

Williamson County Schools
Latin Level 2
Quarter 1 – Stage 17 Performance Indicator
State Content Standards

C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

C5.2 Use the target language for enrichment and advancement.

Quarter 1 Essential Question

What was life like in Roman Alexandria?

Overall Performance Objective

I can compare my life to that of a resident of Alexandria.

Stage 17 Performance Indicator

I can infer key information about Alexandria’s status as a multicultural world city from a short conversation.

Stage 17 Performance Indicator Assessment

To the temple (pp.81-2). Read the text and answer the questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C3.1.IR.f explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world.

CL.C5.2.IR.b reflect and collect evidence on language acquisition goals to plan one’s next steps in the language learning process.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

CL.C1.1.IL.b follow questions and simple statements on familiar topics when participating in a conversation.

CL.C1.1.IL.c distinguish texts related to familiar topics in context.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

CL.C1.1.IM.b determine the main idea of self-selected resources (e.g., music, spoken poetry, etc.) in the target language.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can identify the genitive case in a description of Alexandria from a Roman's point of view. 2. I can translate the genitive case in a story illustrating the tensions between Alexandrians and outsiders. 3. I can explain how and why Alexandria became such an important location in the Roman Empire. 	<p>Preferred Resources <i>Quintus de Alexandria</i> (pp.76-7) Stage 17 WS: What case is it? Stage 17 WS: Name that noun! Check for Learning List the nouns in the genitive case in <i>Quintus de Alexandria</i> (pp.76-7). Preferred Resources <i>tumultus I/II</i> (pp.78-9) About the language (p.80) Stage 17 WS: Which is the correct genitive? Stage 17 WS: Where in Alexandria? Stage 17 WS: verum an falsum? Check for Learning Translate three words in the genitive case in <i>tumultus I/II</i> (pp.78-9). Preferred Resources Alexandria (pp.86-91) Stage 17 WS: Alexandria Check for Learning List three factors that led to Alexandria becoming such an important location in the Roman Empire.</p>	<ul style="list-style-type: none"> ● <i>puellae</i> ● <i>puellarum</i> ● of the girl ● of the girls ● <i>Pharos</i> ● <i>Caesareum</i> ● <i>Museum</i>
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**Williamson County Schools
Latin Level 2
Quarter 1 – Stage 18 Performance Indicator
State Content Standards**

C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Quarter 1 Essential Question

What was life like in Roman Alexandria?

Overall Performance Objective

I can compare my life to that of a resident of Alexandria.

Stage 18 Performance Indicator

I can describe the small-scale economic challenges faced by business owners in Alexandria from a fictional text.

Stage 18 Performance Indicator Assessment

Eutyclus, the merchant (Stage 18 attainment test). Read the story and answer the questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C4.1.IR.d analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

CL.C1.1.IL.a determine the basic purpose of a text.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

CL.C1.1.IM.a identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can sort nouns by gender in a story about a shop that sells glass. 2. I can categorize noun-adjective pairs by gender in a story about a corrupt businessman. 3. I can elaborate on a figure from Alexandrian life with a relative clause that matches its gender. 4. I can describe the economy and political structure of Roman Alexandria. 	<p>Preferred Resources <i>taberna</i> (p.95) Stage 18 WS: Gender Check for Learning Sort ten nouns in <i>taberna</i> (p.95) by gender.</p> <p>Preferred Resources <i>in officina Eutychi I/II</i> (pp.96-7) About the language 1 (p.98) Stage 18 WS: Noun-adjective pairs Stage 18 WS: regina et monstrum Stage 18 WS: Who said it? Check for Learning Categorize five noun-adjective pairs in <i>in officina Eutychi I/II</i> (pp.96-7) by gender.</p> <p>Preferred Resources <i>Clemens tabernarius</i> (pp.100-1) <i>pro taberna Clementis</i> (p.102) Stage 18 WS: sententias comple! Stage 18 WS: pro taberna Clementis Check for Learning Stage 18 WS: What kind of...? Preferred Resources Glassmaking (pp.106-9) Egypt (pp.110-1) Stage 18 5e Culture Worksheet (via Ed Long) Check for Learning Describe two important aspects of the economy and political structure of Roman Alexandria.</p>	<ul style="list-style-type: none"> ● <i>rex</i> ● <i>puella</i> ● <i>donum</i> ● <i>rex bonus</i> ● <i>puella bona</i> ● <i>donum bonum</i> ● a king who... ● a girl who... ● a gift which... <ul style="list-style-type: none"> ● <i>vitrum</i> ● <i>aureus</i> ● <i>via vitreariorum</i> ● <i>tabernarius</i> ● <i>lucrum</i>
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**Williamson County Schools
Latin Level 2
Quarter 1 – Stage 19 Performance Indicator
State Content Standards**

C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Quarter 1 Essential Question

What was life like in Roman Alexandria?

Overall Performance Objective

I can compare my life to that of a resident of Alexandria.

Stage 19 Performance Indicator

I can infer the importance of Isis to people from all cultural backgrounds living in Alexandria.

Stage 19 Performance Indicator Assessment

The procession (Stage 19 attainment test). Read the story and answer the questions in English, citing Latin support.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C3.1.IR.g research historical or cultural events from the classical world and compare them to similar events in United States history.

CL.C4.2.IR.b compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values in one's own culture.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

CL.C1.2.IL.c infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

CL.C1.2.IM.c distinguish between easily confused words.

