

Latin II Essential Units of Study

I. Stages 19-22

Grammatical: Perfect Passive and Perfect Active Participles; Superlative Adverbs; Genitive of Description; Verbs with the Infinitive

Cultural: Roman Baths in Bath; Personal Curse Tablets

“I can...”

- Engage with other students in *straightforward** *interpersonal* exchanges by *expressing what others need to do* using positive and negative commands; *asking questions* and *responding to questions* using varying verb forms as well as nouns and adjectives varying in case, gender, and declension; and exchange personal opinions using a variety of verb, noun, and adjective forms. In pre-AP,* I can combine such advanced grammar constructions and phrases which I have heard and encountered to express new ideas.
- *Interpret* various texts in Latin that use regular and irregular present and past tense verbs, present and perfect participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as participles, the genitive of description, superlative adverbs, and verbs with the infinitive; *demonstrate meaningful understanding and** *identify the main theme and supporting details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations analyzing and* using context; identify and make insightful* connections to the *cultural practices* of the Roman baths in Bath, personal curse tablets, and other topics being presented in a story or exchange. In pre-AP,* I can read advanced texts and *connected statements*, developing meaningful and insightful understanding of the situational and cultural context.
- *Describe people, objects, and situations* using a variety of regular and irregular non-perfect and perfect verb tenses, present and perfect participles, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*. In pre-AP,* I

can use varied vocabulary and grammar to express thorough descriptions that can be easily *understood by sympathetic listeners*.

- *Express opinions and preferences* using varied verb tenses, participles, infinitives, and clauses *in compositions and presentations*. In pre-AP,* I can use phrases which I have already heard and encountered to communicate opinions and preferences with greater complexity.

II. **Stages 23-25**

Grammatical: Comparison in Adverbs; Increased Incidence of Neuter Nouns; Gender and Agreement in Participles; Imperfect and Perfect Subjunctive; “Cum” Clauses; Indirect Question

Cultural: Roman Military; Roman State Religion

“I can...”

- Engage with other students in *straightforward* interpersonal* exchanges by *expressing what others need to or should do* using positive and negative commands as well as imperfect and perfect subjunctive verbs; *asking questions* directly or indirectly with subjunctives and *responding to questions* using varying verb forms and adverbs of different degrees, as well as nouns and adjectives varying in case, gender, and declension; and exchange personal opinions using a variety of verb, noun, and adjective forms. In pre-AP,* I can combine such advanced grammar constructions and phrases which I have heard and encountered to express new ideas.
- *Interpret* various texts in Latin that use verbs of different tenses and mood, present and perfect participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as agreement of participles, “cum” clauses, indirect questions, and use of the subjunctive; *demonstrate meaningful understanding and* identify the main theme and supporting details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations analyzing and* using context; identify and make insightful* connections to

the *cultural practices* of the Roman military, state religion, and other topics being presented in a story or exchange. In pre-AP,* I can read advanced texts and *connected statements*, developing meaningful and insightful understanding of the situational and cultural context.

- *Describe people, objects, and situations* using verbs of various tense and mood, present and perfect participles, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*. In pre-AP,* I can use varied vocabulary and grammar to express thorough descriptions that can be easily *understood by sympathetic listeners*.
- *Express opinions and preferences* using varied verb tenses, subjunctive verbs, participles, infinitives, and clauses *in compositions and presentations*. In pre-AP,* I can use phrases which I have already heard and encountered to communicate opinions and preferences with greater complexity.

III. Stages 26-28

Grammatical: Purpose and Result Clauses; Indirect Command; Gerundive of Obligation; Accusative and Ablative Time Constructions; Ablative without a Preposition; Subordinate Clauses; Impersonal Verbs

Cultural: Roman Army Camp; Organization of Roman Army; Archaeology of Roman Britain

“I can...”

- Engage with other students in *straightforward* interpersonal* exchanges by *expressing what others need to or should do* using positive and negative commands as well as indirect commands and gerundive of obligation; *asking questions* directly or indirectly with subjunctives and *responding to questions* using varying verb forms and adverbs of different degrees, as well as nouns and adjectives varying in case, gender, and declension; and exchange personal opinions using a variety of verb, noun, adverb, and

adjective forms. In pre-AP,* I can combine such advanced grammar constructions and phrases which I have heard and encountered to express new ideas.

- *Interpret* various texts in Latin that use verbs of different tenses and mood, present and perfect participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as impersonal verbs, gerundive of obligation, purpose and result clauses, time constructions, and use of the ablative without a preposition; *demonstrate meaningful understanding and* identify the main theme and supporting details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations analyzing and* using context; identify and make insightful* connections to the *cultural practices* of the Roman army, archaeology of Roman Britain, and other topics being presented in a story or exchange. In pre-AP,* I can read advanced texts and *connected statements*, developing meaningful and insightful understanding of the situational and cultural context.
- *Describe people, objects, and situations* using verbs of various tense and mood, some gerundive forms, present and perfect participles, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*. In pre-AP,* I can use varied vocabulary and grammar to express thorough descriptions that can be easily *understood by sympathetic listeners*.
- *Express opinions and preferences* using varied verb tenses, subjunctive verbs, participles, impersonal verbs, infinitives, and clauses *in compositions and presentations*. In pre-AP,* I can use phrases which I have already heard and encountered to communicate opinions and preferences with greater complexity.

IV. Stages 29-30

Grammatical: Passive Voice (Present, Imperfect, Perfect, Pluperfect); Purpose Clauses with Ubi, Qui, Ne; Negative Indirect Command; Nesting and Stringing of Subordinate Clauses; Ablative of Respect

Cultural: Roman Engineering; Ancient Rome and the Roman Forum;
Rome and Judea

“I can...”

