiī (aedificī), n.; aeger, aegra, aegrum; alter, altera, alterum; cantō, cantāre, cantāvī, cantātum; cēterī, cēterae, cētera; coniūrātiō, coniūrātiōnis, f.; custōs, custōdis, m.; dēcidō, dēcidere, dēcidī; dīcō, dīcere, dīxī, dictum; excitō, excitāre, excitāvī, excitātum; fessus, fessa, fessum; horreum, horreī, n.; interficiō, interficere, interfēcī, interfectum; ita vērō; nōlō, nōlle, nōlūī; novus, nova, novum; nūllus, nūlla, nūllum; numerō, numerāre, numerāvī, numerātum; ordō, ordinis, m.; possum, posse, potuī; retineō, retinēre, retinūī, retentum; ruō, ruere, ruī; sē; sum, esse, fuī, futūrus; trahō, trahere, traxī, tractum; volō, velle, volūī; vulnerō, vulnerāre, vulnerāvī, vulnerātum	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level II

STAGE 14: apud Salvium TOPIC: Daily life in ancient Britain		Recommended # of Lessons: 8 Quarter 1
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Geography: provinces, islands, bodies of water • Roman Britain 		<ul style="list-style-type: none"> • ipse, ipsa, ipsum (usage and meaning) • Adjectives modifying nouns in first 3 declensions • Prepositional phrases with accusative and ablative, "SID SPACE"
USEFUL VOCABULARY	aliquis, aliquid; apud (with accusative); attonitus, attonita, attonitum; aula, aulae, f.; cōfīdiē; decōrus, decōra, decōrum; dēleō, dēlēre, dēlēvī, dēlētum; deus, deī, m.; difficilis, difficile; dīlīgenter; domina, dominae, f.; dōnum, dōnī, n.; familiāris, familiāris, m.; fidēlis, fidēle; ipse, ipsa, ipsum; iste, ista, istud; lavō, lavāre, lavī, lautum; marītus, marītī, m.; necesse; nōbilis, nōbile; num?; quam; quamquam; -que; rēx, rēgis, m.; ubi;	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 1 PALS.	

Latin Level II

STAGE 15: rex Cogidubnus TOPIC: Celtic tribes		Recommended # of Lessons: 8 Quarter 2
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Celtic tribes in Britain • Boudica and Cartimandua 		<ul style="list-style-type: none"> • Relative pronoun quī, quae, quod • Relative clauses and antecedents
USEFUL VOCABULARY	alius, alia, aliud; aqua, aquae, f.; claudō, claudere, clausī, clausum; commodus, commoda, commodum; dēbeō, dēbere, dēbuī, dēbitum; effigiēs, effigiēt, f.; equus, equī, m.; etiam; fractus, fracta, fractum; impediō, impedire, impedivī, impeditum; lectus, lectī, m.; lentē; mare, maris, n.; miser, misera, miserum; nauta, nautae, m.; plastrum, plastrī, n.; praesum, praesesse, praefuī; prīnceps, prīncipis, m.; quī, quae, quod; redeō, redire, redī; sacerdos, sacerdotis, m.; saxum, saxī, n.; teneō, tenere, tenuī, tentum; unda, undae, f.; vincō, vincere, vīcī, victum; Culture: colonia, collegiums	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level II

STAGE 16: in aula TOPIC: Palace at Fishbourne		Recommended # of Lessons: 8 Quarter 2
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Mythological Heroes and Monsters • Greek and Roman Underworld 		<ul style="list-style-type: none"> • Pluperfect in active voice • Question words
USEFUL VOCABULARY	aedificō, aedificāre, aedificāvī, aedificātum; auxiliium, auxiliī/auxilī, n.; cōnsentiō, cōnsentīre, cōnsēnsī, cōnsēnsū; cōnsilium, cōnsiliī/cōnsilī, n.; deinde; dēlectō, dēlectāre, dēlectāvī, dēlectātum; dērideō, dēridēre, dērisī, dērisū; dīmīttō, dīmīttēre, dīmīsī, dīmīssū; effugiō, effugere, effūgī, effugitum; faber, fabrī, m.; flōs, flōris, m.; imperātor, imperātoris, m.; inter (with accusative); ita; melior, melius; nāvigō, nāvigāre, nāvigāvī, nāvigātum; nōnne?; parātus, parāta, parātum; pereō, perīre, perī, peritum; pōnō, pōnere, posuī, positum; postrīdiē; pūniō, pūnīre, pūnīvī, pūnītum; simulac or simulatque; summus, summa, sumum; supersum, superesse, superfuī, superfutūrus; tollō, tollere, sustulī, sublātum; vertō, vertere, vertī, versus	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 2 PALS and midterm.	

Latin Level II

STAGE 17: Alexandria TOPIC: Alexandria		Recommended # of Lessons: 8 Quarter 3
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Alexandria • Roman Heroes 		<ul style="list-style-type: none"> • Genitive case-possession, noun stem • Neuter adjectives with est, e.g. bonum est
USEFUL VOCABULARY	ā, ab; agmen, agminis, n.; animus, animī, m.; appropinquō, appropinquāre, appropinquāvī; ara, arae, f.; bene; benignus, benigna, benignum; diū; exanimātus, exanimāta, exanimātum; facilis, facile; graviter; haereō, haerēre, haesī, haustum; hūc; impetus, impetūs, m.; ĩnsula, ĩnsulae, f.; invītus, invīta, invītum; itaque; lītus, lītoris, n.; maximus, maxima, maximum; multitūdō, multitūdinis, f.; numquam; paucī, paucae, pauca; perveniō, pervenīre, pervēnī, perventum; quondam; recipiō, recipere, recēpī, receptum; resistō, resistere, restitī; sine (with ablative); soleō, solēre, solitus sum	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level II

STAGE 18: Eutychus et Clemens TOPIC: Alexandrian glass manufacturing		Recommended # of Lessons: 8 Quarter 3
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Glassmaking • Monarchy Period (Kings, end of the Monarchy) 		<ul style="list-style-type: none"> • Reflexive pronoun suī, sibi, sē, sē • Neuter nouns of first three declensions • 4th and 5th declensions
USEFUL VOCABULARY	audeō, audēre, ausus sum; caput, capitis, n.; ---, ---, coepī, coeptum; cognoscō, cognoscere, cognōvī, cognitum; cōsistō, cōsistere, cōstitī, cōstitutum; dea, deae, f.; dēmōnstrō, dēmōnstrāre, dēmōnstrāvī, dēmōnstrātum; discēdō, discēdere, discessī, discessum; fortasse; frangō, frangere, frēgī, fractum; ibi; libenter; manus, manūs, f.; miles, mīlitis, m.; nam; nēmō, nēminis, m.; nox, noctis, f.; obstō, obstāre, obstiti, obstātum (+ dative); pars, partis, f.; petō, petere, petivī, petītum; postea; postrēmō; praesidium, praesidiī/praesidī, n.; prō (with ablative); quo?; recūsō, recūsāre, recusāvī, recūsātum; sacer, sacra, sacrum; saeviō, saevire, saevī, saevītum	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 3 PALS.	

