

**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	Language Focus
1. I can identify the genitive case in a description of Alexandria from a Roman's point of view.	<ul style="list-style-type: none"> <li>• <i>puellae</i></li> <li>• <i>puellarum</i></li> </ul>
2. I can translate the genitive case in a story illustrating the tensions between Alexandrians and outsiders.	<ul style="list-style-type: none"> <li>• of the girl</li> <li>• of the girls</li> </ul>
3. I can explain how and why Alexandria became such an important location in the Roman Empire.	<ul style="list-style-type: none"> <li>• <i>Pharos</i></li> <li>• <i>Caesareum</i></li> <li>• <i>Museum</i></li> </ul>



**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.

<b>Quarter 1 Essential Question</b>	<b>Overall Performance Objective</b>
What was life like in Roman Alexandria?	I can compare my life to that of a resident of Alexandria.
<b>Stage 18 Performance Indicator</b>	<b>Stage 18 Performance Indicator Assessment</b>
I can describe the small-scale economic challenges faced by business owners in Alexandria from a fictional text.	Eutychus, the merchant (Stage 18 attainment test). Read the story and answer the questions about it in English, citing Latin support.

**Components of State Standards**

<b>Standard and Honors</b>	<b>Standard (in addition to the first column)</b>	<b>Honors (in addition to the first column)</b>
<b>Intermediate Range Learners:</b> CL.C4.1.IR.d analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language.	<b>Intermediate Low Learners recognize basic sentences to:</b> CL.C1.1.IL.a determine the basic purpose of a text.	<b>Intermediate Mid Learners begin to recognize connected sentences to:</b> CL.C1.1.IM.a identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.

<b>Learning Targets</b>	<b>Language Focus</b>
1. I can sort nouns by gender in a story about a shop that sells glass.	<ul style="list-style-type: none"> <li>• <i>rex</i></li> <li>• <i>puella</i></li> <li>• <i>donum</i></li> </ul>



2. I can categorize noun-adjective pairs by gender in a story about a corrupt businessman.	<ul style="list-style-type: none"> <li>• <i>rex bonus</i></li> <li>• <i>puella bona</i></li> <li>• <i>donum bonum</i></li> </ul>
3. I can elaborate on a figure from Alexandrian life with a relative clause that matches its gender.	<ul style="list-style-type: none"> <li>• a king who...</li> <li>• a girl who...</li> <li>• a gift which...</li> </ul>
4. I can describe the economy and political structure of Roman Alexandria.	<ul style="list-style-type: none"> <li>• <i>vitrum</i></li> <li>• <i>aureus</i></li> <li>• <i>via vitreariorum</i></li> <li>• <i>tabernarius</i></li> <li>• <i>lucrum</i></li> </ul>



**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	Language Focus
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.	<ul style="list-style-type: none"> <li>• <i>hic, haec, hoc</i></li> <li>• <i>ille, illa, illud</i></li> </ul>
2. I can translate sentences containing demonstrative pronouns in a story about a festival honoring Isis.	<ul style="list-style-type: none"> <li>• this/these</li> <li>• that/those</li> </ul>
3. I can translate commands to one or more people in a conversation about a parade honoring Isis.	<ul style="list-style-type: none"> <li>• Do it!</li> </ul>
4. I can translate prohibitions to one or more people in a conversation about a parade honoring Isis.	<ul style="list-style-type: none"> <li>• Don't do it!</li> </ul>
5. I can identify forms of direct address in a story about the price of ignoring bad omens.	<ul style="list-style-type: none"> <li>• <i>Quinte! Holconi! Galatea! cives!</i></li> </ul>
6. I can explain what made Isis so appealing to a Roman audience.	<ul style="list-style-type: none"> <li>• <i>sistrum</i></li> <li>• <i>cella</i></li> <li>• <i>Isiaci</i></li> <li>• <i>pompa</i></li> <li>• <i>dies festus</i></li> </ul>



**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	Language Focus
1. I can identify present participles in a story about an astrologer healing a wound.	<ul style="list-style-type: none"> <li>• <i>medicus ambulans</i></li> <li>• <i>medici ambulantes</i></li> </ul>
2. I can translate present participle phrases in two ways in a story about an astrologer healing a wound.	<ul style="list-style-type: none"> <li>• the doctor, walking</li> <li>• while the doctor is/was walking</li> </ul>
3. I can use pronouns to refer to people and objects from a story about a doctor healing a wound.	<ul style="list-style-type: none"> <li>• he, she, it, they, etc.</li> </ul>
4. I can list the medical and scientific discoveries of the Alexandrians that have impacted the world.	<ul style="list-style-type: none"> <li>• Eratosthenes</li> <li>• Euclid</li> <li>• Hero</li> <li>• Herophilus</li> <li>• Hippocrates</li> <li>• Hypatia</li> <li>• Maria Hebraea</li> </ul>





