

A Correlation of



To the

**Florida Department of Education
Instructional Materials Correlation
Latin 2 / Course 0706310**

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS/BENCHMARKS

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.	SE: Students compare image 93, with quote 95; Audio Online within Interactive Textbook, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.

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WL.K12.II.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	SE: Readings, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 199–200, 213–214, 225–226, 255–256, 267–268, 277–278, 287, 295–296; <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Students socialize and talk during banquet, 84; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
LAFS.910.SL.1.1a:	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research Internet for images of Roman baths, 248; Research and present report on emperor, 300
LAFS.910.SL.1.1b:	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Write skits, commercials, newscasts, or poems to share, 84; Students socialize and talk during banquet, 84; Discuss use of Roman numerals today, 173; Coming of age ceremony, 392

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LAFS.910.SL.1.1c:	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Students socialize and talk during banquet, 84; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
LAFS.910.SL.1.1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Students socialize and talk during banquet, 84; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.	SE: <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.	SE: Vocabulary, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with vocabulary. Activities include oral vocabulary games, deducing meaning notes, and explanations of word families. For examples, see the following pages: 3, 14, 15, 40, 89, 152, 172, 205, 239, 336, 376, and 435.

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LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	TG: Write skits, commercials, newscasts, or poems to share, 84; Research and present report on emperor, 300
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Write skits, commercials, newscasts, or poems to share, 84; Students socialize and talk during banquet, 84; Discuss use of Roman numerals today, 173; Coming of age ceremony, 392
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.	TG: Write skits, commercials, newscasts, or poems to share, 84; Research and present report on emperor, 300
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.	TG: Follow authentic recipes, 84; Keep file of Latin legal terms, 128; Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Create Latin phrase book, 154
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.	TG: Write skits, commercials, newscasts, or poems to share, 84; Write a letter describing their own education, 176; Reflective journal entry as gladiator, 334
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write a letter describing their own education, 176; Reflective journal entry as gladiator, 334

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WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Students socialize and talk during banquet, 84; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.	SE: Latin in the Law, 84–85; Latin in Medicine, 140–141; also see: Multicultural Origins of Medicine, 316–317; Multicultural Spread of Roman Law, 318–321; Roman Architecture in America, 321–322 TG: Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write a letter describing their own education, 176
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Research Internet for images of Roman baths, 248; Research and present report on emperor, 300
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).	TG: Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research Internet for images of Roman baths, 248; Research and present report on emperor, 300
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	TG: Write skits, commercials, newscasts, or poems to share, 84; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Write journal entry from perspective of a slave, 261; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one’s own and others’ ways of thinking.	SE: Multicultural Origins of Medicine, 316–317; Multicultural Spread of Roman Law, 318–321; Roman Architecture in America, 321–322 TG: Compare Roman to American education, 154; Discuss use of Roman numerals today, 173; Write a letter describing their own education, 176

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WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	SE: Dinner Preparations, 39–48; At Dinner, 49–60; Crime, 71–86; Off to School, 97–108; At the Baths, 163–174; Looking Forward to the Games, 213–222; A Day at the Colosseum, 223–238; Marcus Comes of Age, 265–276; Cornelia’s Wedding, 285–292; A Sad Occasion, 293–303 TG: Compare Roman to American education, 154; Discuss use of Roman numerals today, 173; Write a letter describing their own education, 176
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	SE: History, 26–29, 78–81, 124–128, 207–211, 245–247, 272–273; Latin in the Law, 84–85; Latin in Medicine, 140–141; also see: Multicultural Origins of Medicine, 316–317; Multicultural Spread of Roman Law, 318–321; Roman Architecture in America, 321–322 TG: Compare Roman to American education, 154; Discuss use of Roman numerals today, 173; Research and present report on emperor, 300
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	SE: Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 6–7, 9, 27, 28, 39, 45, 58, 64, 78, 81, 93, 110, 124, 127, 129, 138, 179, 181, 187, 209, 210, 211, 223, 262, 272, 281, 282, 284, 291, 313, 314, 317 TG: Follow authentic recipes, 84; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write cardinal and ordinal numbers, 173; Discuss use of Roman numerals today, 173; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.	SE: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; Readings, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 199–200, 213–214, 225–226, 255–256, 267–268, 277–278, 287, 295–296

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WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.	SE: The following pages may be used in preparation to meet this benchmark: Audio Online within Interactive Textbook, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.

