

Subject Area: Foreign Language
 Textbook Title: Cambridge Latin Course Unit 1 (0521 78228-7)
 Publisher: Cambridge University Press

State Funded Course: 61.03800 Latin Grade 7; 61.03900 Latin Grade 8; 61.04100 Latin 1
 Note: Unit 1 (Latin 1A) is used as the **first half of Latin I**

Objective	Component	Where Taught
1	Reads aloud short Latin passages using acceptable pronunciation. Discriminates among and imitates Latin vowel sounds, consonant sounds, diphthong sounds, stressed and unstressed syllables, and phrasing of continuous Latin passages.	Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audio cassette / CD. Focused practice that teaches and promotes discrimination are found in the illustrated model sentences, pp. 2-6, 20-23, 52-56, 70-73, 88-89, 104-105, 122-124, 142-144, 162-165, 182-183, 202-204.
2	Reads aloud short Latin passages using acceptable pronunciation. Reads orally simple Latin passages compatible with Level 1 texts.	Students should read aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions e.g. pp. 24, 25, 36, 38, 40, 57, 58, 77, 92, 106, 108, 114, 131, 146, 149-150, 152, 162-165, 166, 168, 172, 182-183, 184, 185, 188-190, 202-204, 206, 208, 209, 210.
3	Reads Latin with comprehension. Answers questions about the content of Latin passage.	Roman daily life, routine, and attitudes: Stage 1, p. 9; Stage 2, pp. 27-28; Stage 7 p. 112; Life in town and civic duties: Stage 3, pp. 39, 42; Stage 4, pp. 60-61; Stage 9, pp. 147, 151; Stage 11, pp. 192-193; Entertainment and public spectacles: Stage 5, pp. 79-80; Stage 8, pp. 129, 133; Slavery and freedom: Stage 6, pp. 95-96; Roman education and skills: Stage 10, pp. 173, 174; Significant historical events: Stage 12, pp. 207, 214-215
4	Reads Latin with comprehension. Expresses accurate English interpretation of simple translation passages.	Specific translation exercises: contextualized sentences found in the <i>Practicing the Language</i> sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215; opportunities for translation (methods discussed in the Teacher’s Manual) in opening contextualized model sentences and reading passages pp. 2-7, 20-25, 36-40, 70-77, 88-92, 108-114, 122-131, 142-152, 162-172
5	Writes in Latin. Writes familiar words, phrases, and sentences with correct spelling and manipulates simple and familiar passages.	sentence captions for the model illustrations pp. 2-6, 20-23, 52-56, 70-73, 88-89, 104-105, 122-124, 142-144, 162-165, 182-183, 202-204; sentences that demonstrate control of vocabulary and syntax pp. 9, 27, 42, 60, 79, 95-96, 112, 133, 151, 174, 192, 214-215; respond to selected questions by writing the phrases and/or sentences from the reading passages pp. 39, 96, 129, 147, 173, 207.

6	<p>Shows an understanding of the influence of the ancient Roman civilization upon other civilizations. Identifies important towns and cities and topographical features of Italy.</p>	<p>In Unit 1 the geography of the Roman Empire, for the purposes of focusing developing Latin reading skill in a consistent context, is focused on the region and city of Pompeii, pp. 10, 43-47, 216-220.</p>
7	<p>Shows an understanding of the influence of the ancient Roman civilization upon other civilizations. Identifies and discusses the major Roman deities and their Greek counterparts plus associated myths.</p>	<p>Such figures are connected to the products and perspectives of the theme of the Stage in which the reference occurs, e.g. pp. 50, 64-65, 80, 118, 120, 173</p>
8	<p>Shows an understanding of the influence of the ancient Roman civilization upon other civilizations. Identifies and analyzes aspects of Roman family life and customs, religious practices, education, architecture, entertainment habits and, where appropriate, the contributions to other civilizations.</p>	<p>Each Stage (a) opens with line drawings that depict the Romans engaging in culturally authentic activities, then includes these practices in the ongoing story line in Latin, and (b) ends with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices. See: Home life and daily routine in Stages 1 and 2: (a) 3-7, 20-25 (b) 13-15, 34-36 Economic life and slavery in Stages 3 and 6: (a) 36-40, 88-92 (b) 43-47, 97-100 Education and life skills in Stage 10: (a) 162-172 (b) 175-178 Dealing with death in Stage 7: (a) 108-114 (b) 115-118 Theater and performance arts in Stage 5: (a) 70-77 (b) 81-84 Public gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138 Socializing in the public baths in Stage 9: (a) 142-152 (b) 154-158 In addition, students are invited to reflect on Roman practices by comparing them with those of the Greeks (pp. 162-169) and other Mediterranean cultures of the classical period (pp. 12, 45, 97, 99).</p>
9	<p>Shows knowledge of the influence of the Latin language on English. Uses knowledge of Latin word elements to determine the meaning of unfamiliar English words.</p>	<p>Each Stage provides a <i>Word Study</i> section in which Latin roots, prefixes, and suffixes are connected to English vocabulary, e.g. pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221</p>
10	<p>Shows knowledge of the influence of the Latin language on English. Recognizes the meaning of Latin mottoes, quotations, and abbreviations commonly used in English.</p>	<p>p. 32; A.D. (passim); (Teacher's Manual pp. 23, 40, 51, 56, 67, 72, 77, 86, 90)</p>