**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**

1. I can match perfect passive participles to the nouns they describe in a story about a king seeking medical advice.

**Language Focus**

- *faber laudatus*
- *fabri laudati*



<p>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.</p>	<ul style="list-style-type: none"> <li>• the craftsman having been praised</li> <li>• after the craftsman was/had been praised</li> </ul>
<p>3. I can identify the features that make Aquae Sulis one of the “wonders” of Roman Britain.</p>	<ul style="list-style-type: none"> <li>• <i>caldarium</i></li> <li>• <i>cella</i></li> <li>• <i>frigidarium</i></li> <li>• <i>haruspex</i></li> <li>• <i>Sulis Minerva</i></li> <li>• <i>tepidarium</i></li> </ul>



**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**

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

**Language Focus**

- *puer conspicatus*
- *pueri conspicati*



two ways in a dialogue that will demonstrate the importance of curses.	<ul style="list-style-type: none"> <li>the boy, having seen</li> <li>after the boy saw/had seen</li> </ul>
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.	<ul style="list-style-type: none"> <li><i>satis, nimium, plus, multum + pecuniae</i></li> <li><i>puella magnae virtutis</i></li> </ul>
4. I can explain the practical function of magic, curses, and superstitions for ancient peoples.	<ul style="list-style-type: none"> <li><i>defixiones</i></li> <li><i>bescu</i></li> <li><i>berebescu</i></li> <li><i>bazagra</i></li> <li><i>omina</i></li> </ul>



**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**

1. I can sort participles by type in a story about a state sacrifice.

**Language Focus**

- *amans, amantis*
- *amatus, -a, -um*
- *conspicatus, -a, -um*



2. I can compare the actions of two characters in a story about a state sacrifice using comparative adverbs.	<ul style="list-style-type: none"> <li>• <i>suavius</i></li> <li>• <i>tardius</i></li> <li>• <i>celerius</i></li> </ul>
3. I can describe the actions of a character in a story about a priest using superlative adverbs.	<ul style="list-style-type: none"> <li>• <i>suavissime</i></li> <li>• <i>tardissime</i></li> <li>• <i>celerrime</i></li> </ul>
4. I can identify features of the state religion that served to unify the empire under Rome's rule.	<ul style="list-style-type: none"> <li>• <i>numina</i></li> <li>• <i>vota</i></li> <li>• <i>Pontifex Maximus</i></li> <li>• <i>augures</i></li> <li>• <i>Jupiter, Juno, Minerva, Ceres, Apollo, Diana, Mars, Venus</i></li> </ul>



**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.

<b>Quarter 2 Essential Question</b>	<b>Overall Performance Objective</b>
What role did religion play in Roman Britain?	I can evaluate the role of religion and religious figures in Roman Britain.
<b>Stage 24 Performance Indicator</b>	<b>Stage 24 Performance Indicator Assessment</b>
I can identify words, phrases, high-frequency expressions, and some learned structures in a conversation between two travelers in Britain.	Unlucky Modestus (Stage 24 attainment test). Read the story and answer the questions about it, citing Latin evidence.

**Components of State Standards**

<b>Standard and Honors</b>	<b>Standard (in addition to the first column)</b>	<b>Honors (in addition to the first column)</b>
<p style="text-align: center;"><b>Intermediate Range Learners:</b></p> <p>CL.C2.2.IR.a identify and investigate the functions of tangible products of classical culture.</p> <p>CL.C4.1.IR.g compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.</p>	<p style="text-align: center;"><b>Intermediate Low Learners recognize basic sentences to:</b></p> <p>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.</p>	<p style="text-align: center;"><b>Intermediate Mid Learners begin to recognize connected sentences to:</b></p> <p>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.</p>

<b>Learning Targets</b>	<b>Language Focus</b>
1. I can translate clauses telling when	



something had happened in a story involving travel.	<ul style="list-style-type: none"> <li>• <i>cum advenisset</i></li> </ul>
2. I can translate clauses telling when something was happening.	<ul style="list-style-type: none"> <li>• <i>cum adveniret</i></li> </ul>
3. I can list ways in which the network of roads extended the civilization as well as the power of Rome.	<ul style="list-style-type: none"> <li>• <i>agger</i></li> <li>• <i>caupones</i></li> <li>• <i>cursus publicus</i></li> <li>• <i>diploma</i></li> <li>• <i>groma</i></li> <li>• <i>mansiones</i></li> <li>• <i>mutationes</i></li> <li>• <i>pavimentum</i></li> </ul>





**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**

1. I can describe the differences between direct and indirect questions in a story where soldiers interrogate a prisoner.