Latin Level II

STAGE 19: Isis TOPIC: Goddess Isis		Recommended # of Lessons: 8 Quarter 4
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Goddess Isis • Prominent historical events in the late-Republican period 		<ul style="list-style-type: none"> • Pronouns hic, haec, hoc; ille, illa, illud; • Review imperative and vocative (with nōlī and nōlīte)
USEFUL VOCABULARY	amō, amāre, amāvī, amātum; caedō, caedere, cecīdī, caesum; cārus, cāra, cārum; castigō, castigāre, castigāvī, castigātum; cogitō, cogitāre, cogitāvī, cogitātum; comparō, comparāre, comparāvī, comparātum; cōnficiō, cōnficere, cōnfēcī, cōnfectum; curō, curāre, curāvī, curātum; dulcis, dulce; filia, filiae, f.; fluō, fluere, flūxī, fluxum; forte; grātiās agō; hasta, hastae, f.; illūc; iter, itineris, n.; locus, locī, m.; māne; negligēs (gen. sing. neglegentis); nōvī; perīculum, perīculī, n.; plūrimus, plūrima, plūrium; poscō, poscere, poposcī; sonitus, sonitūs, m.; tot; umerus, umerī, m.; vexō, vexāre, vexāvī, vexātum; vīvō, vīvere, vīxī, victum; vix; vox, vōcis, f.; Culture: sistrum, cella	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level II

STAGE 20: medicus TOPIC: ancient medicine		Recommended # of Lessons: 8 Quarter 4
Virginia State Foreign Language Standards of Learning for Level II: LII.1 The student will understand written Latin texts based on various topics. LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process. LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa. LII.5 The student will develop a deeper understanding of English and other languages through study of Latin. LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States. LII.7 The student will apply knowledge of the Latin language and Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Ancient medicine and science 		<ul style="list-style-type: none"> • is, ea, id • Present active and perfect passive participles (future active optional)
USEFUL VOCABULARY	adeō, adīre, adī, aditum; arcessō, arcessere, arcessīvī, arcessītum; ars, artis, f.; auris, auris, f.; collocō, collocāre, collocāvī, collocātum; crudēlis, crudēle; dēnique; dēsperō, dēsperāre, dēsperāvī, dēsperātum; doctus, docta, doctum; domus, domūs, f.; īferō, īferre, intulī, illātum; irrumpō, irrumpere, irrūpī, irruptum; lātus, lāta, lātum; līberō, līberāre, līberāvī, līberātum; lūna, lūnae, f.; mors, mortis, f.; oculus, oculī, m.; persuādeō, persuādēre, persuāsī, persuāsum (+ dative); pessimus, pessima, pessimum; precēs, precum, f. plural.; relinquō, relinquere, reliquī, relictum; remedium, remediī/remedī, n.; sermō, sermōnis, m.; temptō, temptāre, temptāvī, temptātum; vulnus, vulneris, n.	
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates Oral Latin, phrases, mottoes, quotes, proverbs, abbreviations	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering Quarter 4 PALS and final exam.	

Latin Level III

STAGE 21: Aquae Sulis TOPIC: Aquae Sulis (Bath, England)		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Aquae Sulis • Roman Baths • Roman Temples & Architecture • Fusion of Roman and Celtic Deities 		<ul style="list-style-type: none"> • Perfect passive participle • Ablative of Agent • Formation of adverbs
USEFUL VOCABULARY	ā, ab (with ablative); adiuvō, adiuvāre, adiūvī, adiūtum; annus, annī, m.; ascendō, ascendere, ascendī, ascēsum; barbarus, barbarī, m.; cēlō, cēlāre, cēlāvī, cēlātum; circum (with accusative); cōnfidō, cōnfidere, cōnfisus (+ dative); dēiciō, dēicere, dēiēcī, dēiectum; dūrus, dūra, dūrum; efficiō, efficere, effēcī, effectum; extrahō, extrahere, extraxī, extractum; fōns, fontis, m.; gravis, gravis, grave; haruspex, haruspicis, m.; hōra, hōrae, f.; īnfēlix, infelix, infelix (gen. sing. Infēlicis); iubeō, iubere, iussī, iussum; morbus, morbī, m.; nōnnūllī, nōnnūllae, nōnnūlla; nūper; occupātus, occupāta, occupātum; oppidum, oppidī, n.; perītus, perīta, perītum; plēnus, plēna, plēnum; plūs, (plūris) n.; pretium, pretīī or pretī, n.; sapiēns, sapiens, sapiens (gen. sing. sapientis); suscipiō, suscipere, suscēpī, susceptum; unde	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 22: Defixio TOPIC: Roman superstition		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Curse Tablets • Omens • Underworld • Roman Calendar: A.U.C., kalends, nones, and ides 		<ul style="list-style-type: none"> • Perfect active participle • Deponent verbs • Genitive of the whole • Formation of adverbs
USEFUL VOCABULARY	adeptus, adepta, adeptum; amor, amōris, m.; aureus, aurea, aureum; avidē; caelum, caelī, n. ; dēcipiō, dēcipere, dēcēpī, dēceptum; dīrus, dīra, dīrum; dissentiō, dissentīre, dissēnsī, dissēnsūm; ēligō, ēligere, ēlēgī, ēlectus; exitium, exitī or exitī, n.; fundō, fundere, fūdī, fūsum; hostis, hostis, m.; iactō, iactāre, iactāvī, iactātum; incipiō, incipere, incēpī, inceptum; ingressus, ingressa, ingressum; iniciō, inicere, iniēcī, inectum; lacrima, lacrimae, f.; minimus, minima, minimum; molestus, molesta, molestum; moneō, monēre, monuī, monitum; parcō, parcere, pepercī, --- (+ dative); precātus, precāta, precātum; prūdentia, prūdentiae, f.; quantus, quanta, quantum; quō modō? or quōmodo?; tardus, tarda, tardum; tūtus, tūta, tūtum; verbum, verbī, n.; virtūs, virtūtis, f.; vītō, vītāre, vītāvī, vītātum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 23: Haruspex TOPIC: Roman religious beliefs and practices		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Religious Beliefs • Sacrifices • Divination • Religion and Romanization • Astrology 		<ul style="list-style-type: none"> • Present and Perfect Participles • Comparison of Adverbs & Adjectives
USEFUL VOCABULARY	adeptus, adepta, adeptum; amor, amōris, m.; aureus, aurea, aureum; avidē; caelum, caelī, n. ; dēcipiō, dēcipere, dēcēpī, dēceptum; dīrus, dīra, dīrum; dissentiō, dissentīre, dissēnsī, dissēnsūm; ēligō, ēligere, ēlēgī, ēlectus; exitium, exitī or exitī, n.; fundō, fundere, fūdī, fūsum; hostis, hostis, m.; iactō, iactāre, iactāvī, iactātum; incipiō, incipere, incēpī, inceptum; ingressus, ingressa, ingressum; iniciō, inicere, iniēcī, inectum; lacrima, lacrimae, f.; minimus, minima, minimum; molestus, molesta, molestum; moneō, monēre, monuī, monitum; parcō, parcere, pepercī, --- (+ dative); precātus, precāta, precātum; prūdentia, prūdentiae, f.; quantus, quanta, quantum; quō modō? or quōmodo?; tardus, tarda, tardum; tūtus, tūta, tūtum; verbum, verbī, n.; virtūs, virtūtis, f.; vitō, vitāre, vitāvī, vitātum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 24: Fuga TOPIC: Travel and communication throughout the empire		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Travel and Communication • Road Building 		<ul style="list-style-type: none"> • Imperfect Subjunctive • Cum Clause
USEFUL VOCABULARY	adstō, adstāre, adstetī; auctōritās, auctōritātis, f.; audāx (gen. sing. audācis); carcer, carceris, m.; colloquium, colloquī or colloquī, n.; comprehendō, comprehendere, comprehendī, comprehēnsus; cōnscendō, cōnscendere, cōnscendī, cōnscēnsus; cum; dēscendō, dēscendere, dēscendī, dēscēnsus; dēserō, dēserere, dēseruī, dēsertum; ēgressus, ēgressa, ēgressum; eques, equitis, m.; flūmen, flūminis, n.; humī; īnfestus, īnfesta, īnfestum; intereā; neque...neque...; nusquam; oppugnō, oppugnāre, oppugnāvī, oppugnātum; passus, passa, passum; patefaciō, patefacere, patefēcī, patefactum; pavimentum, pavimenti, n.; perfidus, perfida, perfidum; pōns, pontis, m.; rīpa, rīpae, f.; tantum; trānseō, trānsīre, trānsī, trānsitum; trīstis, trīste; vērum, vērī, n.; Culture: mutationes, itineraria	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 25: Milites TOPIC: Roman legionary soldier		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Legionary Soldier • Army Recruitment • Weapons & Armor • Auxiliaries • Punic Wars 		<ul style="list-style-type: none"> • Indirect Questions • Subjunctive Mood Formations • Pluperfect Subjunctive
USEFUL VOCABULARY	accidō, accidere, accidī; aliquis, aliquid; aperiō, aperīre, aperuī, apertum; autem; captīvus, captīvī, m.; castra, castrōrum, n. plural; cōgō, cōgere, cōgēgī, cōāctum; dēpōnō, dēpōnere, dēposuī, dēpositum; dēsīnō, dēsīnere, dēsīvī or dēsīī, dēsītum; dignitās, dignitātis, f.; dīlīgētia, dīlīgētiaē, f.; explicō, explicāre, explicāvī, explicātum; extrā (with accusative); furēns (gen. sing. furentis); haesitō, haesitāre, haesitāvī, haesitātum; immemor (gen. sing. immemoris); immortalīs, immortalē; laedō, laedere, laesī, laesum; lateō, latēre, latuī; legiō, legiōnis, f.; nesciō, nescīre, nescīvī, nescītum; nōmen, nōminis, n.; ōs, ōris, n.; poena, poenae, f.; rūsus; scelestus, scelesta, scelestum; statiō, statiōnis, f.; suāvis, suāve; testis, testis, m. or f.; Culture: gladius, pilum, scutum, pugio, exercitus, exercitus, caliga, cingulum, lorica segmentata, inquisition	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 26: Agricola TOPIC: Roman army		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Organization of the Legion • Senior Officers • Agricola: Governor of Britain 		<ul style="list-style-type: none"> • Purpose Clause • Gerundives
USEFUL VOCABULARY	accūsō, accūsāre, accūsāvī, accūsātum; auferō, auferre, abstulī, ablātum; bellum, bellī, n.; cohors, cohortis, f.; colligō, colligere, collēgī, collectum; commōtus, commōta, commōtum; doceō, docēre, docuī, doctum; facinus, facinoris, n.; falsus, falsa, falsum; fidēs, fideī, f.; īnsānus, īnsāna, īnsānum; īnstruō, īnstruere, īnstrūxī, īnstrūctum; lēgātus, lēgātī, m.; num; occupō, occupāre, occupāvī, occupātum; oportet, oportēre, oportuit; perfidia, perfidiae, f.; praebeo, praebēre, praebui, praebitum; prīncipia, prīncipiōrum, n. plural; prōvincia, prōvinciae, f.; quot?; referō, referre, rettulī, relātus; rēgnum, rēgnī, n.; saevus, saeva, saevum; sānē; sī; tribūnus, tribūnī, m.; ultimus, ultima, ultimum; ut; Culture: optio, praefectus castrorum, primi ordines, primus pilus, signifer, tesserarius, tribunus laticlavus, tribunus angusticlavus	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the midterm.	