Subject Area: Foreign Language
 Textbook Title: Cambridge Latin Course Unit 2 (0521 78229-5)
 Publisher: Cambridge University Press

State Funded Course: 61.03900 Latin Grade 8; 61.04100 Latin 1
 Note: Unit 2 (Latin 1B) is used as the **second half of Latin I**

Objective	Component	Where Taught
1	Reads aloud short Latin passages using acceptable pronunciation. Discriminates among and imitates Latin vowel sounds, consonant sounds, diphthong sounds, stressed and unstressed syllables, and phrasing of continuous Latin passages.	Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audio cassette / CD. Focused practice that teaches and promotes discrimination are found in the illustrated model sentences, pp. 2-4, 28-29, 52-53, 72-73, 92-93, 138-139, 162
2	Reads aloud short Latin passages using acceptable pronunciation. Reads orally simple Latin passages compatible with Level 1 texts.	Students should read aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions e.g. pp. 5, 8-9, 13-14, 28-29, 30, 32-33, 36-37, 39, 41-42, 54-55, 74-76, 79, 94-95, 98, 116-117, 123-124, 141-142, 145-146, 149-150, 163-165, 175. participate in dialogues and/or parallel statements such as modeled pp. 24, 57, 58, 77,108, 114, 152, 172, 182-183, 184, 185, 188-190, 202-204, 206, 208, 209, 210
3	Reads Latin with comprehension. Answers questions about the content of Latin passage.	Roman daily life, routine, economics, and attitudes both in Roman provinces and Rome itself, Stage 13, pp. 10, 15-16; Stage 14, p. 37, 39, 43; Stage 17 pp. 96,102-103; Politics and government: Stage 15, p. 57, 63; Stage 16, pp. 77, 81-82; Beliefs and religion: Stage 15, p. 57, 63; Stage 17, pp. 96, 102-103; Stage 19, pp. 143,152-153; Medicine, science, craftsmanship: Stage 18, pp. 121,125-126; Stage 20, pp. 169, 173,174-175
4	Reads Latin with comprehension. Expresses accurate English interpretation of simple translation passages.	Specific translation exercises: contextualized sentences found in the <i>Practicing the Language</i> sections pp. pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175; opportunities for translation (methods discussed in the Teacher’s Manual) in opening contextualized model sentences and reading passages pp. 2-4, 5, 7-9, 28-29, 30-33, 36-37, 39, 41-42, 52-53, 54-57, 60-62, 72-73, 74-77, 79, 92-93, 94-96, 98-101, 114-117, 120-121, 123-124, 138-139, 140-143, 145-146, 148-150, 162, 163-165, 167-169, 171-173
5	Writes in Latin. Writes familiar words, phrases, and sentences with correct spelling and manipulates simple and familiar passages.	sentence captions for the model illustrations pp. 2-4, 28-29, 52-53, 72-73, 92-93, 138-139, 162; sentences that demonstrate control of vocabulary and syntax pp15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175; respond to selected questions by writing the phrases and/or sentences from the reading passages pp. 10, 37, 39, 57, 77, 96, 121, 143, 169, 173