**Language Focus**

- Who heard the shout?
- The centurion did not know who had heard the shout.

2. I can translate imperfect subjunctive in a



story about soldiers following orders.	<ul style="list-style-type: none"> <li>• was/were carrying</li> </ul>
3. I can translate pluperfect subjunctive in a story about soldiers deserting their post.	<ul style="list-style-type: none"> <li>• had carried</li> </ul>
4. I can describe the life of a legionary soldier.	<ul style="list-style-type: none"> <li>• <i>exercitus</i></li> <li>• <i>miles</i></li> <li>• <i>inquisitio</i></li> <li>• <i>gladius, pugio, pilum</i></li> <li>• <i>scutum, lorica segmentata</i></li> <li>• <i>cingulum, caligae, vitis</i></li> <li>• <i>optio, signifer, tesserarius, primus pilus, praefectus castrorum</i></li> </ul>



**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**

1. I can identify clauses that indicate the

**Language Focus**



purpose of an action in a story about Agricola visiting a camp.	<ul style="list-style-type: none"> <li>• <i>ut audiret</i></li> </ul>
2. I can translate clauses that indicate the purpose of an action in a story about Agricola displaying leadership.	<ul style="list-style-type: none"> <li>• (in order) to hear</li> </ul>
3. I can identify the parts that make up a gerundive of obligation in a story about Agricola displaying leadership.	<ul style="list-style-type: none"> <li>• <i>Nobis currendum est.</i></li> </ul>
4. I can express what Agricola must do in a story where he has a disagreement with the emperor's agent.	<ul style="list-style-type: none"> <li>• We must run.</li> </ul>
5. I can list the steps of Agricola's advancement in the military and transition into politics.	<ul style="list-style-type: none"> <li>• <i>legatus</i></li> <li>• <i>tribunus</i></li> <li>• <i>propraetor</i></li> </ul>



**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**

1. I can describe the differences between direct

**Language Focus**



and indirect commands in short sentences about camp life.	<ul style="list-style-type: none"> <li>• Go back!</li> <li>• The commander ordered his soldiers to go back.</li> </ul>
2. I can identify the key elements of result clauses in a story about a camp granary.	<ul style="list-style-type: none"> <li>• <i>adeo/tam/tot/tantus...ut...</i></li> </ul>
3. I can translate result clauses in a story about the interactions between soldiers and civilians in a military fortress.	<ul style="list-style-type: none"> <li>• so much/so/so many...that...</li> </ul>
4. I can compare Roman military fortresses to civilian towns.	<ul style="list-style-type: none"> <li>• <i>principia</i></li> <li>• <i>praetorium, valetudinarium, horrea, basilica, sacellum, contubernium, domus urbana</i></li> <li>• <i>via praetoria, via principalis, via quintana</i></li> <li>• <i>vallum</i></li> <li>• <i>aquila, aquilifer</i></li> <li>• <i>vici</i></li> </ul>



**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

**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.



languages and describe how those differences affect the meaning of the text.		
Learning Targets	Language Focus	
1. I can translate words in the ablative case without a preposition in the will of a British king.	<ul style="list-style-type: none"> <li>• <i>vulnere, gladio, catenis</i></li> </ul>	
2. I can categorize expressions of time in a story about a Roman who deceives the British.	<ul style="list-style-type: none"> <li>• for (a time), in/on/at (a time)</li> </ul>	
3. I can use an impersonal verb to express an opinion about a figure from Roman Britain.	<ul style="list-style-type: none"> <li>• <i>placet, decet, taedet, oportet</i></li> </ul>	
4. I can list the evidence for our knowledge of Roman Britain.	<ul style="list-style-type: none"> <li>• literary</li> <li>• archaeological</li> <li>• inscriptional</li> </ul>	





**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.

<b>Quarter 4 Essential Question</b>	<b>Overall Performance Objective</b>
Who were the Romans?	I can compare my life to that of a Roman.
<b>Stage 29 Performance Indicator</b>	<b>Stage 29 Performance Indicator Assessment</b>
I can evaluate the importance of the Roman Forum to daily life from a text featuring it.	<i>In Rome</i> (Stage 29 attainment test). Read the story and answer the questions about it, citing Latin evidence.