CL.C1.2.IM.d demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can identify demonstrative pronouns and the nouns to which they refer in the description of an Alexandrian family attending a parade honoring Isis. 2. I can translate sentences containing demonstrative pronouns in a story about a festival honoring Isis. 3. I can translate commands to one or more people in a conversation about a parade honoring Isis. 4. I can translate prohibitions to one or more people in a conversation about a parade honoring Isis. 5. I can identify forms of direct address in a story about the price of ignoring bad omens. 6. I can explain what made Isis so appealing to a Roman audience. 	<p>Preferred Resources Model sentences (pp.114-5) <i>Aristo</i> (p.116) Stage 19 WS: hic haec hoc Stage 19 WS: Aristo Check for Learning In the model sentences (pp.114-5) and <i>Aristo</i> (p.116), list ten demonstrative pronouns and the nouns to which they refer.</p> <p>Preferred Resources <i>dies festus I/II</i> (pp.117-8) About the language 1 (p.120) Stage 19 WS: hic and ille Check for Learning Translate sentences containing demonstrative pronouns in <i>dies festus I/II</i> (pp.117-8)</p> <p>Preferred Resources <i>pompa</i> (pp.121-2) About the language 2.1-2 (p.123) Stage 19 WS: Who said what? Check for Learning Translate the commands in <i>pompa</i> (pp.121-2). State whether the order is given to one person or more than one.</p> <p>Preferred Resources <i>pompa</i> (pp.121-2) About the language 2.3-4 (p.123) Stage 19 WS: Improve your imperatives Check for Learning Translate the prohibitions in <i>pompa</i> (pp.121-2). State whether the order is given to one person or more than one.</p> <p>Preferred Resources <i>venatio I/II</i> (pp.124-5) Stage 19 WS: Vocative and imperative snakes Stage 19 WS: venatio Check for Learning Identify forms of direct address in <i>venatio I/II</i> (pp.124-5)</p> <p>Preferred Resources The worship of Isis (pp.128-31)</p>	<ul style="list-style-type: none"> • <i>hic, haec, hoc</i> • <i>ille, illa, illud</i> • this/these • that/those • Do it! • Don't do it! • <i>Quinte! Holconi! Galatea! cives!</i> <ul style="list-style-type: none"> • <i>sistrum</i> • <i>cella</i> • <i>Isiaci</i> • <i>pompa</i> • <i>dies festus</i>
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Stage 19 WS: [The procession of Isis](#)

Check for Learning

In one paragraph, explain Isis' appeal to a Roman audience.

Williamson County Schools
Latin Level 2
Quarter 1 – Stage 20 Performance Indicator
State Content Standards

- 1.2 C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
5.1 Use the language to interact both within and beyond the classroom.

Quarter 1 Essential Question

What was life like in Roman Alexandria?
Overall Performance Objective

I can compare my life to that of a resident of Alexandria.

Stage 20 Performance Indicator

I can summarize information from a text about medical and scientific knowledge in Alexandria.

Stage 20 Performance Indicator Assessment

The goddess' cure (Stage 20 attainment test). Read the story and respond to the questions about it, citing Latin evidence.

Components of State Standards
Standard and Honors

Intermediate Range Learners:

CL.C3.2.IR.e explore short passages from classical mathematical, geographical, and scientific texts (e.g., Pythagorean theorem, travel, medicine, and public health).

CL.C5.1.IR.a research the use of the target language or knowledge of the classical world in various fields of work in today's world.

CL.C5.1.IR.b explore the classical world's presence in the community and explain its impact on community members.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

CL.C1.2.IL.e produce a generally accurate summary of isolated parts of a passage.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

CL.C1.2.IM.f support discussion of a passage by citing and analyzing phrases.

Learning Targets
Preferred Resources
Language Focus

<ol style="list-style-type: none"> 1. I can identify present participles in a story about an astrologer healing a wound. 2. I can translate present participle phrases in two ways in a story about an astrologer healing a wound. 3. I can use pronouns to refer to people and objects from a story about a doctor healing a wound. 4. I can list the medical and scientific discoveries of the Alexandrians that have impacted the world. 	<p>Preferred Resource Model sentences (p.134) Check for Learning In the model sentences (p.134), list the participles and tell what noun each describes.</p> <p>Preferred Resources <i>remedium astrologi</i> (p.135) About the language 1 (p.137) Stage 20 WS: Present active participles Stage 20 WS: remedia vilici astrologique Check for Learning Translate the present participle phrases in <i>remedium astrologi</i> (p.135) in two ways.</p> <p>Preferred Resources <i>Petro</i> (p.136) <i>fortuna crudelis</i> (pp.138-9) <i>astrologus victor I/II</i> (pp.140-1) About the language 2 (p.140) Stage 20 WS: The pronoun is, ea, id Stage 20 WS: remedium medici Stage 20 WS: astrologus victor Check for Learning Replace five nouns in the story <i>Petro</i> (p.136) with pronouns of the same case, number, and gender.</p> <p>Preferred Resources Medicine and science (pp.144-9) Stage 20 WS: Medicine and science Check for Learning After reading pp. 144-9, list three discoveries by the Alexandrians and tell how they are relevant today.</p>	<ul style="list-style-type: none"> • <i>medicus ambulans</i> • <i>medici ambulantes</i> • the doctor, walking • while the doctor is/was walking • he, she, it, they, etc. <ul style="list-style-type: none"> • Eratosthenes <ul style="list-style-type: none"> • Euclid • Hero • Herophilus • Hippocrates • Hypatia • Maria Hebraea
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Williamson County Schools
Latin Level 2
Quarter 2 – Stage 21 Performance Indicator
State Content Standards

- C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
- 4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Quarter 2 Essential Question

What role did religion play in Roman Britain?
Overall Performance Objective

I can evaluate the role of religion and religious figures in Roman Britain.
Stage 21 Performance Indicator

I can infer key information about Aquae Sulis’ status as a center of healing and worship from a short story.
Stage 21 Performance Indicator Assessment

Cogidubnus makes a journey (Stage 21 attainment test). Read the story and answer the questions about it in English, citing Latin support.
Components of State Standards
Standard and Honors

Intermediate Range Learners:

CL.C2.1.IR.c simulate age-appropriate classical cultural practices from life.
CL.C4.2.IR.c draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one’s own.
Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:

CL.C1.3.IL.b express one’s needs, wants, or preferences on the topics of interest.
Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:

CL.C1.3.IM.c present on a classical cultural/historical issue and state one’s viewpoint.
Learning Targets
Preferred Resources
Language Focus

<ol style="list-style-type: none"> 1. I can match perfect passive participles to the nouns they describe in a story about a king seeking medical advice. 2. I can translate perfect passive participle phrases in two ways in stories about Aquae Sulis' lazy manager and the senator who spurs him into action. 3. I can identify the features that make Aquae Sulis one of the "wonders" of Roman Britain. 	<p>Preferred Resources Model sentences (pp.2-4) <i>fons sacer</i> (p.5) Stage 21 WS: Perfect passive participles Stage 21 WS: fons sacer Check for Learning Match four perfect passive participles to the nouns they describe in <i>fons sacer</i> (p.5). Preferred Resources <i>Lucius Marcius Memor</i> (pp.6-7) <i>senator advenit</i> (p.8) About the language (p.9) Stage 21 WS: Particularly participles Stage 21 WS: sententias scribe! Stage 21 WS: Lazy Memor Stage 21 WS: quis erat Stage 21 WS: senator advenit Check for Learning In <i>Lucius Marcius Memor</i> (pp.6-7) and <i>senator advenit</i> (p.8), translate five perfect passive participle phrases in two ways. Preferred Resources Aquae Sulis and its baths (pp.14-19) Stage 21 Culture WS (via Ed Long) Bath Museum WS (via Ed Long) Check for Learning List three features that make Aquae Sulis one of the "wonders" of Roman Britain.</p>	<ul style="list-style-type: none"> • <i>faber laudatus</i> • <i>fabri laudati</i> • the craftsman having been praised • after the craftsman was/had been praised <ul style="list-style-type: none"> • <i>caldarium</i> • <i>cella</i> • <i>frigidarium</i> • <i>haruspex</i> • <i>Sulis Minerva</i> • <i>tepidarium</i>
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**Williamson County Schools
Latin Level 2
Quarter 2 – Stage 22 Performance Indicator
State Content Standards**

C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Quarter 2 Essential Question

What role did religion play in Roman Britain?

Overall Performance Objective

I can evaluate the role of religion and religious figures in Roman Britain.

Stage 22 Performance Indicator

I can describe the role of curses and superstitions in Roman Britain from a fictional text.

Stage 22 Performance Indicator Assessment

The very brave soldiers (Stage 22 attainment test). Read the story and answer the questions about it in English, citing Latin support.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C2.1.IR.a examine, analyze, and exchange information on patterns of typical behavior in classical culture.

CL.C2.1.IR.e identify and analyze classical cultural practices using authentic materials.

Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:

CL.C1.4.IL.a discuss people, activities, events, and experiences.

Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:

CL.C1.4.IM.a write messages, announcements, and invitations.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can recognize the perfect active participle in a story that illustrates the prevalence of superstition. 2. I can translate the perfect active participle in two ways in a dialogue that will demonstrate the importance of curses. 3. I can translate special uses of the genitive, including partitive and descriptive, in a short play that shows the pervasiveness of belief in magic. 4. I can explain the practical function of magic, curses, and superstitions for ancient peoples. 	<p>Preferred Resources Model sentences (pp.22-3) About the language 1 (p.26) Stage 22 WS: Particularly participles Check for Learning List the perfect active participles and the nouns they describe in the Model sentences (pp.22-3).</p> <p>Preferred Resources <i>Vilbia</i> (p.24) <i>Modestus</i> (p.25) Stage 22 WS: Perfect active participles Stage 22 WS: Practicing participles Stage 22 WS: sententias scribe! Check for Learning Give two translations for a phrase containing a noun and a perfect active participle in <i>Modestus</i> (p.25).</p> <p>Preferred Resources <i>amor omnia vincit</i> (pp.27-30) About the language 2 (p.31) Stage 22 WS: The genitive case Stage 22 WS: quis dixit? Check for Learning Translate three genitive phrases in the story <i>amor omnia vincit</i> (pp.27-30)</p> <p>Preferred Resources Magic, curses, and superstitions (pp.34-5) Stage 22 WS: Magic, curses, and superstitions Stage 22 WS: Who stole the hooded cloak? Stage 22 WS: Who bewitched Vilbia? Check for Learning I can explain the purpose of the curse in part B of Stage 22 WS: defixiones.</p>	<ul style="list-style-type: none"> • <i>puer conspicatus</i> • <i>pueri conspicati</i> • the boy, having seen • after the boy saw/had seen • <i>satis, nimium, plus, multum + pecuniae</i> • <i>puella magnae virtutis</i> <ul style="list-style-type: none"> • <i>defixiones</i> • <i>bescu</i> • <i>berebescu</i> • <i>bazagra</i> • <i>omina</i>
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Williamson County Schools
Latin Level 2
Quarter 2 – Stage 23 Performance Indicator
State Content Standards

- C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
- C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Quarter 2 Essential Question

What role did religion play in Roman Britain?
Overall Performance Objective

I can evaluate the role of religion and religious figures in Roman Britain.
Stage 23 Performance Indicator

I can infer the importance of the state religion to romanization in Britain in a story about a Roman priest.
Stage 23 Performance Indicator Assessment

Modestus hears a strange conversation (Stage 23 attainment test). Read the story and answer the questions about it in English, citing Latin support.
Components of State Standards
Standard and Honors

Intermediate Range Learners:

- CL.C2.1.IR.f analyze the relationship between practices, products, and perspectives.
 - CL.C3.2.IR.b identify appropriations of ancient mythology in modern culture, and note the differences between ancient and modern versions.
- Standard (in addition to the first column)**

Intermediate Low Learners create basic sentences to:

- CL.C1.3.IL.a describe modern people, activities, events, or experiences directly related to oneself or to the classical culture/history.
- Honors (in addition to the first column)**

Intermediate Mid Learners create and begin to connect sentences to:

- CL.C1.3.IM.a discuss one's personal and social experiences.