Latin Level III

STAGE 27: in castris TOPIC: Roman army part 2		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Legionary Fortress 		<ul style="list-style-type: none"> • Indirect Commands • Result Clauses
USEFUL VOCABULARY	adeō; adventus, adventūs, m.; anteā; appāreō, appārēre, appāruī, appāritum; ardeō, ardēre, arsī, arsum; certāmen, certāminis, n.; comes, comitis, m. or f.; decet, decēre, decuit; fax, facis, f.; gaudeō, gaudēre, gavīsus sum; ignārus, ignāra, ignārum; imperō, imperāre, imperāvī, imperātum (+ dative); incendō, incendere, incendī, incēnsus; insīdiae, insīdiārum, f. plural; iocus, iocī, m.; iussum, iussī, n.; manus, manūs, f.; noceō, nocēre, nocuī, nocitum (+ dative); occurrō, occurrere, occurrī, occursum (+ dative); ōsculum, ōsculī, n.; praiceps (gen.) praecipitis; praemium, praemiī or praemī, n.; proximus, proxima, proximum; quālis, quāle; silentium, silentiī or silentī, n.; sub (with ablative and accusative); tacitus, tacita, tacitum; taedet, taedēre, taeduit; tantus, tanta, tantum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the midterm.	

Latin Level III

STAGE 28: imperium TOPIC: Expanding the empire		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Britain • Archaeology • Julius Caesar • Inscriptions 		<ul style="list-style-type: none"> • Ablative of Time and Means • Accusative of Time and Duration • Impersonal Verbs
USEFUL VOCABULARY	ac, atque; arrogantia, arrogantiae, f.; augeō, augēre, auxī, auctus; beneficium, beneficiī or beneficī, n.; cōstituō, cōstituere, cōstituī, cōstitutūm; corpus, corporis, n.; dīligō, dīligere, dīlēcī, dīlēcūm; doleō, dolēre, doluī, dolitūm; ducentī, ducentae, ducenta; gemitus, gemitūs, m.; hērēs, hērēdis, m. or f.; īra, īrae, f.; lingua, linguae, f.; malus, mala, malum; mandō, mandāre, mandāvī, mandātum; metus, metūs, m.; mīlle; multō; occīdō, occīdere, occīdī, occīsum; opēs, opum, f. plural; pallidus, pallida, pallidum; praeficiō, praeficere, praefēcī, praefectum; quisquam, quicquam/quidquam; sīc; solvō, solvere, solvī, solūtum; spēs, speī, f.; suspicātus, suspicāta, suspicātum; testāmentum, testāmentī, n.; ut; ventus, ventī, m.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 29: Roma TOPIC: Masada		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Masada • Origins of Rome • Roman Forum • Rome and Judea 		<ul style="list-style-type: none"> • Active and Passive Voice Paradigms • Purpose Clauses
USEFUL VOCABULARY	aliquandō; alius...alius...; amplexus, amplexa, amplexum; audācia, audāciae, f.; carmen, carminis, n.; circumvenio, circumvenire, circumvēni, circumventum; corona, coronae, f.; cursus, cursūs, m.; defessus, defessa, defessum; dolor, doloris, m.; ferrum, ferri, n.; incedo, incedere, incessi, incessum; liberi, liberorum, m.pl.; lux, lucis, f.; malo, malle, malui; obscurus, obscura, obscurum; odi; perficio, perficere, perfecti, perfectum; populus, populi, m.; prius; quies, quietis, f.; reduco, reducere, reduxi, reductum; salus, salutis, f.; scelus, sceleris, n.; servio, servire, servivi, servitum (+ dative); sors, sortis, f.; sperno, spernere, sprevi, spretum; undique; vester, vestra, vestrum; vivus, viva, vivum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 30: Haterius TOPIC: Roman engineering and construction		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Engineering • Roman Building Projects 		<ul style="list-style-type: none"> • Perfect and Pluperfect Passive Indicative • Review Pronouns: Indefinite, Demonstrative, Intensive
USEFUL VOCABULARY	adhuc; afficio, afficere, affeci, affectum; ambo, ambae, ambo; consulo, consulere, consului, consultum; creo, creare, creavi, creatum; demitto, demittere, demisi, demissum; dives (gen. divitis); divitiae, divitiarum, f.pl.; dubium, dubi, n.; exstruo, exstruere, exstruxi, exstructum; festus, festa, festum; iniuria, iniuriae, f.; ludus, ludi, m.; magister, magistri, m.; natus, nata, natum; nimis; omnino; opus, operis, n.; pallesco, pallescere, pallui; pavor, pavoris, m.; praesto, praestare, praestiti, praestitum; praeterea; quare; sedes, sedis, f.; sepulchrum, sepulchri, n.; sol, solis, m.; soror, sororis, f.; strepitus, strepitus, m.; tempestas, tempestatis, f.; timor, timoris, m.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 31: in urbe TOPIC: Patrons and clients		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Perfect and Pluperfect Passive Indicative • Review Pronouns: Indefinite, Demonstrative, Intensive 		<ul style="list-style-type: none"> • Ablative Absolute • Indirect Commands • Negative Purpose Clause
USEFUL VOCABULARY	altus, alta, altum; angustus, angusta, angustum; ante (with accusative); catena, catenae, f.; cliens, clientis, m.; dux, ducis, m.; favor, favoris, m.; fraus, fraudis, m.; haudquaquam; idem, eadem, idem; mos, moris, m.; neglego, neglegere, neglexi, neglectum; oro, orare, oravi, oratum; patronus, patroni, m.; praeco, praeconis, m.; praetereo, praeterire, praeterii, praeteritum; progressus, progressa, progressum; publicus, publica, publicum; rationes, rationum, f.pl.; reficio, reficere, refeci, refectum; seco, secare, secui, sectum; serenus, serena, serenum; spero, sperare, speravi, speratum; superbus, superba, superbum; tempus, temporis, n.; ubique; veho, vehere, vexi, vectum; vincio, vincere, vinxi, victum; volvo, volvere, volvi, volutum; vultus, vultūs, m.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level III