6	<p>Shows an understanding of the influence of the ancient Roman civilization upon other civilizations. Identifies important towns and cities and topographical features of Italy.</p>	<p>In Unit 2 the geography of the Roman Empire, for the purposes of focusing developing Latin reading skill in a consistent context, is focused on Roman Britain and Alexandria, pp. 17-19, 22, 104-107, 131-133.</p>
7	<p>Shows an understanding of the influence of the ancient Roman civilization upon other civilizations. Identifies and discusses the major Roman deities and their Greek counterparts plus associated myths.</p>	<p>Such figures are connected to the products and perspectives of the theme of the Stage in which the reference occurs, e.g. pp. 66, 67, 111, 119, 133, 137, 141, 151, 153, 154-158</p>
8	<p>Shows an understanding of the influence of the ancient Roman civilization upon other civilizations. Identifies and analyzes aspects of Roman family life and customs, religious practices, education, architecture, entertainment habits and, where appropriate, the contributions to other civilizations.</p>	<p>Students gain awareness of the thoughts and typical activities of the Romans as they read contextualized Latin in the opening pages of each Stage, entering into the world of the Romans as they do so, and then reflect further on what they have experienced by reading the cultural section written in English. See: Daily life, routine, economics, and attitudes both in Roman provinces and Rome itself, pp. 2-4, 5-14, 17-21, 28-29, 30-42, 44-45, 47-48, 92-93, 94-101, 104-110, 131-133, 172-173; Civic life and politics, pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88; Beliefs and religion, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158; Beliefs and uses of science and medicine, pp. 108, 162-172, 176-180 Funeral games pp. 60-62 Cult of the emperor pp. 93, 98-99</p>
9	<p>Shows knowledge of the influence of the Latin language on English. Uses knowledge of Latin word elements to determine the meaning of unfamiliar English words.</p>	<p>Each Stage provides a <i>Word Study</i> section in which Latin roots, prefixes, and suffixes are connected to English vocabulary, e.g. pp. 25, 49, 69, 89, 111, 135, 159, 181</p>
10	<p>Shows knowledge of the influence of the Latin language on English. Recognizes the meaning of Latin mottoes, quotations, and abbreviations commonly used in English.</p>	<p>A.D. (passim); (Omnibus Workbook pp. 20, 51, 69, 80); (Teacher's Manual pp. 18, 26, 33, 41-42, 49, 57, 66-67, 73)</p>

Subject Area: Foreign Language
 Textbook Title: Cambridge Latin Course Unit 3 (0521 78230-9)
 Publisher: Cambridge University Press

State Funded Course: 61.04200 Latin 2

Objective	Component	Where Taught
1	<p>Reads Latin with comprehension. Demonstrates comprehension of reading passages of longer word sequences and more complex structures through paraphrasing, summarizing and answering questions.</p>	<p>The fourteen Stages of Unit 3 provide students with a continuation of the story line begun in Units 1 and 2, in this text set in Roman Britain and the city of Rome in AD 81-83.</p> <p>The Stages connect contextualized, image-based sentences into passages that provide students with extended Latin reading that incorporates a wide variety of authentic cultural contexts: pp.3-5, 6-10, 13-14, 28-29, 30-32, 34-37, 46-48, 50, 53-54, 66-68, 71-72, 86-87, 88-90, 92-93, 106-108, 111-113, 125, 126-127, 129, 131, 142-144, 145-147, 149-150, 152, 166-168, 169-170, 172-175, 177-178, 192, 193-194, 197-198, 212-213, 214-217, 219-220, 236-237, 238-239, 241-242, 244-245, 256, 257-258, 260-262, 274-277, 279-280, 282-283</p> <p>Students then demonstrate their comprehension through contextualized activities in Latin and/or focused questions in English: pp. 9, 54-55, 69, 109, 127, 147, 150, 173, 195, 217, 245, 261, 277</p>
2	<p>Reads Latin with comprehension. Expresses an accurate interpretation of Latin translation passages.</p>	<p>Students may express accurate interpretation orally, in writing, and/or by demonstrations as they interpret the model sentence captions for the model illustrations and/or selected passages from the readings pp. 3-5, 6-10, 13-14, 28-29, 30-32, 34-37, 46-48, 50, 53-54, 66-68, 71-72, 86-87, 88-90, 92-93, 106-108, 111-113, 125, 126-127, 129, 131, 142-144, 145-147, 149-150, 152, 166-168, 169-170, 172-175, 177-178, 192, 193-194, 197-198, 212-213, 214-217, 219-220, 236-237, 238-239, 241-242, 244-245, 256, 257-258, 260-262, 274-277, 279-280, 282-283</p> <p>respond to selected questions about the reading passages pp. 9, 54-55, 69, 109, 127, 147, 150, 173, 195, 217, 245, 261, 277</p> <p>read aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions pp. 6, 7-8, 10, 46-48, 50, 66-68, 71-72, 89-90, 92-93, 106-108, 111-113, 129, 131, 146-147, 149-150, 169-170, 172-175, 177-178, 197-198, 216-217, 219-220, 241-242, 244-245, 257-258, 274-275, 279-280, and those passages structured as a dialogue, pp. 13-14, 30-32, 34-37, 53-54, 88, 93, 126, 193-194, 238-239, 260-262, 282-283 or monologue/will and testament p. 145</p>