Learning Targets
Preferred Resources
Language Focus

<ol style="list-style-type: none"> 1. I can sort participles by type in a story about a state sacrifice. 2. I can compare the actions of two characters in a story about a state sacrifice using comparative adverbs. 3. I can describe the actions of a character in a story about a priest using superlative adverbs. 4. I can identify features of the state religion that served to unify the empire under Rome's rule. 	<p>Preferred Resources <i>in thermis I/II</i> (pp.38-40) About the language 1 (p.41) Stage 23 WS: Practicing participles Check for Learning Sort the participles in <i>in thermis I</i> (p.38) by type.</p> <p>Preferred Resources <i>in thermis II</i> (pp.39-40) About the language 2 (pp.43-4) Stage 23 WS: Dialogue detection! Stage 23 WS: in thermis Check for Learning Compare Quintus' actions to Memor's in <i>in thermis II</i> (pp.39-40) using a comparative adverb.</p> <p>Preferred Resources <i>epistula Cephali</i> (p.42) <i>Britannia perdomita</i> (p.46) About the language 2 (pp.43-44) Stage 23 WS: Comparison of adverbs Stage 23 WS: epistula Cephali Stage 23 WS: Britannia perdomita Check for Learning Describe Memor's actions in <i>epistula Cephali</i> (p.42) using a superlative adverb.</p> <p>Preferred Resources Roman religious beliefs (pp.49-53) Stage 23 Culture Questions (via Ed Long) Stage 23 WS: Fickle fortune Check for Learning Identify two features of the state religion that served to unify the empire under Rome's rule.</p>	<ul style="list-style-type: none"> • <i>amans, amantis</i> • <i>amatus, -a, -um</i> • <i>conspicatus, -a, -um</i> <ul style="list-style-type: none"> • <i>suavius</i> • <i>tardius</i> • <i>celerius</i> • <i>suavissime</i> • <i>tardissime</i> • <i>celerrime</i> • <i>numina</i> <ul style="list-style-type: none"> • <i>vota</i> • <i>Pontifex Maximus</i> <ul style="list-style-type: none"> • <i>augures</i> • <i>Jupiter, Juno, Minerva, Ceres, Apollo, Diana, Mars, Venus</i>
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Williamson County Schools
Latin Level 2
Quarter 2 – Stage 24 Performance Indicator
State Content Standards

- C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.
C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

Quarter 2 Essential Question

What role did religion play in Roman Britain?
Overall Performance Objective

I can evaluate the role of religion and religious figures in Roman Britain.
Stage 24 Performance Indicator

I can identify words, phrases, high-frequency expressions, and some learned structures in a conversation between two travelers in Britain.
Stage 24 Performance Indicator Assessment

Unlucky Modestus (Stage 24 attainment test). Read the story and answer the questions about it, citing Latin evidence.
Components of State Standards
Standard and Honors

Intermediate Range Learners:

- CL.C2.2.IR.a identify and investigate the functions of tangible products of classical culture.
CL.C4.1.IR.g compare and analyze idiomatic expressions in the target language and one’s native language and hypothesize about their origins.
Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

- CL.C1.2.IL.a understand basic grammatical relationships (e.g., noun-adjective agreement, subject-verb agreement, prepositional phrases, or pronouns) in sentences with straightforward syntax.
Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

- CL.C1.2.IM.a understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.

Learning Targets
Preferred Resources
Language Focus

<ol style="list-style-type: none"> 1. I can translate clauses telling when something had happened in a story involving travel. 2. I can translate clauses telling when something was happening. 3. I can list ways in which the network of roads extended the civilization as well as the power of Rome. 	<p>Preferred Resources <i>in itinere</i> (p.56) <i>Quintus consilium capit</i> (p.58) About the language 1 (p.60) Stage 24 WS: Shaping the subjunctive (part A) Check for Learning Translate a <i>cum</i> clause in <i>Quintus consilium capit</i> (p.58).</p> <p>Preferred Resources <i>Salvius consilium cognoscit</i> (pp.61-2) About the language 2 (p.63) Stage 24 WS: cum quandaries Stage 24 WS: Shaping the subjunctive (part B) Stage 24 WS: Salvius consilium cognoscit Check for Learning Translate the last <i>cum</i> clause in <i>Salvius consilium cognoscit</i> (pp.61-2).</p> <p>Preferred Resources Travel and communication (pp.66-9) Stage 24 Culture WS (via Ed Long) Stage 24 WS: Getting around the empire Stage 24 WS: How far did our characters travel? Check for Learning List three ways in which roads were vital to extending the civilization and power of Rome.</p>	<ul style="list-style-type: none"> ● <i>cum advenisset</i> ● <i>cum adveniret</i> <ul style="list-style-type: none"> ● <i>agger</i> ● <i>caupones</i> ● <i>cursus publicus</i> <ul style="list-style-type: none"> ● <i>diploma</i> ● <i>groma</i> ● <i>mansiones</i> ● <i>mutationes</i> ● <i>pavimentum</i>
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**Williamson County Schools
Latin Level 2
Quarter 3 – Stage 25 Performance Indicator
State Content Standards**

C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
5.2 Use the target language for enrichment and advancement.

Quarter 3 Essential Question

What was life like in the Roman military?

Overall Performance Objective

I can compare my life to that of a Roman soldier.

Stage 25 Performance Indicator

I can summarize the main idea and key points in a story about Roman soldiers.