STAGE 32: Euphrosyne TOPIC: Philosophy		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Beliefs • Temple of Mithras • Roman Philosophy 		<ul style="list-style-type: none"> • Deponent Verbs • Future Active Participle • Gerundives
USEFUL VOCABULARY	addo, addere, addidi, additum; adversus, adversa, adversum; aequus, aequa, aequum; appello, appellare, appellavi, appellatum; avis, avis, f.; casus, casūs, m.; compono, componere, composui, compositum; conatus, conata, conatum; conduco, conducere, conduxi, conductum; converto, convertere, converti, conversum; effundo, effundere, effudi, effusum; identidem; ignosco, ignoscere, ignovi, ignotum (+ dative); labor, laboris, m.; libertas, libertatis, f.; ne...quidem; nihilominus; opprimo, opprimere, oppressi, oppressum; otiosus, otiosa, otiosum; pauper (gen.) pauperis; permotus, permota, permotum; profectus, profecta, profectum; quia; quidam, quaedam, quoddam; scindo, scindere, scidi, scissum; secutus, secuta, secutum; strenue; subvenio, subvenire, subvēni, subventum (+ dative); sumptuosus, sumptuosa, sumptuosum; verus, vera, verum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the final exam.	

Latin Level III

STAGE 33: Pantomimus TOPIC: Entertainment		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Roman Entertainment • Circus Maximus 		<ul style="list-style-type: none"> • Future and Future Perfect Active Indicative • Diminutives
USEFUL VOCABULARY	acriter; at; brevis, brevis, breve; certo, certare, certavi, certatum; conicio, conicere, conieci, coniectum; contra (with accusative); cras; decimus, decima, decimum; eicio, eicere, eieci, eiectum; et...et...; excipio, excipere, excepi, exceptum; fuga, fugae, f.; hīc; leniter; moveo, movēre, mōvi, motum; nisi; nonus, nona, nonum; obstupefacio, obstupefacere, obstupefeci, obstupefactum; octavus, octava, octavum; odio sum, odio esse; potestas, potestatis, f.; primus, prima, primum; quartus, quarta, quartum; quintus, quinta, quintum; regina, reginae, f.; secundus, secunda, secundum; septimus, septima, septimum; severus, severa, severum; sextus, sexta, sextum; tectum, tecti, n.; tertius, tertia, tertium; utrum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the final exam.	

Latin Level III

STAGE 34: Libertus TOPIC: Freedmen		Recommended # of Lessons: 5 Quarter 4
Virginia State Foreign Language Standards of Learning for Level III: LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics. LIII.2 The student will increase skills in using and interpreting Latin orally. LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Roman civilization. LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas. LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language. LIII.6 The student will discuss why similarities and differences exist within and among cultures. LIII.7 The student will continue to apply knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Freedmen and Freedwomen 		<ul style="list-style-type: none"> • Present Passive Infinitive • Future and Future Perfect Passive Indicative
USEFUL VOCABULARY	adipiscor, adipisci, adeptus; amplector, amplecti, amplexus; auctor, auctoris, m.; comitor, comitari, comitatus; conor, conari, conatus; conspicor, conspicari, conspicatus; damno, damnare, damnavi, damnatum; dum; egredior, egredi, egressus; extinguo, extinguere, extinxi, extinctum; gaudium, gaudi, n.; haud; hortor, hortari, hortatus; immineo, imminēre, imminui (+dative); indicium, indici, n.; ingredior, ingredi, ingressus; loquor, loqui, locutus; modo; morior, mori, mortuus; nascor, nasci, natus; obviam eo, obviam ire, obviam ii; patior, pati, passus; pendeo, pendēre, pependi; precor, precari, precatus; priusquam; procul; proficiscor, proficisci, profectus; quasi; regredior, regredi, regressus; revertor, reverti, reversus; sequor, sequi, secutus; tenebrae, tenebrārum, f. plural; ultiō, ultiōnis, f.; vel; vestimenta, vestimentōrum, n.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the final exam.	

Latin Level IV

STAGE 35: Epistulae TOPIC: Roman letter writing		Recommended # of Lessons: 5 Quarter 1
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Pliny's Letters • Roman Letters • Country Villas 		<ul style="list-style-type: none"> • Supine • Indirect Statement (Present Infinitives)
USEFUL VOCABULARY	ager, agri, m.; an; caveo, cavēre, cavi, cautum; cura esse; ideo...quod... ; ideo; inde; insum, inesse, infui; mentior, mentiri, mentitus; meritus, merita, meritum; moror, morari, moratus; officium, officii, n.; puto, putare, putavi, putatum; quando; quidem; quotiens; recte; relego, relegare, relegavi, relegatum; ruri; rus, ruris, n.; simul; supplicium, supplicii, n.; utrum...an...; vicinus, vicini, m.; virgo, virginis, f.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 36: Recitatio TOPIC: Martial		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Martial's Epigrams 		<ul style="list-style-type: none"> Present and Perfect Subjunctive Latin Word Order Elegiac Couplet Dactylic Hexameter
USEFUL VOCABULARY	animadvertō, animadvertere, animadvertī, animadversus; arma, armōrum, n. pl.; causa, causae, f.; discipulus, discipulī, m.; dōnō, dōnāre, dōnāvī, dōnātum; extrēmus, extrēma, extrēmum; fīnis, fīnis, m.; fruor, fruī, fructus sum (+ ablative); ignis, ignis, m.; Irāscor, Irāsci, Irātus sum (+ dative); mīror, mīrārī, mīrātus sum; nē; niger, nigra, nigrum; offendō, offendere, offendī, offensum; pār, (gen. sing. = paris); plēriq̄ue, plēraeq̄ue, plēraque; praesēns, (gen. sing. = praesentis); praesertim; praeter (with accusative); recitō, recitāre, recitāvī, recitātum; regiō, regiōnis, f.; tangō, tangere, tetigī, tāctum; vacuus, vacua, vacuum; vetus, (gen. sing. = veteris)	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 37: Consilium TOPIC: Cursus honorum		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Cursus Honorum 		<ul style="list-style-type: none"> Perfect Active and Passive Infinitives Indirect Statements Frequentatives
USEFUL VOCABULARY	aestās, aestātis, f.; amplissimus, amplissima, amplissimum; amplius; aurum, aurī, n.; complūrēs, complūra; coniūnx, coniugis, m. or f.; cōpiae, cōpiārum, f. pl. ; culpō, culpāre, culpāvī, culpātum; dignus, digna, dignum [+ ablative]; discō, discere, didicī; dīvus, dīva, dīvum; dubitō, dubitāre, dubitāvī, dubitātum; ēlātus, ēlāta, ēlātum; exemplum, exemplī, n.; exercitus, exercitūs, m.; fīō, fierī, factus sum; inānis, ināne; incēnsus, incēnsa, incēnsus; initium, initī, n.; invidēō, invidēre, invīdī, invīsum (+ dative); oblīvīscor, oblīvīscī, oblītus sum (+ genitive); occāsiō, occāsiōnis, f.; odium, odī, n.; patria, patriae, f.; paulō; perturbō, perturbāre, perturbāvī, perturbātum; praefectus, praefectī, m.; proelium, proeliī, n.; revocō, revocāre, revocāvī, revocātum; satis cōnstat; sēcūrus, sēcūra, sēcūrum; validus, valida, validum;	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 38: Nuptiae TOPIC: Roman marriage customs		Recommended # of Lessons: 5 Quarter 2
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Marriage 		<ul style="list-style-type: none"> Future Active Infinitive Perfect Active and Passive Subjunctive Pluperfect Passive Subjunctive
USEFUL VOCABULARY	aptus, apta, aptum; bracchium, bracchiī, n.; certus, certa, certum; prō certō habēre; clam; commendō, commendāre, commendāvī, commendātum; cōnfectus, cōnfecta, cōnfectum; dextra, dextrae, f.; ēripiō, ēripere, ēripiū, ēreptum; familia, familiae, f.; grātus, grāta, grātum; ignōrō, ignōrāre, ignōrāvī, ignōrātum; intrā (with accusative); iungō, iungere, iūnxī, iūnctum; lēx, lēgis, f.; līmen, līminis, n.; mēns, mentis, f.; nūbō, nūbere, nūpsi, nūptum (+ dative); orior, orīrī, ortus sum; polliceor, pollicērī, pollicitus sum; pontifex, pontificis, m.; prohibeō, prohibēre, prohibuī, prohibitum; queror, querī, questus sum; regō, regere, rēxī, rēctum; trāns (with accusative); unguō, unguere, ūnxī, ūnctus; vereor, verērī, veritus sum; vērō; vestis, vestis, f.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc; Stage must be completed before administering the midterm.	