3	<p>Reads Latin with comprehension. Understands the basic cultural and historical contexts of the Latin selections.</p>	<p>The Stages (a) open with line drawings that depict the Romans engaging in culturally authentic activities, then (b) includes these practices in the ongoing story line in Latin, and (c) ends with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices. See: Slavery and freedom: (b) pp. 274-277, 279-280, 282-283, (c) pp. 286-290 (Stage 34) Entertainment: (a) pp.256, (b) pp. 257-258, 260-262, (c) 266-270 (Stage 33) Beliefs: (a) pp. 28-29, (b) pp. 30-32, 34-37, (c) pp. 41-42 (Stage 22); (b) pp. 46- 48, 50, 53-54, (c) pp. 57-62 (Stage 23); (a) pp. 236-237, (b) pp. 238-239, 241-242, 244-245, (c) 249-252 (Stage 32) Traveling in the Roman world: (b) pp. 66-68, 71-72, (c) pp. 77-82 (Stage 24) Roman military, (a) pp 86-87, (b) pp. 88-90, 92-93, (c) pp. 97-102 (Stage 25); (a) pp. 125, (b) 126-127, 129, 131, (c) 134-138 (Stage 27) Students are asked specific questions that help them to analyze the perspectives and diversity of the Roman world after having experienced them through their Latin reading, pp. 9, 54-55, 69. 109, 127, 147, 150, 173, 195, 217, 245, 261, 277</p>
4	<p>Shows an understanding and makes critical assessment of the contributions of Roman culture and history to other civilizations. Locates places of Roman influence from the late Republic through A.D. 138.</p>	<p>Rome: the city and its power (a) pp. 166-168, (b) pp. 169-170, 172-175, 177-178, (c) 183-187 (Stage 29); (a) 192, (b) pp. 193-194, 197-198, (c) 203-208 (Stage 30); (a) 212-213, (b) pp. 214-217, 219-220, (c) pp. 224-232 (Stage 31) Life and governance in Roman provinces, (a) pp.3-5, (b) pp. 6-10, 13-14, (c) pp. 18-24 (Stage21); (b) pp. 106-108, 111-113, (c) 116-120 (Stage 26); (a) pp. 142-144, (b) pp. 145-147, 149-150, 152, (c) pp. 156-162 (including archeological studies) (Stage 28)</p>
5	<p>Shows an understanding and makes critical assessment of the contributions of Roman culture and history to other civilizations. Identifies aspects of Roman culture associated with government, the military, family life and customs, religious practices, education, architecture, entertainment habits and, where appropriate, their contributions to other civilizations.</p>	<p>Each Stage of Unit 3 is organized around a specific aspect of Greco-Roman civilization. The Stage provides readings, information, illustrations, and reflections designed both to teach students about classical culture and to provide opportunities for them to identify similarities and differences in ancient and contemporary cultures with regard to: City life: pp. 166-168, 183-186, 212-215, 224-228; <i>Aquae Sulis</i> pp.18-24 <i>Organization of society: patronage and classes</i> pp. 229-232; <i>freedmen and freedwomen</i> pp.286-290 Entertainment: pp. 35, 266-270 Beliefs, superstitions, philosophies: pp. 41-42, 57-60, 62; religion and Romanization pp. 61-62; sacred springs of <i>Aquae Sulis</i> pp. 22-23; Rome and Judea Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21</p>