Stage 25 Performance Indicator Assessment

Strythio offers help (Stage 25 attainment test). Read the story and answer the questions about it, citing Latin evidence.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C5.1.IR.b explore the classical world's presence in the community and explain its impact on community members.

Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:

CL.C1.4.IL.b prepare materials for a presentation.

Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:

CL.C1.4.IM.c create simple communications for public distribution (e.g. flyers, brochures, and posters).

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can describe the differences between direct and indirect questions in a story where soldiers interrogate a prisoner. 2. I can translate imperfect subjunctive in a story about soldiers following orders. 3. I can translate pluperfect subjunctive in a story about soldiers deserting their post. 4. I can describe the life of a legionary soldier. 	<p>Preferred Resources <i>Devae</i> (pp.72-3) About the language 1 (p.76) Stage 25 WS: Direct and indirect questions 1 Stage 25 WS: Direct and indirect questions 2 Stage 25 WS: Choose the caption! Check for Learning List two key differences between direct and indirect questions in the sentences in <i>Devae</i> (pp.72-3)</p> <p>Preferred Resources <i>Modestus custos</i> (p.75) About the language 2 (p.79) Stage 25 WS: Picturing Modestus Check for Learning Translate the last sentence containing an example of imperfect subjunctive in <i>Modestus custos</i> (p.75)</p> <p>Preferred Resources <i>Modestus perfuga I/II/III</i> (pp.77-8) About the language 2 (p.79) Stage 25 WS: Verb splash Stage 25 WS: Modestus commotus Check for Learning Translate the last sentence containing an example of pluperfect subjunctive in <i>Modestus perfuga</i> (pp.77-8).</p> <p>Preferred Resources The legionary soldier (pp. 82-7) Stage 25 Culture WS (via Ed Long) Stage 25 WS: The Roman legionary soldier Check for Learning Describe one detail each about the duties, dress, and hierarchy of a legionary soldier.</p>	<ul style="list-style-type: none"> • Who heard the shout? • The centurion did not know who had heard the shout. <ul style="list-style-type: none"> • was/were carrying <ul style="list-style-type: none"> • had carried <ul style="list-style-type: none"> • <i>exercitus</i> • <i>miles</i> • <i>inquisitio</i> • <i>gladius, pugio, pilum</i> • <i>scutum, lorica segmentata</i> • <i>cingulum, caligae, vitis</i> • <i>optio, signifer, tesserarius, primus pilus, praefectus castrorum</i>
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Williamson County Schools
Latin Level 2
Quarter 3 – Stage 26 Performance Indicator
State Content Standards

- C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
- C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

Quarter 3 Essential Question

What was life like in the Roman military?
Overall Performance Objective

I can compare my life to that of a Roman soldier.
Stage 26 Performance Indicator

I can appraise Agricola’s leadership skills demonstrated through his military inferiors in a fictional text.
Stage 26 Performance Indicator Assessment

Rufus the tribune discovers the truth (Stage 26 attainment test). Read the story and answer the questions about it, citing Latin evidence.

Components of State Standards
Standard and Honors

Intermediate Range Learners:

- CL.C3.1.IR.d describe a major figure from the classical world that influenced history, science, or the arts.
- CL.C4.1.IR.a identify words in the target language that have no direct or simple translation in one’s native language.

Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:

- CL.C1.3.IL.c interpret and discuss instructions, directions, and maps.

Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:

- CL.C1.3.IM.b research and describe a topic (e.g., the home, daily life, religion, and history) on the classical culture/history.

Learning Targets
Preferred Resources
Language Focus

<ol style="list-style-type: none"> 1. I can identify clauses that indicate the purpose of an action in a story about Agricola visiting a camp. 2. I can translate clauses that indicate the purpose of an action in a story about Agricola displaying leadership. 3. I can identify the parts that make up a gerundive of obligation in a story about Agricola displaying leadership. 4. I can express what Agricola must do in a story where he has a disagreement with the emperor's agent. 5. I can list the steps of Agricola's advancement in the military and transition into politics. 	<p>Preferred Resources <i>adventus Agricolae</i> (p.90) <i>in principiis</i> (p.92) About the language 1 (p.94) Stage 26 WS: adventus agricolae Check for Learning Identify the final purpose clause in <i>in principiis</i> (p.92)</p> <p>Preferred Resources <i>in principiis</i> (p. 92) <i>tribunus</i> (p.95) Stage 26 WS: Purpose clauses Stage 26 WS: in principiis Check for Learning Translate the final sentence containing a purpose clause in <i>tribunus</i> (p.92) Preferred Resources <i>tribunus</i> (p.95) About the language 2 (p.96) Stage 26 WS: tribunus Check for Learning Identify the parts of the gerundive of obligation found in <i>tribunus</i> (p.95) Preferred Resources <i>contentio</i> (p.97) Stage 26 WS: Duty bound Stage 26 WS: contentio Check for Learning After reading <i>contentio</i> (p.97), use the gerundive to write a statement expressing what action Agricola must take. Preferred Resources How we know about Agricola (p.91) The senior officers in the Roman army (p.100) Agricola (pp.100-103) Stage 26 WS: Agricola, governor of Britain Stage 26 WS: Agricola Check for Learning</p>	<ul style="list-style-type: none"> • <i>ut audiret</i> • (in order) to hear • <i>Nobis currendum est.</i> • We must run. <ul style="list-style-type: none"> • <i>legatus</i> • <i>tribunus</i> • <i>propraetor</i>
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List three key steps in Agricola's military and political career.

**Williamson County Schools
Latin Level 2
Quarter 3 – Stage 27 Performance Indicator
State Content Standards**

C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.

C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Quarter 3 Essential Question

What was life like in the Roman military?

Overall Performance Objective

I can compare my life to that of a Roman soldier.

Stage 27 Performance Indicator

I can describe key aspects of life in a military fortress from a fictional story.