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WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.	SE: Audio Online within Interactive Textbook, 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296 TG: Check media for use of legal maxims, 130; Research Internet for images of Roman baths, 248; Research and present report on emperor, 300
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	SE: The following pages may be used in preparation to meet this benchmark: Audio Online within Interactive Textbook, 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296 TG: The Teacher's Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.	SE: Respondē Latīnē, 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296 TG: The Teacher's Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	SE: Readings, 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 199-200, 213-214, 225-226, 255-256, 267-268, 277-278, 287, 295-296; Original Texts, 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303

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WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	SE: <i>Pyramus and Thisbe</i> , 181–183; Poems and rhymes, 203–205, 236, 290–292, 300–303; <i>Androcles and the Lion</i> , 239–240 TG: Write skits, commercials, newscasts, or poems to share, 84; Create Latin mural telling story of Trojan War with captions, 162
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.	SE: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303 TG: Create Latin phrase book, 154
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Students socialize and talk during banquet, 84; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Students socialize and talk during banquet, 84; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.	SE: Fire!, 21–25; Deadly Struggles Within the Roman Republic, 26–29; Crime, 71–72; Cicero, Caesar, and the Collapse of the Republic, 78–81; Stop, Thief!, 175–180 TG: Compare Roman to American education, 154; Write a letter describing their own education, 176; Write journal entry from perspective of a slave, 261; Reflective journal entry as gladiator, 334
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.	SE: <i>Pyramus and Thisbe</i> , 181–183; Poems and rhymes, 203–205, 236, 290–292, 300–303; <i>Androcles and the Lion</i> , 239–240 TG: Create Latin mural telling story of Trojan War with captions, 162
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Research and present report on emperor, 300

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WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.	SE: <i>Pyramus and Thisbe</i> , 181–183; Poems and rhymes, 203–205, 236, 290–292, 300–303; <i>Androcles and the Lion</i> , 239–240 TG: Create Latin mural telling story of Trojan War with captions, 162
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.	SE: The following pages may be used in preparation to meet this benchmark: <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240 TG: Create Latin mural telling story of Trojan War with captions, 162; Write journal entry from perspective of a slave, 261; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; Frontier Life, 95, 147, 247 TG: Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	TG: Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research Internet for images of Roman baths, 248; Research and present report on emperor, 300
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Create Latin mural telling story of Trojan War with captions, 162; Write journal entry from perspective of a slave, 261; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334

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WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Create Latin mural telling story of Trojan War with captions, 162; Write journal entry from perspective of a slave, 261; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	SE: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; also see: Questions for Discussion: History, 29, 81, 128, 211, 247, 273
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.	SE: <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240 TG: Create Latin mural telling story of Trojan War with captions, 162; Write journal entry from perspective of a slave, 261; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	SE: The Latin texts in <i>Ecce Romani II</i> recount the everyday activities of a Roman family. Students learn about patterns of behavior and social interaction in various settings through these stories. For examples, see the following: <i>A Letter</i> , 87–88; <i>Off to School</i> , 97–98; <i>The Lessons Begin</i> , 109–110; <i>To Father from Sextus</i> , 131–132; <i>Dramatic News</i> , 143; <i>A Rainy Day</i> , 199–200; <i>Looking Forward to the Games</i> , 213–214; <i>A Sad Occasion</i> , 295–296 TG: Create Latin phrase book, 154; Compare Roman to American education, 154; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248; Write journal entry from perspective of a slave, 261; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392