		<p>Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215</p> <p>Archeology: pp.19-20, 22-23, 118, 156-162</p> <p>Travel: pp. 77-82</p> <p>Military service and life: pp. 97-102; 116-119; 134-138</p> <p>Arts, crafts, inscriptions: pp. 3, 27, 29, 35, 41, 42, 47, 57, 58, 59, 60, 61, 64, 67, 79, 80, 82, 90, 97, 98, 100, 101, 102, 104, 105, 123, 141, 154, 159, 160, 161-162, 177, 183, 192, 200, 202, 207, 211, 226, 228, 232, 235, 250, 251, 252, 255, 268, 269, 270, 273, 275, 286, 287-288, 290, 293</p> <p>Students may search for cultural topics of personal interest in the <i>Index</i> pp.370-373.</p>
6	<p>Shows an understanding and makes critical assessment of the contributions of Roman culture and history to other civilizations. Recognizes the impact of important historical events and personalities associated with the founding of Rome through the reign of Hadrian.</p>	<p>History: City of Rome: p. 183; People pp 12, 23, 24, 47, 57, 58, 61, 78, 81, 101, 118-120, 122, 156, 159, 183-185, 186, 187, 190, 203, 205, 207, 208, 215, 224, 225, 226, 230, 231, 232, 250, 251, 266, 267, 268, 269, 273, 275, 286, 287, 289, 290; events: pp. 61, 119-120, 156, 160, 177-178, 183, 186, 187,203, 207, 249-250, 268, 269; overview pp. 376-379</p>
7	<p>Shows an understanding and makes critical assessment of the contributions of Roman culture and history to other civilizations. Identifies major figures from Roman and Greek myths and legends.</p>	<p>Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267</p>
8	<p>Shows knowledge of the influence of the Latin language on English. Continues development of English vocabulary through learning derivatives associated with Latin words in Level II reading selections.</p>	<p>Derivative activities in the Word Study sections pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291; vocabulary recognition and control in Word Patterns pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283.</p>
9	<p>Shows knowledge of the influence of the Latin language on English. Recognizes the meaning of Latin mottoes, quotations, and abbreviations commonly used in English.</p>	<p>A.D., e.g., i.e. (passim); (Omnibus Workbook pp. 80-81)</p>

Subject Area: Foreign Language
 Textbook Title: Cambridge Latin Course Unit 4 (0521 78231-7)
 Publisher: Cambridge University Press

State Funded Course: 61.04300 Latin 3

Objective	Component	Where Taught
1	Reads selections from the works of Catullus. Translates poems of Catullus.	pp. 152, 154, 212, 214, 218, 220, 221, 224, 226
2	Reads selections from the works of Catullus. Shows comprehension of the writings of Catullus, with vocabulary assistance, by answering content questions.	pp. 153, 154, 212, 214, 218, 220, 221, 226
3	Identifies the political, social and economic characteristics of Rome in the time of Catullus as exemplified in his writings. Identifies major historical events, personalities and social conventions of the late republic.	pp. 229-230
4	Identifies the political, social and economic characteristics of Rome in the time of Catullus as exemplified in his writings. Describes the major events in the life of Catullus.	pp. 152, 229-230
5	Identifies the political, social and economic characteristics of Rome in the time of Catullus as exemplified in his writings. Understands the basic cultural and historical contexts of the Latin selections.	pp. 229-230
6	Shows knowledge of the influence of the Latin language on English. Recognizes familiar phrases and quotations from the work of Catullus.	pp. 224-225
7	Shows knowledge of the influence of the Latin language on English. Identifies the meaning of English words derived from frequently used Latin words in the works of Catullus.	p. 231
8	Identifies characteristics of lyric poetry as exemplified in the works of Catullus	See pp. 339-342