Stage 27 Performance Indicator Assessment

Modestus has a cunning plan (Stage 27 attainment test). Read the story and answer the questions about it, citing Latin evidence.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C2.2.IR.d analyze the relationship between products, practices, and perspectives.

CL.C3.1.IR.b explain the significance of aspects of classical life (e.g., the home of a military camp, the baths) and compare to the [modern] United States.

Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:

CL.C1.4.IL.c give basic instructions on how to do something.

Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:

CL.C1.4.IM.b compose a simple paragraph about a learned or researched topic.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can describe the differences between direct and indirect commands in short sentences about camp life. 2. I can identify the key elements of result clauses in a story about a camp granary. 3. I can translate result clauses in a story about the interactions between soldiers and civilians in a military fortress. 4. I can compare Roman military fortresses to civilian towns. 	<p>Preferred Resources Model sentences (p.106) About the language 1 (pp.108-9) Stage 27 WS: A command performance Stage 27 WS: Direct and indirect commands Check for Learning List two key differences between direct and indirect commands in the model sentences (p.106).</p> <p>Preferred Resources <i>in horreo</i> (p.107) About the language 2 (p.112) Check for Learning Identify the key elements of the result clause in <i>in horreo</i> (p.107).</p> <p>Preferred Resources <i>Modestus promotus I/II</i> (pp.109-11) About the language 2 (p.112) Stage 27 WS: What's the result? Check for Learning Translate the final result clause in <i>Modestus promotus I/II</i> (pp.109-11).</p> <p>Preferred Resources The legionary fortress (pp.115-9) Stage 27 Culture Worksheet (via Ed Long) Stage 27 WS: The fortress at Deva Stage 27 WS: horrea Check for Learning Make a list of three structures that a military fortress has in common with a civilian town, and three ways in which they differ.</p>	<ul style="list-style-type: none"> ● Go back! ● The commander ordered his soldiers to go back. <ul style="list-style-type: none"> ● <i>adeo/tam/tot/tantus...ut...</i> ● so much/so/so many...that... <ul style="list-style-type: none"> ● <i>principia</i> ● <i>praetorium, valetudinarium, horrea, basilica, sacellum, contubernium, domus urbana</i> ● <i>via praetoria, via principalis, via quintana</i> <ul style="list-style-type: none"> ● <i>vallum</i> ● <i>aquila, aquilifer</i> <ul style="list-style-type: none"> ● <i>vici</i>
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Williamson County Schools
Latin Level 2
Quarter 3 – Stage 28 Performance Indicator
State Content Standards

- C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
- C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.
- C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
- C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Quarter 3 Essential Question

What was life like in the Roman military?

Overall Performance Objective

I can compare my life to that of a Roman soldier.

Stage 28 Performance Indicator

I can identify key information from a text about an event from the military history of Roman Britain.

Stage 28 Performance Indicator Assessment

Agricola defeats the Scots (Unit 3 appendix A). Read the informational text and answer the questions about it, citing Latin evidence.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

- CL.C2.2.IR.c utilize authentic resources (e.g., images or facsimiles of papyri, manuscripts, and material culture) to identify and analyze products and their use in classical culture.
- CL.C3.2.IR.c identify the roots of words that originate from the target language and explain the connections and/or biases implied by those roots.
- CL.C4.1.IR.c notice how different time frames are expressed in the target language and one's own.
- CL.C4.1.IR.f compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

- CL.C1.2.IL.b comprehend more difficult written passages with a variety of high-frequency words and phrases.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

- CL.C1.2.IM.b articulate the main idea and many details when reading some unadapted passages.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can translate words in the ablative case without a preposition in the will of a British king. 2. I can categorize expressions of time in a story about a Roman who deceives the British. 3. I can use an impersonal verb to express an opinion about a figure from Roman Britain. 4. I can list the evidence for our knowledge of Roman Britain. 	<p>Preferred Resources <i>ultio Romana</i> (pp.122-4) <i>testamentum</i> (p.125) About the language 1 (p.128) Stage 28 WS: By, with, in, on Stage 28 WS: sententias scribe! Stage 28 WS: Variations on an ablative theme Stage 28 WS: testamentum Cogidubni Check for Learning Translate the last sentence with an ablative in <i>testamentum</i> (p.125). Preferred Resources <i>in aula Salvii</i> (p.126) About the language 2 (p.130) Stage 28 WS: Time yourself Check for Learning In <i>in aula Salvii</i> (p.126), categorize expressions of time by whether they answer the question <i>When?</i> or <i>For how long?</i> Preferred Resources <i>cena Salvii</i> (p.129) <i>Belimicus rex</i> (p.131) About the language 3 (p.132) Stage 28 WS: Belimicus rex Check for Learning Use <i>decet</i> to express an opinion about Salvius, Cogidubnus, or Belimicus. Preferred Resources Interpreting the evidence (pp.135-41) Stage 28 WS: Interpreting the evidence Stage 28 WS: The standard-bearer Stage 28 WS: Tombstone of a centurion Check for Learning List the three types of evidence for our knowledge of Roman Britain.</p>	<ul style="list-style-type: none"> • <i>vulnere, gladio, catenis</i> • for (a time), in/on/at (a time) • <i>placet, decet, taedet, oportet</i> <ul style="list-style-type: none"> • literary • archaeological • inscriptional
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**Williamson County Schools
Latin Level 2
Quarter 4 – Stage 29 Performance Indicator
State Content Standards**

C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Quarter 4 Essential Question

Who were the Romans?

Overall Performance Objective

I can compare my life to that of a Roman.

Stage 29 Performance Indicator

I can evaluate the importance of the Roman Forum to daily life from a text featuring it.

Stage 29 Performance Indicator Assessment

In Rome (Stage 29 attainment test). Read the story and answer the questions about it, citing Latin evidence.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C3.1.IR.a compare maps of the classical world to the modern world.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

CL.C1.2.IL.c infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

CL.C1.2.IM.c distinguish between easily confused words.