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WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.	SE: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Follow authentic recipes, 84; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write cardinal and ordinal numbers, 173; Discuss use of Roman numerals today, 173; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.	SE: Latin in the Law, 84–85; Latin in Medicine, 140–141; also see: Multicultural Origins of Medicine, 316–317; Multicultural Spread of Roman Law, 318–321; Roman Architecture in America, 321–322; <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 6–7, 9, 27, 28, 39, 45, 58, 64, 78, 81, 93, 110, 124, 127, 129, 138, 179, 181, 187, 209, 210, 211, 223, 262, 272, 281, 282, 284, 291, 313, 314, 317 TG: Follow authentic recipes, 84; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write cardinal and ordinal numbers, 173; Discuss use of Roman numerals today, 173; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	SE: Latin in the Law, 84–85; Latin in Medicine, 140–141; also see: Multicultural Origins of Medicine, 316–317; Multicultural Spread of Roman Law, 318–321; Roman Architecture in America, 321–322 TG: Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173; Write a letter describing their own education, 176

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WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.	SE: Vocabulary list, 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296; Forms & Building the Meaning, 4, 5-6, 13-14, 14-15, 18-19, 23, 33, 34-36, 36-38, 42-43, 50-51, 64-65, 65-67, 72-73, 74-75, 88-90, 91-92, 98-100, 111-112, 118-122, 132, 133-134, 135, 144, 151-152, 153-154, 166-167, 168-169, 176-178, 184-186, 200-202, 206, 214-216, 221-222, 226-227, 231, 240-242, 256-257, 257-258, 260-261, 268-270, 278-280, 288-289, 296-298 TG: Follow authentic recipes, 84; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write cardinal and ordinal numbers, 173; Discuss use of Roman numerals today, 173; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.	SE: Respondē Latīnē, 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296; also see: Questions for Discussion: History, 29, 81, 128, 211, 247, 273 TG: Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write cardinal and ordinal numbers, 173; Discuss use of Roman numerals today, 173; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.	SE: Forms & Building the Meaning, 4, 5-6, 13-14, 14-15, 18-19, 23, 33, 34-36, 36-38, 42-43, 50-51, 64-65, 65-67, 72-73, 74-75, 88-90, 91-92, 98-100, 111-112, 118-122, 132, 133-134, 135, 144, 151-152, 153-154, 166-167, 168-169, 176-178, 184-186, 200-202, 206, 214-216, 221-222, 226-227, 231, 240-242, 256-257, 257-258, 260-261, 268-270, 278-280, 288-289, 296-298 TG: Keep file of Latin legal terms, 128; Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130

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WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.	SE: The following pages may be used in preparation to meet this benchmark: Audio Online within Interactive Textbook, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
LAFS.910.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .	SE: The following pages may be used in preparation to meet this benchmark: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write advertising brochures for Roman baths, 247
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	SE: The following pages may be used in preparation to meet this benchmark: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write advertising brochures for Roman baths, 247
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	SE: The following pages may be used in preparation to meet this benchmark: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write advertising brochures for Roman baths, 247

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LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE: The following pages may be used in preparation to meet this benchmark: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write advertising brochures for Roman baths, 247
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: The following pages may be used in preparation to meet this benchmark: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write advertising brochures for Roman baths, 247
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.	SE: Questions for Discussion: 81, 128; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Write skits, commercials, newscasts, or poems to share, 84; Write advertising brochures for Roman baths, 247
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300

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LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE: Questions for Discussion: History, 29, 81, 128, 211, 247, 273; also see: Respondē Latīnē, 3, 11, 21–22, 31–32, 41–42, 49–50, 63, 71–72, 87–88, 97–98, 109–110, 117–118, 131–132, 143, 149–150, 165–166, 175–176, 183–184, 199–200, 213–214, 225–226, 239–240, 255–256, 267–268, 277–278, 287, 295–296 TG: Research and present report on emperor, 300