Latin Level IV

STAGE 39: Studiae TOPIC: Publishing		Recommended # of Lessons: 5 Quarter 3
<p>Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.</p>		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Ovid • Authors, Readers, and Listeners 		<ul style="list-style-type: none"> • Gerundives expressing purpose • Fear Clauses
USEFUL VOCABULARY	arbor, arboris, f.; aut; cadō, cadere, cecidī, cāsum; campus, campī, m.; capillī, capillōrum, m. pl.; discrīmen, discrīminis, n.; ergō; fallō, fallere, fefellī, falsum; fragor, fragōris, m.; genus, generis, n.; hinc; iuvō, iuvāre, iuvāvī, iuvātum; littera, litterae, f.; litterae, litterārum, f. pl.; mēnsis, mēnsis, m.; ōrātiō, ōrātiōnis, f.; perdō, perdere, perdidī, perditus; respiciō, respicere, respexī, respectum; simulō, simulāre, simulāvī, simulātum; spargō, spargere, sparsī, sparsum; stilus, stilī, m.; studium, studī, n.; suprā (with accusative); ūllus, ūlla, ūllum;	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 40: Iudicium TOPIC: Law		Recommended # of Lessons: 5 Quarter 3
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> Roman Law Courts 		<ul style="list-style-type: none"> Sequence of Tenses Indirect Statement Gerunds Inceptive Verbs
USEFUL VOCABULARY	adversus (with accusative); affirmō, affirmāre, affirmāvī, affirmātum; amīcītia, amīcītiaē, f.; auxiliō esse (auxiliō = dative of purpose); cōsul, cōsulis, m.; crīmen, crīminis, n.; cūria, cūriaē, f.; dēmum; tum dēmum; exilium, exiliī, n.; exīstimō, exīstimāre, exīstimāvī, exīstimātum; fāma, fāmaē, f.; fingō, fingere, fīnxī, fictum; flōreo, flōrēre, flōruī; interim; invidia, invidiaē, f.; levis, leve; meditor, meditārī, meditātus sum; minor, minārī, minātus sum (+ ablative); mūtō, mūtāre, mūtāvī, mūtātum; obiciō, obicere, obiēcī, obiectum; probō, probāre, probāvī, probātum; prōdō, prōdere, prōdidī, prōditum; similis, simile [+ dative]; socius, sociī, m.; suādeō, suādēre, suāsī, suāsus sum (+ dative); tumultus, tumultūs, m.; ūtor, ūtī, ūsus sum (+ ablative); videor, vidērī, vīsus sum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 41: Bithynia TOPIC: Provincial government		Recommended # of Lessons: OPTIONAL Quarter 3
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Bithynia • Governing Provinces • Trajan 		<ul style="list-style-type: none"> • Conditional Statements • Review of Cum Clauses
USEFUL VOCABULARY	benignitās, benignitātis, f.; cōnsuētūdō, cōnsuētūdinis, f.; culpa, culpae, f.; dēsūm, dēesse, dēfui, dēfutūrus; incendium, incendiū, n.; īnstituō, īnstituere, īnstituī, īnstitutum; mereō, merēre, meruī, meritum; nē quis = nē aliquis / nē quid = nē aliquid; nōndum; opus est (+ ablative); pietās, pietātis, f.; praecipio, praecipere, praecēpī, praeceptum; reperiō, reperire, repperī, repertum; sī quis = sī aliquis / sī quid = sī aliquid; vēritās, vēritātis, f.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 42: Carmina TOPIC: Roman Poetry		Recommended # of Lessons: OPTIONAL Quarter 4
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Phaedrus • Catullus • Horace • Ovid • Vergil 		<ul style="list-style-type: none"> • Irregular Verb: fiō
USEFUL VOCABULARY	adloquor, adloquī, adlocūtus sum; aequor, aequoris, n.; aetās, aetātis, f.; caecus, caeca, caecum; carpō, carpere, carpsī, carptum; dēns, dentis, m.; longē; lūgeō, lūgēre, lūxī, lūctum; meminī, meminisse; mollis, molle; nec (neque); nec...nec... (neque...neque...); nēquīquam; pius, pia, pium; quīcumque, quaecumque, quodcumque; quisquis; quidquid/quicquid; sīdus, sīderis, n.; vīrēs, vīrium, f. pl.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 43: Univira TOPIC: Divorce and remarriage		Recommended # of Lessons: OPTIONAL Quarter 4
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Divorce and Remarriage 		<ul style="list-style-type: none"> • Conditional Statements: Contrary to Fact
USEFUL VOCABULARY	aggredior, aggredī, aggressus sum; assiduē; bona, bonōrum, n.pl.; dēsīderium, dēsīderī, n.; efferō, efferre, extulī, ēlātum; iuxtā (with accusative); lūmen, lūminis, n.; magistrātus, magistrātūs, m.; negō, negāre, negāvī, negātus; optō, optāre, optāvī, optātum; orbis, orbis, m.; orbis terrārum; pectus, pectoris, n.; propter (with accusative); repente; sepeliō, sepelīre, sepelīvī, sepultum (sepelītum); tueor, tuērī, tuitus sum; ulcīscor, ulcīscī, ultus sum	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.	