CL.C1.2.IM.d demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can identify passive verbs in a story about a construction project near the Forum. 2. I can translate present passive verbs in a story about Jews being held captive in the Forum. 3. I can translate imperfect passive verbs in a story about Jews being held captive in the Forum. 4. I can translate purpose clauses introduced by words other than <i>ut</i> in a story about the dedication of an arch near the Forum. 5. I can list features that made the Roman Forum the heart of Rome and the empire. 	<p>Preferred Resources Model sentences (pp.144-5) <i>nox I/II</i> (pp.146-7) About the language 1 (p.149) Stage 29 WS: Personally passive (sentences) Stage 29 WS: nox Check for Learning Write the sentence containing passive verbs in <i>nox II</i> (pp.146-7).</p> <p>Preferred Resources <i>Masada I</i> (pp.150) About the language 2 (p.152) Stage 29 WS: Who's at the end? Check for Learning Translate the sentence containing a present passive verb in <i>Masada I</i> (p.150) Preferred Resources <i>Masada I/II</i> (pp.150-1) About the language 2 (p.152) Stage 29 WS: sententias scribe! Stage 29 WS: Verb splash Check for Learning Translate the last sentence containing an imperfect passive verb in <i>Masada II</i> (p.151).</p> <p>Preferred Resources <i>arcus Titi I/II</i> (pp.153-4) About the language 3 (p.156) Stage 29 WS: Building the arch of Titus Stage 29 WS: sententias comple! Check for Learning Translate the sentence containing a purpose clause introduced by <i>quo</i> in <i>arcus Titi II</i> (p.154).</p> <p>Preferred Resources The origins of Rome (p.148) The Roman Forum (pp.160-2) Rome and Judaea (pp.163-5) Stage 29 Culture Worksheet (via Ed Long)</p>	<ul style="list-style-type: none"> • <i>portatur/portantur</i> • <i>portabatur/portabantur</i> <ul style="list-style-type: none"> • is carried • was/were carried • <i>femina servum misit qui cibum emeret.</i> <ul style="list-style-type: none"> • <i>locum quaerebamus ubi staremus.</i> • <i>Latini, Via Salaria, Cloaca Maxima</i> <ul style="list-style-type: none"> • <i>Forum Romanum</i> • <i>miliarium aureum</i> <ul style="list-style-type: none"> • <i>curia</i> • <i>rostra</i> • <i>Via Sacra</i> • <i>Masada</i>
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Stage 29 WS: *urbs Roma antiqua*

Check for Learning

List three features of the Roman Forum that made it the center of economic, religious, and civic activity.

Williamson County Schools
Latin Level 2
Quarter 4 – Stage 30 Performance Indicator
State Content Standards

- C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
- C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
 - 4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Quarter 4 Essential Question

Who were the Romans?

Overall Performance Objective

I can compare my life to that of a Roman.

Stage 30 Performance Indicator

I can evaluate the importance of engineering skills in Roman society after reading a text about a building contractor.

Stage 30 Performance Indicator Assessment

Haterius the proud (Stage 30 attainment test). Read the story and answer the questions about it, citing Latin evidence.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

CL.C3.2.IR.a identify the influence of Greek and Roman elements on a work of modern art.

CL.C4.2.IR.d analyze the effect of physical spaces (eg., the Coliseum) upon the classical culture and explain their influence on today’s spaces.

Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:

CL.C1.3.IL.b express one’s needs, wants, or preferences on the topics of interest.

Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:

CL.C1.3.IM.c present on a classical cultural/historical issue and state one’s viewpoint.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can identify verbs made from the perfect participle in a story about a building contractor. 2. I can translate perfect passive verbs in a story about a building contractor. 3. I can translate pluperfect passive verbs in a story about a crane. 4. I can list the Romans' key contributions to modern engineering. 	<p>Preferred Resources Model sentences (pp.168-9) <i>dignitas</i> (pp.170-1) Check for Learning Write down three verbs made from the perfect participle in <i>dignitas</i> (pp.170-1). Preferred Resources <i>dignitas</i> (pp.170-1) About the language 1 (p.172) Stage 30 WS: Particularly passive Check for Learning Translate the last perfect passive verb in <i>dignitas</i> (pp.170-1). Preferred Resources <i>polyspaston I/II</i> (pp.173-4) About the language 2 (p.175) Stage 30 WS: Practicing the passive Stage 30 WS: Verb variables Stage 30 WS: What is it? Stage 30 WS: polyspaston Stage 30 WS: polyspaston I and II Check for Learning Translate the last pluperfect passive verb in <i>polyspaston II</i> (p.174). Preferred Resources Roman Engineering (pp.178-81) Stage 30 Culture Worksheet (via Ed Long) Check for Learning List two key contributions that the Romans made to modern engineering.</p>	<ul style="list-style-type: none"> ● <i>accusatus est/accusati sunt</i> ● <i>accusatus erat/accusati erant</i> <ul style="list-style-type: none"> ● has/have been accused <ul style="list-style-type: none"> ● had been accused ● <i>opus caementicum</i> <ul style="list-style-type: none"> ● <i>insulae</i> ● <i>urbem latericiam accepi, marmoream reliqui</i>
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**Williamson County Schools
Latin Level 2
Quarter 4 – Stage 31 Performance Indicator
State Content Standards**

- C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.
4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Quarter 4 Essential Question

Who were the Romans?
Overall Performance Objective

I can compare my life to that of a Roman.
Stage 31 Performance Indicator

I can recognize the tensions inherent in the class system of ancient Rome in a fictional story.
Stage 31 Performance Indicator Assessment

A city of barbarians (Stage 31 attainment test). Read the story and answer the questions about it, citing Latin evidence.
**Components of State Standards
Standard and Honors**

Intermediate Range Learners:

- CL.C2.2.IR.b engage with tangible and intangible products of classical culture.
CL.C4.2.IR.a examine daily routines of one’s own culture in contrast with those in the classical culture.
CL.C4.2.IR.g compare the role of social networking and patronage in the classical culture with one’s own.
Standard (in addition to the first column)

Intermediate Low Learners create basic sentences to:
CL.C1.4.IL.c give basic instructions on how to do something.
Honors (in addition to the first column)

Intermediate Mid Learners create and begin to connect sentences to:
CL.C1.4.IM.b compose a simple paragraph about a learned or researched topic.
**Learning Targets
Preferred Resources
Language Focus**

1. I can identify the ablative absolute in a story

Preferred Resources

- *vulnere, gladio, catenis*

portraying city life.