- Engage with other students in *straightforward* interpersonal* exchanges by *expressing what others need to or should do* using positive and negative commands as well as positive or negative indirect commands and gerundive of obligation; *asking questions* directly or indirectly with subjunctives and *responding to questions* using varying verb forms and adverbs of different degrees, as well as nouns and adjectives varying in case, gender, and declension; and exchange personal opinions using a variety of verb, noun, adverb, and adjective forms. In pre-AP,* I can combine such advanced grammar constructions and phrases which I have heard and encountered to express new ideas.
- *Interpret* various texts in Latin that use verbs of different tenses, voice, and mood, present and perfect participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as the stringing of subordinate clauses, passive voice, purpose clauses with “ubi,” “qui,” and “ne,” time constructions, and the ablative of respect; *develop meaningful understanding and* identify the main theme and supporting details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations analyzing and* using context; identify and make insightful* connections to the *cultural practices* of Roman engineering, ancient Rome and the Forum, and other topics being presented in a story or exchange. In pre-AP,* I can read advanced texts and *connected statements*, developing meaningful and insightful understanding of the situational and cultural context.
- *Describe people, objects, and situations* using verbs of various tense and mood, some gerundive forms, present and perfect participles, advanced clauses, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*. In pre-AP,* I can use varied vocabulary and grammar to express thorough descriptions that can be easily *understood by sympathetic listeners*.

- *Express opinions and preferences* using varied verb tenses, subjunctive verbs, participles, impersonal verbs, infinitives, and clauses *in compositions and presentations*. In pre-AP,* I can use phrases which I have already heard and encountered to communicate opinions and preferences with greater complexity.

V. **Stages 31-32**

Grammatical: Ablatives Absolute; Negative Subjunctive Clauses; Deponent Verbs; Compound Verbs; Future Active Participles; Ablative of Description

Cultural: Life in the City of Ancient Rome; Religions of Ancient Mediterranean

“I can...”

- Engage with other students in *straightforward* interpersonal* exchanges by *expressing what others need to or should do* using positive and negative commands as well as positive or negative indirect commands and gerundive of obligation; *asking questions* directly or indirectly with subjunctives and *responding to questions* using varying verb forms and adverbs of different degrees, as well as nouns and adjectives varying in case, gender, and declension; and exchange personal opinions using a variety of verb, noun, adverb, and adjective forms. In pre-AP,* I can combine such advanced grammar constructions and phrases which I have heard and encountered to express new ideas.
- *Interpret* various texts in Latin that use verbs of different tenses, voice, and mood, present, perfect, and future participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as deponent verbs, ablatives absolute, future active participles, negative subjunctive clauses, and the ablative of description; *develop meaningful understanding and* identify the main theme and supporting details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations analyzing and* using context; identify and make insightful* connections to the *cultural*

practices of life in the city of ancient Rome, religions of the ancient Mediterranean, and other topics being presented in a story or exchange. In pre-AP,* I can read advanced texts and *connected statements*, developing meaningful and insightful understanding of the situational and cultural context.

- *Describe people, objects, and situations* using verbs of various tense and mood, gerundive forms, present, perfect, and future participles, advanced clauses, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*. In pre-AP,* I can use varied vocabulary and grammar to express thorough descriptions that can be easily *understood by sympathetic listeners*.
- *Express opinions and preferences* using varied verb tenses, subjunctive verbs, participles, impersonal verbs, infinitives, and clauses *in compositions and presentations*. In pre-AP,* I can use phrases which I have already heard and encountered to communicate opinions and preferences with greater complexity.

VI. **Stages 33-34**

Grammatical: Future and Future Perfect Active Indicative; Future of “Sum”; Present Passive Infinitive; Future Passive Indicative; Diminutives

Cultural: Freedmen, Freedwomen; Roman Entertainment

“I can...”

- Engage with other students in *straightforward* interpersonal* exchanges by *expressing what others need to or should do* using positive and negative commands as well as positive or negative indirect commands and gerundive of obligation; *asking questions* directly or indirectly with subjunctives and *responding to questions* using varying verb forms (including future tenses) and adverbs of different degrees, as well as nouns and adjectives varying in case, gender, and declension; and exchange personal opinions using a variety of verb, noun, adverb, and adjective forms. In pre-AP,* I can combine such advanced grammar constructions and phrases which I have heard and encountered to express new ideas.

- *Interpret* various texts in Latin that use verbs of different tenses, voice, and mood, present, perfect, and future participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as future and future perfect verbs, passive infinitives, and diminutives; *develop meaningful understanding and* identify the main theme and supporting details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations analyzing and* using context; identify and make insightful* connections to the *cultural practices* of freedmen, Roman entertainment, and other topics being presented in a story or exchange. In pre-AP,* I can read advanced texts and *connected statements*, developing meaningful and insightful understanding of the situational and cultural context.
- *Describe people, objects, and situations* using verbs of various tense and mood, gerundive forms, present, perfect, and future participles, advanced clauses, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*. In pre-AP,* I can use varied vocabulary and grammar to express thorough descriptions that can be easily *understood by sympathetic listeners*.
- *Express opinions and preferences* using varied verb tenses, subjunctive verbs, participles, impersonal verbs, infinitives, and clauses *in compositions and presentations*. In pre-AP,* I can use phrases which I have already heard and encountered to communicate opinions and preferences with greater complexity.