Latin Level IV

STAGE 44: Daedalus and Icarus TOPIC: Epic poetry		Recommended # of Lessons: OPTIONAL Quarter 4
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Daedalus and Icarus • Art through the Ages 		<ul style="list-style-type: none"> • Historical Present • Ellipsis • Syncopation
USEFUL VOCABULARY	aspiciō, aspicere, aspexī, aspectum; careō, carēre, caruī, caritum (+ ablative); condō, condere, condidī, conditum; coniungō, coniungere, coniūnxī, coniūnctum; crēscō, crēscere, crēvī, crētum; cupīdō, cupīdinis, m.; fēlīx, (gen. sing. = fēlīcis); ignōtus, ignōta, ignōtum; impōnō, impōnere, imposuī, impositum; licet, licēre, licuit, licitum est (+ dative); mihi licet; pateō, patēre, patuī, paulātim; possideō, possidēre, possēdī, possessum; requīrō, requīrere, requīsīvī, requisītum; tellūs, tellūris, f.; ūnā cum or ūnā, uterque, utraque, utrumque, -ve; velut; vinculum, vinculī, n.	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the final exam.	

Latin Level IV

STAGE 45: Lesbia TOPIC: Lyric poetry		Recommended # of Lessons: OPTIONAL Quarter 4
Virginia State Foreign Language Standards of Learning for Level IV: LIV.1 The student will interpret and analyze authentic Latin texts in selected genres. LIV.2 The student will refine skills in using and interpreting Latin orally. LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LIV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LIV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.		
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES		ESSENTIAL KNOWLEDGE (facts and skills)
<ul style="list-style-type: none"> • Catullus and Lesbia • Lyric poetry 		<ul style="list-style-type: none"> • Independent subjunctive uses: Hortatory, Jussive, Deliberative, Optative, Potential • Relative Pronouns with omitted or deferred antecedents
USEFUL VOCABULARY	beatus, beata, beatum; candidus, candida, candidum; etsi; fas, n.; fleo, flere, flevi, fletum; modo...modo...; mulier, mulieris, f.; otium, oti, n.; rumpo, rumpere, rupi, ruptum; sensus, sensus, m.; tego, tegere, texi, tectum; tenuis, tenue; vilis, vile	
RECYCLED/ONGOING TOPICS/STRUCTURES	Oral Latin, phrases, mottoes, quotes, proverbs Abbreviations, English derivatives and cognates	
RESOURCES/ACTIVITIES	Activity Master worksheets from publisher, textbook stories and questions, student workbook, additional activities from VISION site, CLC website, Amsco book series	
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.; Stage must be completed before administering the final exam.	

Latin Level V

Grammar	
Essential Understanding: The student will review the elements of grammar and become aware of more complex grammatical constructions.	
Virginia State Foreign Language Standards of Learning for Level V: LV.1 The student will interpret and analyze authentic Latin texts in selected genres. LV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.	
ESSENTIAL KNOWLEDGE (facts and skills)	
<ol style="list-style-type: none"> 1. Standard syntax and grammar (as taught through Latin 1-3) 2. Advanced syntax and grammar (requiring special attention): <ol style="list-style-type: none"> a. Supines <ol style="list-style-type: none"> i. Accusative purpose ii. Ablative respect/specification b. Ablative absolutes (especially nouns with participles) c. Perfect passive participles (and active participles for deponent verbs) d. "Linking Qui" (antecedent stated or understood in a prior line) e. Substantive adjectives (especially as subject or object of verbs) f. Balanced clauses (multiple clauses understanding the same subject/verb/object, etc. to apply even though only written once) g. Indirect speech (including indirect statement introduced by participial forms of verbs and subordinate clauses within indirect speech) h. Gerundives: <ol style="list-style-type: none"> iii. Future passive participle indicating necessity (i.e. "Passive Periphrastic" construction) iv. Purpose clauses with <i>ad</i> or <i>causā/gratiā</i> i. Historical infinitives j. Conditional statements k. Independent subjunctive clauses (<i>volitive, optative, deliberative, potential</i>) 	
USEFUL VOCABULARY	vocabulary of Ovid (<i>Apollo and Daphne</i> , et al.), Vergil (selections from <i>Aeneid</i> Books I, II, IV, and VI), Julius Caesar (<i>De Bello Gallico</i> selections), and Cicero (selections from <i>Pro Caelio</i>).
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates; oral Latin, phrases, mottoes, quotes, proverbs, and abbreviations
RESOURCES/ACTIVITIES	Cambridge Latin text Unit IV, LaFleur's <i>Love and Transformations</i> , Wheelock, AMSCO, Davis' Review and Test Preparation Guide, Colakis' <i>Excelability in Advanced Latin</i> , additional activities from VISION site, teacher-created resources
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.

Latin Level V

Vocabulary	
Essential Understanding: The student will expand poetic vocabulary.	
Virginia State Foreign Language Standards of Learning for Level V: LV.2 The student will refine skills in using and interpreting Latin orally. LV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin. LV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.	
ESSENTIAL KNOWLEDGE (facts and skills)	
<ol style="list-style-type: none"> 1. General vocabulary (from Latin I through III) 2. Author-specific vocabulary (from frequency lists and as words occur throughout the text) 3. Recognition of new vocabulary from general vocabulary (compounds, cognates, diminutives, etc.) 	
USEFUL VOCABULARY	vocabulary of Ovid (Apollo and Daphne, et al.), Vergil (selections from Aeneid Books I, II, IV, and VI), Julius Caesar (De Bello Gallico selections), and Cicero (selections from Pro Caelio).
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates; oral Latin, phrases, mottoes, quotes, proverbs, and abbreviations
RESOURCES/ACTIVITIES	Cambridge Latin text Unit IV, LaFleur's Love and Transformations, Wheelock, AMSCO, Davis' Review and Test Preparation Guide, Colakis' Excelability in Advanced Latin, additional activities from VISION site, teacher-created resources
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.

Latin Level V

Authors	
Essential Understanding: The student will demonstrate knowledge of the biographies of major Roman authors and the stylistic characteristics of their various genres.	
Virginia State Foreign Language Standards of Learning for Level V: LV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas. LV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.	
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES	
<ul style="list-style-type: none"> • Caesar (historical prose) • Cicero (oratory) • Ovid (epic and elegiac poetry) • Vergil (epic poetry) 	
USEFUL VOCABULARY	vocabulary of Ovid (Apollo and Daphne, et al.), Vergil (selections from Aeneid Books I, II, IV, and VI), Julius Caesar (De Bello Gallico selections), and Cicero (selections from Pro Caelio).
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates; oral Latin, phrases, mottoes, quotes, proverbs, and abbreviations
RESOURCES/ACTIVITIES	Cambridge Latin text Unit IV, LaFleur's Love and Transformations, Wheelock, AMSCO, Davis' Review and Test Preparation Guide, Colakis' Excelability in Advanced Latin, additional activities from VISION site, teacher-created resources
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.

Latin Level V

Historical Context	
Essential Understanding: The student will synthesize with increased appreciation the cultural and historical contexts of the works read.	
Virginia State Foreign Language Standards of Learning for Level V: LV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LV.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LV.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.	
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES	
<ol style="list-style-type: none"> 1. Discussion of relevant historical, literary, biographical, textual, cultural and geographical background information. <ol style="list-style-type: none"> a. Objective: students will enhance their comprehension of the Latin text and increase their cultural knowledge. b. This assignment allows students to learn relevant historical, literary, biographical, textual, cultural and geographical background information. Discussions should be tied into the actual text and arise logically within the study of the themes addressed in the literature. 2. Student reinterpretations of original poems. <ol style="list-style-type: none"> a. Objective: students will improve their comprehension of the passage as well as their empathy with the author. b. This assignment will help students improve their comprehension of the passage as well as their empathy with the author by challenging them to assume the authorial voice in reinterpreting or rewriting a translation in their own words and/or in a new format. This assignment also allows students to demonstrate some creativity and assume “ownership” of the texts they are reading. 3. Supplemental reading from academic literature <ol style="list-style-type: none"> a. Objective: students will increase their ability to think critically about the text by reading and contemplating the scholarship of other academics. b. This assignment will allow students to learn by example through reading the scholarship of academics who have also studied the very texts the students are reading. Furthermore, reading academic scholarship challenges students to broaden their analytical, research and interpretive skills and encourages them to engage in a critical dialogue with the authors and entertain alternate approaches to the text from the ones presented in class. 	
USEFUL VOCABULARY	vocabulary of Ovid (Apollo and Daphne, et al.), Vergil (selections from Aeneid Books I, II, IV, and VI), Julius Caesar (De Bello Gallico selections), and Cicero (selections from Pro Caelio).
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates; oral Latin, phrases, mottoes, quotes, proverbs, and abbreviations
RESOURCES/ACTIVITIES	Cambridge Latin text Unit IV, LaFleur's Love and Transformations, Wheelock, AMSCO, Davis' Review and Test Preparation Guide, Colakis' Excelability in Advanced Latin, additional activities from VISION site, teacher-created resources
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.