2. I can translate the ablative absolute in a story about the patronage system.
3. I can translate *ne* in a purpose clause in a story about the patronage system.
4. I can express a negative indirect command based on a story about the patronage system.
5. I can describe the function that the patron-client relationship served in Roman society.

Model sentences (pp.184-5)

adventus (p.186)

Stage 31 WS: [adventus](#)

Check for Learning

Identify an ablative absolute in the final paragraph of *adventus* (p.186).

Preferred Resources

salutatio I/II (pp.188-90)

About the language 1 (p.191-2)

Stage 31 WS: [The ablative absolute](#)

Check for Learning

Translate the last ablative absolute in *salutatio II* (p.190).

Preferred Resources

salutatio I (pp.188-9)

About the language 2 (p.194)

Check for Learning

Translate the purpose clause in the last paragraph of *salutatio I* (pp.188-9).

Preferred Resources

salutatio II (p.190)

About the language 2 (p.194)

Stage 31 WS: [dramatis personae et res](#)

Stage 31 WS: [quis dixit? quid dixit?](#)

Check For Learning

Write a sentence about Euphrosyne's final command to her slave in *salutatio II* (p.190).

Preferred Resources

The city of Rome (pp.195-8)

Patronage and Roman society (pp.199-201)

[Stage 31 Culture Worksheet](#) (via Ed Long)

Stage 31 WS: [A bird's-eye view of Rome](#)

Stage 31 WS: [A guided tour of the monuments of Rome](#)

Check for Learning

Describe one benefit to both patron and client in the patronage system.

- for (a time), in/on/at (a time)
 - not to
 - in order not to
- *emporia, horrea*
- *insula Tiberina*
 - *rostrum*
 - *insulae*
 - *Cloaca Maxima*
- *patronus, salutatio, sportula*
 - *Caesarem iam salutari*
 - *equites, plebs, plebicula*

**Williamson County Schools
Latin Level 2
Quarter 4 – Stage 32 Performance Indicator
State Content Standards**

- C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Quarter 4 Essential Question

Who were the Romans?

Overall Performance Objective

I can compare my life to that of a Roman.

Stage 32 Performance Indicator

I can support an opinion about the Romans with Latin evidence from a given text.

Stage 32 Performance Indicator Assessment

An old man (Unit 3 appendix A). Read the story and answer the questions about it, citing Latin evidence.

Components of State Standards

Standard and Honors

Intermediate Range Learners:

- CL.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
CL.C4.1.IR.e compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language.

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:

- CL.C1.2.II.d express an opinion of a passage by citing individual words or short phrases.

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:

- CL.C1.2.IM.g demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.

Learning Targets

Preferred Resources

Language Focus

<ol style="list-style-type: none"> 1. I can identify deponent verbs in a story about a philosopher. 2. I can translate deponent verbs in a story about a philosopher. 3. I can translate more uses of the gerundive obligation in a story about a philosopher. 4. I can express one thing that is likely about to happen following the stories about a philosopher. 5. I can discuss what the patchwork of different belief systems tell us about the hopes and fears of average Romans. 	<p>Preferred Resources Model sentences (pp.204-5) <i>Euphrosyne revocata I/II</i> (pp.206-7) Check for Learning Identify three deponent verbs in <i>Euphrosyne revocata II</i> (pp.206-7). Preferred Resources <i>cena Haterii</i> (pp.207-8) About the language 1 (pp.208-9) Stage 32 WS: Depending on deponents Stage 32 WS: Deponent verbs Stage 32 WS: Mastering the meaning Stage 32 WS: A dinner invitation Stage 32 WS: sententias comple! Check for Learning Translate the last sentence containing a deponent verb in <i>cena Haterii</i> (pp.207-8). Preferred Resources <i>philosophia</i> (pp.210-1) About the language 2 (p.211) Stage 32 WS: Participle or gerundive? Stage 32 WS: A Stoic Story Check for Learning Translate the final sentence containing a gerundive of obligation in <i>philosophia</i> (pp.210-1). Preferred Resources About the language 3 (p.214) Stage 32 WS: What does the future hold? Check for Learning I can express one thing that is likely about to happen following the stories of stage 32. Preferred Resources Roman beliefs (pp.215-9) Stage 32 Culture Worksheet (via Ed Long) Check for Learning</p>	<ul style="list-style-type: none"> • <i>loquor, ingredior, conspicio, proficiscor, conor</i> • I speak, I enter, I see, I set out, I try <ul style="list-style-type: none"> • I must tell a story. <ul style="list-style-type: none"> • <i>portaturus</i> • <i>Jupiter, Juno, Minerva</i> <ul style="list-style-type: none"> • <i>Isis</i> • <i>Liber</i> • <i>Sol Invictus, Mithras, Mithraeum</i> <ul style="list-style-type: none"> • <i>horoscopos</i> • Stoicism, Epictetus <ul style="list-style-type: none"> • <i>feriae</i>
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Identify two different belief systems and tell how each addresses the hopes and fears of average Romans.