**Components of State Standards**

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
<b>Intermediate Range Learners:</b> CL.C3.1.IR.a compare maps of the classical world to the modern world.	<b>Intermediate Low Learners recognize basic sentences to:</b> CL.C1.2.IL.c infer the meaning of unfamiliar vocabulary, based on knowledge of the target language.	<b>Intermediate Mid Learners begin to recognize connected sentences to:</b> 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	Language Focus
1. I can identify passive verbs in a story about	



a construction project near the Forum.	<ul style="list-style-type: none"> <li>• <i>portatur/portantur</i></li> <li>• <i>portabatur/portabantur</i></li> </ul>
2. I can translate present passive verbs in a story about Jews being held captive in the Forum.	<ul style="list-style-type: none"> <li>• is carried</li> </ul>
3. I can translate imperfect passive verbs in a story about Jews being held captive in the Forum.	<ul style="list-style-type: none"> <li>• was/were carried</li> </ul>
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.	<ul style="list-style-type: none"> <li>• <i>femina servum misit qui cibum emeret.</i></li> <li>• <i>locum quaerebamus ubi staremus.</i></li> </ul>
1. I can list features that made the Roman Forum the heart of Rome and the empire.	<ul style="list-style-type: none"> <li>• <i>Latini, Via Salaria, Cloaca Maxima</i> <ul style="list-style-type: none"> <li>• <i>Forum Romanum</i></li> <li>• <i>miliarium aureum</i> <ul style="list-style-type: none"> <li>• <i>curia</i></li> <li>• <i>rostra</i></li> </ul> </li> <li>• <i>Via Sacra</i></li> <li>• Masada</li> </ul> </li> </ul>



**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**

1. I can identify verbs made from the perfect participle in a story about a building contractor.

**Language Focus**

- *accusatus est/accusati sunt*
- *accusatus erat/accusati erant*



2. I can translate perfect passive verbs in a story about a building contractor.	<ul style="list-style-type: none"> <li>• has/have been accused</li> </ul>
3. I can translate pluperfect passive verbs in a story about a crane.	<ul style="list-style-type: none"> <li>• had been accused</li> </ul>
4. I can list the Romans' key contributions to modern engineering.	<ul style="list-style-type: none"> <li>• <i>opus caementicum</i> <ul style="list-style-type: none"> <li>• <i>insulae</i></li> </ul> </li> <li>• <i>urbem latericiam accepi, marmoream reliqui</i></li> </ul>



**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**

1. I can identify the ablative absolute in a story

**Language Focus**



portraying city life.	<ul style="list-style-type: none"> <li>• <i>vulnere, gladio, catenis</i></li> </ul>
2. I can translate the ablative absolute in a story about the patronage system.	<ul style="list-style-type: none"> <li>• for (a time), in/on/at (a time)</li> </ul>
3. I can translate <i>ne</i> in a purpose clause in a story about the patronage system.	<ul style="list-style-type: none"> <li>• not to</li> </ul>
4. I can express a negative indirect command based on a story about the patronage system.	<ul style="list-style-type: none"> <li>• in order not to</li> </ul>
1. I can describe the function that the patron-client relationship served in Roman society.	<ul style="list-style-type: none"> <li>• <i>emporia, horrea</i></li> <li>• <i>insula Tiberina</i> <ul style="list-style-type: none"> <li>• <i>rostrum</i></li> <li>• <i>insulae</i></li> </ul> </li> <li>• <i>Cloaca Maxima</i></li> <li>• <i>patronus, salutatio, sportula</i> <ul style="list-style-type: none"> <li>• <i>Caesarem iam salutari</i></li> </ul> </li> <li>• <i>equites, plebs, plebicula</i></li> </ul>



**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.IL.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**

1. I can identify deponent verbs in a story

**Language Focus**



about a philosopher.	<ul style="list-style-type: none"> <li>• <i>loquor, ingredior, conspicio, proficiscor, conor</i></li> </ul>
2. I can translate deponent verbs in a story about a philosopher.	<ul style="list-style-type: none"> <li>• I speak, I enter, I see, I set out, I try</li> </ul>
3. I can translate more uses of the gerundive obligation in a story about a philosopher.	<ul style="list-style-type: none"> <li>• I must tell a story.</li> </ul>
4. I can express one thing that is likely about to happen following the stories about a philosopher.	<ul style="list-style-type: none"> <li>• <i>portaturus</i></li> </ul>
5. I can discuss what the patchwork of different belief systems tell us about the hopes and fears of average Romans.	<ul style="list-style-type: none"> <li>• <i>Jupiter, Juno, Minerva</i> <ul style="list-style-type: none"> <li>• <i>Isis</i></li> <li>• <i>Liber</i></li> </ul> </li> <li>• <i>Sol Invictus, Mithras, Mithraeum</i> <ul style="list-style-type: none"> <li>• <i>horoscopus</i></li> </ul> </li> <li>• Stoicism, Epictetus <ul style="list-style-type: none"> <li>• <i>feriae</i></li> </ul> </li> </ul>