Latin Level V

Recitation	
Essential Understanding: The student will continue to read Latin aloud, observing standard classical pronunciation and dactylic hexameter.	
Virginia State Foreign Language Standards of Learning for Level V: LV.2 The student will refine skills in using and interpreting Latin orally.	
ESSENTIAL KNOWLEDGE (facts and skills)	
<ul style="list-style-type: none"> • Critical analysis and interpretation • Accurate scansion of relevant meters, especially dactylic hexameter, elegiac couplet and hendecasyllabic 	
USEFUL VOCABULARY	vocabulary of Ovid (Apollo and Daphne, et al.), Vergil (selections from Aeneid Books I, II, IV, and VI), Julius Caesar (De Bello Gallico selections), and Cicero (selections from Pro Caelio).
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates; oral Latin, phrases, mottoes, quotes, proverbs, and abbreviations
RESOURCES/ACTIVITIES	Cambridge Latin text Unit IV, LaFleur's Love and Transformations, Wheelock, AMSCO, Davis' Review and Test Preparation Guide, Colakis' Excelability in Advanced Latin, additional activities from VISION site, teacher-created resources
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.

Latin Level V

Literary Analysis	
Essential Understanding: The student will accurately identify and analyze common literary devices.	
Virginia State Foreign Language Standards of Learning for Level V: LV.1 The student will interpret and analyze authentic Latin texts in selected genres. LV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.	
ESSENTIAL KNOWLEDGE (facts and skills)	
<ul style="list-style-type: none"> • allegory, alliteration, anaphora, aposiopesis, • apostrophe, asyndeton, chiasmus, ecphrasis, ellipsis, enjambment, hendiadys, • hyperbaton, hyperbole, hysteron proteron, irony, litotes, metaphor, metonymy, • onomatopoeia, oxymoron, personification, pleonasm, polyptoton, polysyndeton, • praeteritio, prolepsis, prosopopoeia, simile, synchysis, synecdoche, tmesis, transferred • epithet, tricolon crescens, and zeugma. 	
USEFUL VOCABULARY	vocabulary of Ovid (Apollo and Daphne, et al.), Vergil (selections from Aeneid Books I, II, IV, and VI), Julius Caesar (De Bello Gallico selections), and Cicero (selections from Pro Caelio).
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates; oral Latin, phrases, mottoes, quotes, proverbs, and abbreviations
RESOURCES/ACTIVITIES	Cambridge Latin text Unit IV, LaFleur's Love and Transformations, Wheelock, AMSCO, Davis' Review and Test Preparation Guide, Colakis' Excelability in Advanced Latin, additional activities from VISION site, teacher-created resources
ASSESSMENTS/RUBRICS	Formative and summative assessments (from resources or teacher-created), such as tests, quizzes, projects, etc.