9	<p>List the characteristics of lyric poetry found in Catullus.</p> <p>Identifies characteristics of lyric poetry as exemplified in the works of Catullus. Recognizes poetic devices employed by Catullus.</p>	pp. 214, 221, 224-225, 226
10	<p>Scans lines written in lyric meters. Scans lines of poetry written in hendecasyllabic, given the pattern.</p>	See pp. 345-346
11	<p>Scans lines written in lyric meters. Reads aloud in meter the poems of Catullus.</p>	pp. 152, 154, 212, 214, 218, 220, 221, 224, 226
12	<p>Reads selections from the works of Cicero. Translates passages with vocabulary assistance from Cicero's works such as: First Catalinarian Oration, Pro Caelio and selected letters.</p>	pp. 234-235, 236, 237, 240, 242, 244-245
13	<p>Reads selections from the works of Cicero. Shows comprehension of passages from Cicero's works with vocabulary assistance by answering content questions.</p>	pp. 235, 236, 237, 241, 243, 245-246
14	<p>Identifies the political, social and economic characteristics of Rome in the time of Cicero as exemplified in his writings. Identifies and discusses events, personalities and social conventions of the Ciceronian Age.</p>	pp. 17, 78, 115-118, 229-230, 234, 240, 242, 246, 249-250
15	<p>Identifies the political, social and economic characteristics of Rome in the time of Cicero as exemplified in his writings. Describes the major events in the life of Cicero and his role in Roman government.</p>	pp. 115-116, 249-250
16	<p>Identifies the political, social and economic characteristics of Rome in the time of Cicero as exemplified in his writings. Understands the basic cultural and historical contexts of the Latin selections.</p>	pp. 234-235, 241, 242, 244, 246, 249-250
17	<p>Shows knowledge of the influence of the Latin language on English.</p>	p. 79

18	<p>Recognizes familiar quotations from Cicero.</p> <p>Shows knowledge of the influence of the Latin language on English.</p> <p>Identifies the meaning of English words derived from frequently used Latin words in Cicero's works.</p>	p. 251
19	<p>Identifies characteristics of Cicero's style of writing.</p> <p>Identifies the characteristics of the literary genre reflected in Cicero's writing.</p>	pp. 234, 237, 240, 244, 246
20	<p>Identifies characteristics of Cicero's style of writing.</p> <p>Recognizes figures of speech and oratorical devices in Cicero's writings.</p>	pp. 236, 237, 240, 241, 243, 244, 246
21	<p>Reads selections from the works of Horace.</p> <p>Translates poems of Horace.</p>	pp. 155
22	<p>Reads selections from the works of Horace.</p> <p>Shows comprehension of the writings of Horace with vocabulary assistance by answering questions.</p>	pp. 156
23	<p>Identifies the political, social and economic characteristics of Rome in the time of Horace as exemplified in his writings.</p> <p>Identifies major historical events, personalities and social conventions of the late republic through early empire.</p>	
24	<p>Identifies the political, social and economic characteristics of Rome in the time of Horace as exemplified in his writings.</p> <p>Describes major events in the life of Horace.</p>	pp. 155
25	<p>Identifies the political, social and economic characteristics of Rome in the time of Horace as exemplified in his writings.</p> <p>Understands the basic cultural and historical contexts of the Latin selections.</p>	pp. 156, 166, 230
26	<p>Shows knowledge of the influence of the Latin</p>	p. 209

	<p>language on English. Recognizes familiar phrases and quotations from the works of Horace.</p>	
27	<p>Shows knowledge of the influence of the Latin language on English.</p>	
	<p>Identifies the meaning of English words derived from frequently used Latin words in the works of Horace.</p>	
28	<p>Identifies characteristics of lyric poetry as exemplified in the works of Horace.</p>	pp. 166-168
	<p>Identifies characteristics of lyric poetry as exemplified in the works of Horace.</p>	
29	<p>Identifies characteristics of lyric poetry as exemplified in the works of Horace.</p>	pp. 156
	<p>Recognizes poetic devices used by Horace.</p>	
30	<p>Scans lines written in lyric meters.</p>	
	<p>Scans lines written in Sapphic and Alcaic meters, given the patterns.</p>	
31	<p>Scans lines written in lyric meters.</p>	p. 155
	<p>Reads aloud poems of Horace.</p>	
32	<p>Reads selections from the works of Ovid.</p>	pp. 89-90, 159, 192-193, 194, 197-199, 201
	<p>Translates passages of Ovid.</p>	
33	<p>Reads selections from the works of Ovid.</p>	pp. 91, 159, 193, 194. 199, 202
	<p>Shows comprehension of the writings of Ovid with vocabulary assistance by answering content questions.</p>	
34	<p>Identifies the political, social and economic characteristics of Rome in the time of Ovid as exemplified in his writings.</p>	
	<p>Identifies major historical events, personalities and social conventions of the late republic through the early empire.</p>	
35	<p>Identifies the political, social and economic characteristics of Rome in the time of Ovid as exemplified in his writings.</p>	pp. 89
	<p>Describes the major events in the life of Ovid.</p>	