AP Latin

Grammar	
Essential Understanding: The student will review the elements of grammar and become aware of more complex grammatical constructions employed by Vergil.	
Virginia State Foreign Language Standards of Learning for Level V: LAP.1 The student will interpret and analyze authentic Latin texts in selected genres.	
ESSENTIAL KNOWLEDGE(facts and skills)	
<ol style="list-style-type: none"> 1. Standard syntax and grammar (as taught through Latin 1-3) 2. Advanced syntax and grammar (requiring special attention): <ol style="list-style-type: none"> a. Supines <ol style="list-style-type: none"> i. Accusative purpose ii. Ablative respect/specification b. Ablative absolutes (especially nouns with participles) c. Perfect passive participles (and active participles for deponent verbs) d. "Linking Qui" (antecedent stated or understood in a prior line) e. Substantive adjectives (especially as subject or object of verbs) f. Balanced clauses (multiple clauses understanding the same subject/verb/object, etc. to apply even though only written once) g. Indirect speech (including indirect statement introduced by participial forms of verbs and subordinate clauses within indirect speech) h. Gerundives: <ol style="list-style-type: none"> iii. Future passive participle indicating necessity (i.e. "Passive Periphrastic" construction) iv. Purpose clauses with ad or causā/gratiā i. Historical infinitives j. Conditional statements k. Independent subjunctive clauses (volitive, optative, deliberative, potential) 3. AP specified grammar terms: modifies, complements, is dependent on, antecedent, gerundive, gerund, supine, fearing clause, result clause, purpose clause, relative clause, relative clause of characteristic, relative clause of purpose, indirect statement, indirect question, indirect command, conditionals, mood, imperative, hortatory, or jussive subjunctive, passive periphrastic, deponent, partitive genitive, genitive with impersonal verb, genitive with adjective, genitive with verb of remembering (forgetting), dative of possession, dative of purpose, dative with compound verb, dative of agent, dative of reference, dative with special verbs, accusative of duration of time, accusative of respect, ablative, ablative absolute, ablative of separation, ablative of comparison, ablative of specification, ablative of cause, ablative of description, ablative of degree of difference, ablative with special verbs, ablative of time when, ablative of time within which, vocative 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	<p>Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions.</p> <ol style="list-style-type: none"> a. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Vocabulary	
Essential Understanding: The student will expand Vergilian/poetic vocabulary.	
Virginia State Foreign Language Standards of Learning for Level V:	
LAP.1 The student will interpret and analyze authentic Latin texts in selected genres.	
LAP.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.	
ESSENTIAL KNOWLEDGE(facts and skills)	
<ol style="list-style-type: none"> 1. General vocabulary (from Latin I through III) 2. Author-specific vocabulary (from frequency lists and as words occur throughout the text) 3. Recognition of new vocabulary from general vocabulary (compounds, cognates, diminutives, etc.) 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	<p>Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions.</p> <ol style="list-style-type: none"> a. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Derivatives	
Essential Understanding: The student will continue to exhibit an increased knowledge of derivatives.	
Virginia State Foreign Language Standards of Learning for Level V: LAP.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.	
ESSENTIAL KNOWLEDGE(facts and skills)	
<ol style="list-style-type: none"> 1. General vocabulary (from Latin I through III) 2. Author-specific vocabulary (from frequency lists and as words occur throughout the text) 3. Recognition of new vocabulary from general vocabulary (compounds, cognates, diminutives, etc.) 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	<p>Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions.</p> <ol style="list-style-type: none"> a. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Syntax	
Essential Understanding: The student will recognize and identify elements of syntax corresponding to the Aeneid.	
Virginia State Foreign Language Standards of Learning for Level V: LAP.1 The student will interpret and analyze authentic Latin texts in selected genres.	
ESSENTIAL KNOWLEDGE(facts and skills)	
<ol style="list-style-type: none"> 1. Poetic Particulars <ol style="list-style-type: none"> a. Unusual word order (separated adjectives and nouns; prepositions separating agreeing adjectives and nouns; postpositive prepositions; postpositive antecedents, etc.) b. Poetry-specific forms: <ol style="list-style-type: none"> i. Contracted genitive plural ii. Alternate 3rd plural perfect active indicative iii. Syncopation (especially perfect tense) iv. Specific alternate forms (e.g. dī for deī) c. Ellipsis (missing nouns, pronouns, and verbs – especially esse and dīcere) d. Adverbial usage of adjectives (e.g. laetus as “happy(ly)”) e. Future active participle indicating purpose f. Specific cases and constructions: <ol style="list-style-type: none"> i. Dative of direction, purpose and reference ii. Accusative of respect/specification (with middle voice participles) iii. Ablative of route, price g. Accurate reading of multivalent words such as ut (when, as, that), quod (which, because, in as much as), quam (how, than, whom/which, as...as possible), etc. h. Verbs <ol style="list-style-type: none"> iv. Inceptive and inchoative v. Taking objects in the ablative, dative and genitive cases i. Nouns <ol style="list-style-type: none"> i. Poetic plurals ii. Diminutives iii. Patronymics (e.g. Alcidēs, Pelidēs, etc.) iv. Substantive Adjectives v. Metonymy (apart from other literary devices) 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	<p>Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions.</p> <ol style="list-style-type: none"> b. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> v. Vocabulary (frequency lists and/or contextually specific words and phrases) vi. Translation (7-lines, points assigned to syntactical phrases per the AP method) vii. Multiple-Choice (AP-style multiple choice applied to selected passages) viii. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Recitation	
Essential Understanding: The student will continue to read Latin aloud, observing standard classical pronunciation and dactylic hexameter	
Virginia State Foreign Language Standards of Learning for Level V: LAP.2 The student will refine skills in using and interpreting Latin orally.	
ESSENTIAL KNOWLEDGE(facts and skills)	
<ul style="list-style-type: none"> • Critical analysis and interpretation • Accurate scansion of relevant meters, especially dactylic hexameter, elegiac couplet and hendecasyllabic 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	<p>Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions.</p> <p>c. This will include the following types of assessments in isolation or in combination:</p> <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Analysis	
Essential Understanding: The student will interpret the selected passages through critical analysis.	
Virginia State Foreign Language Standards of Learning for Level V: LAP.1 The student will interpret and analyze authentic Latin texts in selected genres. LAP.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LAP.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.	
ESSENTIAL KNOWLEDGE(facts and skills)	
<ol style="list-style-type: none"> 1. "Post-translation" comprehension <ol style="list-style-type: none"> a. Translating the text from "literal English" into actual narrative comprehension b. Subject-centered reading of lengthy clauses c. Recognition of framing devices and narrative voices d. Knowledge of relevant historical and literary allusions as well as biographical, textual, cultural and geographical contexts 2. Critical analysis and interpretation <ol style="list-style-type: none"> a. Identification and explication of major themes b. Identification of literary and rhetorical devices and other poetic effects and their function within the passage c. Accurate scansion of relevant meters, especially dactylic hexameter, elegiac couplet and hendecasyllabic d. Comparison of related passages, lines or other text and recognition of key diction as related to the expression of major themes e. Application of critical analysis in well-organized essay format <ol style="list-style-type: none"> i. Organized outline of analytical points ii. Full and accurate use of Latin citations 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions. <ol style="list-style-type: none"> d. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Appreciation	
Essential Understanding: The student will appreciate the Aeneid as a literary work of art.	
Virginia State Foreign Language Standards of Learning for Level V:	
LAP.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LAP.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LAP.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.	
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES	
<ol style="list-style-type: none"> 1. Discussion of relevant historical, literary, biographical, textual, cultural and geographical background information. <ol style="list-style-type: none"> a. Objective: students will enhance their comprehension of the Latin text and increase their cultural knowledge. b. This assignment allows students to learn relevant historical, literary, biographical, textual, cultural and geographical background information. Discussions should be tied into the actual text and arise logically within the study of the themes addressed in the literature. 2. Student reinterpretations of original poems. <ol style="list-style-type: none"> a. Objective: students will improve their comprehension of the passage as well as their empathy with the author. b. This assignment will help students improve their comprehension of the passage as well as their empathy with the author by challenging them to assume the authorial voice in reinterpreting or rewriting a translation in their own words and/or in a new format. This assignment also allows students to demonstrate some creativity and assume “ownership” of the texts they are reading. 3. Supplemental reading from academic literature <ol style="list-style-type: none"> a. Objective: students will increase their ability to think critically about the text by reading and contemplating the scholarship of other academics. b. This assignment will allow students to learn by example through reading the scholarship of academics who have also studied the very texts the students are reading. Furthermore, reading academic scholarship challenges students to broaden their analytical, research and interpretive skills and encourages them to engage in a critical dialogue with the authors and entertain alternate approaches to the text from the ones presented in class. 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions. <ol style="list-style-type: none"> e. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Context	
Essential Understanding: The student will synthesize with increased appreciation the cultural and historical contexts of the works read.	
Virginia State Foreign Language Standards of Learning for Level V: LAP.3 The student will discuss how various perspectives reflect the practices and products of the Roman world. LAP.6 The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community. LAP.7 The student will apply advanced knowledge of the Latin language and Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.	
CULTURES/CONNECTIONS/COMPARISONS/COMMUNITIES	
<ol style="list-style-type: none"> 1. Discussion of relevant historical, literary, biographical, textual, cultural and geographical background information. <ol style="list-style-type: none"> a. Objective: students will enhance their comprehension of the Latin text and increase their cultural knowledge. b. This assignment allows students to learn relevant historical, literary, biographical, textual, cultural and geographical background information. Discussions should be tied into the actual text and arise logically within the study of the themes addressed in the literature. 2. Student reinterpretations of original poems. <ol style="list-style-type: none"> a. Objective: students will improve their comprehension of the passage as well as their empathy with the author. b. This assignment will help students improve their comprehension of the passage as well as their empathy with the author by challenging them to assume the authorial voice in reinterpreting or rewriting a translation in their own words and/or in a new format. This assignment also allows students to demonstrate some creativity and assume “ownership” of the texts they are reading. 3. Supplemental reading from academic literature <ol style="list-style-type: none"> a. Objective: students will increase their ability to think critically about the text by reading and contemplating the scholarship of other academics. b. This assignment will allow students to learn by example through reading the scholarship of academics who have also studied the very texts the students are reading. Furthermore, reading academic scholarship challenges students to broaden their analytical, research and interpretive skills and encourages them to engage in a critical dialogue with the authors and entertain alternate approaches to the text from the ones presented in class. 	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	<p>Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions.</p> <ol style="list-style-type: none"> f. This will include the following types of assessments in isolation or in combination: <ol style="list-style-type: none"> i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)

AP Latin

Literary Devices	
Essential Understanding: The student will accurately identify and analyze common literary devices.	
Virginia State Foreign Language Standards of Learning for Level V: LAP.1 The student will interpret and analyze authentic Latin texts in selected genres. LAP.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.	
ESSENTIAL KNOWLEDGE(facts and skills) alliteration, anaphora, apostrophe, asyndeton, chiasmus, enjambment, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synchysis, tmesis	
USEFUL VOCABULARY	See any vocabulary list of all Latin words that appear in the Aeneid and De Bello Gallico a minimum of 5 times in the required AP lines, such as the one created by David Pellegrino.
RECYCLED/ONGOING TOPICS/STRUCTURES	English derivatives and cognates oral Latin, phrases, mottoes, quotes, proverbs, abbreviations
RESOURCES/ACTIVITIES	Vergil (Bradley and Boyd) and Caesar (Nousek and Williams), additional activities from VISION site, College Board resources, REA review text
ASSESSMENTS/RUBRICS	Objective: students will reduce test anxiety by increasing their familiarity with AP-style assessment questions. b. This will include the following types of assessments in isolation or in combination: i. Vocabulary (frequency lists and/or contextually specific words and phrases) ii. Translation (7-lines, points assigned to syntactical phrases per the AP method) iii. Multiple-Choice (AP-style multiple choice applied to selected passages) iv. Essay (short and full-length free-response and comparative essays with citations, graded on AP-style standards)