36	<p>Identifies the political, social and economic characteristics of Rome in the time of Ovid as exemplified in his writings. Understands the basic cultural and historical contexts of the Latin selections.</p>	pp. 85-87, 89-90, 96-98, 158, 159, 192, 206-207
37	<p>Shows knowledge of the influence of the Latin language on English. Recognizes familiar phrases and quotations from the works of Ovid.</p>	p. 119, 169, 189
38	<p>Shows knowledge of the influence of the Latin language on English. Identifies the meaning of English words derived from frequently used Latin words in the works of Ovid.</p>	p. 209
39	<p>Identifies characteristics of poetry as exemplified in the works of Ovid. Identifies the characteristics of poetry common in the works of Ovid.</p>	pp. 166-168
40	<p>Identifies characteristics of poetry as exemplified in the works of Ovid. Recognizes poetic devices employed by Ovid.</p>	pp. 196, 199, 200
41	<p>Scans lines written in dactylic hexameter. Marks lines of poetry written in dactylic hexameter, given the patterns and elegiac couplet.</p>	See p. 344-345
42	<p>Scans lines written in dactylic hexameter. Reads aloud in dactylic hexameter.</p>	pp. 89-90, 159, 192-193, 194, 197-199, 201
43	<p>Reads selections from the works of Vergil's Aeneid. Translates passages from Vergil's Aeneid, books I, II, IV and VI.</p>	pp. 160-161, 254, 257-259, 261-264, 266-267
44	<p>Reads selections from the works of Vergil's Aeneid. Shows comprehension of passages from Vergil's Aeneid, books I, II, IV and VI, with vocabulary assistance, by answering content questions.</p>	pp. 161, 255, 257-258, 259, 261, 263, 264, 267

45	<p>Identifies the political, social and economic characteristics of Rome in the time of Vergil as exemplified in his writings. Identifies major historical events and personalities of the Augustinian Age.</p>	pp. 122-123, 254, 264
46	<p>Identifies the political, social and economic characteristics of Rome in the time of Vergil as exemplified in his writings. Explains Vergil's purpose in writing the Aeneid in the context of the Augustinian Age.</p>	
47	<p>Identifies the political, social and economic characteristics of Rome in the time of Vergil as exemplified in his writings. Understands the basic cultural and historical contexts of the Latin selections.</p>	pp. 34-36, 155, 160, 186-188, 254, 264
48	<p>Shows knowledge of the influence of the Latin language on English. Identifies the meaning of English words derived from frequently used Latin words in the Aeneid.</p>	p. 271
49	<p>Shows knowledge of the influence of the Latin language on English. Recognizes familiar quotations from Vergil's Aeneid.</p>	p. 119, 169, 209,
50	<p>Identifies characteristics of an epic poem as reflected in Vergil's Aeneid. Lists the characteristics of epic poetry as reflected in the Aeneid.</p>	See pp.269-270
51	<p>Identifies characteristics of an epic poem as reflected in Vergil's Aeneid. Identifies the characteristics of epic poetry as reflected in the Aeneid.</p>	pp. 255, 258, 269-270
52	<p>Identifies characteristics of an epic poem as reflected in Vergil's Aeneid. Recognizes poetic devices in the Aeneid. Scans lines written in dactylic hexameter. Marks lines of poetry written in dactylic hexameter, given the patterns.</p>	pp. 162-163, 164, 166-168, 258, 259, 264, 265 See p. 344

53	Scans lines written in dactylic hexameter. Reads aloud in dactylic hexameter, given selected lines from the Aeneid.	pp. 160-161, 254, 257-259, 261-264, 266-267 Please see also Language Information section pp. 339 – 346: Literary Terms and Rhetorical Devices; Metrics
----	---	---