

Cambridge Latin Course Units 1-4

correlated to the

Idaho Achievement Standards: Foreign Language

The ***Cambridge Latin Course*** is a four-book, three-year introductory Latin Course in which reading Latin with comprehension and enjoyment is the organizing principal and steady focus of all activities and explanations.

All the elements of the ***Course*** – Student Book, Omnibus Workbook, Teacher’s Manual, Stage Tests, and Audio Program – are carefully crafted so that students may experience first hand the important affirmations of the *Standards for Classical Language Learning*:

“Reading is the first standard and the key to communicating with the ancient world.”

and

“The ancient Greeks and Romans, breaking barriers of time and place, have communicated their message through the ages and continue to communicate to the modern world; we, in turn, communicate more clearly to each other in word, in practice, and in product as a result of that contact.”

Standards, p. 4

The ***Cambridge Latin Course*** provides students of Latin in Idaho the opportunity to:

- understand the world of the ancient Romans by entering into it through their reading,
- experience that authenticity in a way that will help them to identify and analyze the Roman world and its impact on their own lives, and
- communicate clearly both in Latin and about the Roman world.

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***Cambridge Latin Course Unit 1 Fourth Edition Student Book
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correlated to the

Idaho Achievement Standards: Foreign Language

**Section I
Knowledge**

Standard: The student will demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

01.a Identify the interconnectedness between language and culture.

Each of the twelve Stages of Unit 1 opens with line drawings that reflect a specific authentic cultural context. Students read the Latin sentence that accompanies each drawing and, without resorting to translation, begin to understand the lives of the Romans through their own language.

Roman daily life, routine, and attitudes: Stage 1, pp. 3-7; Stage 2, pp. 20-23; Stage 7 pp. 104-105

Life in town and civic duties: Stage 3, pp. 36-40; Stage 4, pp. 52-56; Stage 9, pp. 142-144; Stage 11, pp. 182-183

Entertainment and public spectacles: Stage 5, pp. 70-73; Stage 8, pp. 122-124

Slavery and freedom: Stage 6, pp. 88-89

Roman education and skills: Stage 10, pp. 162-165

Significant historical events: Stage 12, pp. 202-204

Each Stage next connects these contextualized, image-based sentences into meaningful passages that provide students with extended Latin reading they can understand.

Roman daily life, routine, and attitudes: Stage 1, p. 7; Stage 2, pp. 24-25; Stage 7 pp. 106, 108-110, 113-114

Life in town and civic duties: Stage 3, pp. 36-40 ; Stage 4, pp. 57-58; Stage 9, pp. 145-147, 149-150, 152; Stage 11, pp. 184-185, 188-190

Entertainment and public spectacles: Stage 5, pp. 74, 77; Stage 8, pp. 125-129, 131

Slavery and freedom: Stage 6, pp. 90-92

Roman education and skills: Stage 10, pp. 166-169, 172

Significant historical events: Stage 12, pp. 206-210

Students then identify the interconnectedness between the language they read and the culture of the Romans through (a) contextualized activities in Latin and/or (b) focused questions in English.

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

01.b Identify significant cultural and historical events.

Each Stage of Unit 1 is set in Pompeii in the year A.D. 79 and provides an authentic setting for cultural and historical events important in the study of Latin. An overview of Roman history in context may be found on pp. 256-259. Within the twelve Stages, note in particular:

Pompeii and its destruction: pp. 43-47, 138, 202-210, 216-220
Politics: pp. 182-190, 194-198
Public life – the Forum: pp. 52-58, 62-66
Plots, themes, and authors in literature: pp. 82-84, 118, 138, 155, 177
The influence of the Greeks: pp. 162-169

01.c Identify regional or native cultural practices.

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.

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
Political life and public service in Stages 4 and 11: (a) 52-58, 182-190 (b) 62-66, 194-198
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).

Students may search for cultural topics of personal interest in the Index pp 252-254.

01.d Review the impact of geography, history, economics, political systems, and the arts on the culture(s) being studied.

In each stage, students may note and reflect on such impact in their reading of Latin in the contextualized sentences and story line, in the cultural readings in English that follow, and in the photographs and illustrations that support and clarify information in each Stage.

Geography: pp. 10, 43-47, 216-220

Historical events – Pompeii and its destruction: pp. 43-47, 138, 202-210, 216-220;
general historical events pp. 256-259

Economics: pp. 36-40, 43-47, 88-92, 97-100

Politics: pp. 182-190, 194-198

Public life – the Forum: pp. 52-58, 62-66

Education: pp. 162-172, 175-178

Performance arts: pp. 70-77, 81-84

Plots, themes, and authors in literature: pp. 82-84, 118, 138, 155, 177

Architecture: diagrams pp. 13-15, 157, 158; photos pp. 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 159, 213, 217

Section II Critical Thinking and Problem Solving

Standard: The student will engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical issues.

01.a Use authentic sources to identify and analyze the diversity within and perspectives of the culture(s) being studied.

At this introductory level of Latin, authentic sources include the contextualized adapted readings in Latin, authentic products, and reproduced inscriptions.

In addition, English descriptions are provided to help students identify and analyze perspectives and diversity of the Roman world while they gain in the reading skills that will lead to increasing use of authentic sources to accomplish this objective.

Students may identify the perspectives of the Romans as they (a) read contextualized Latin in the opening pages of each Stage and (b) reflect further on what they have experienced by reading the cultural section written in English. In addition students may (c) observe authentic products that reflect the perspectives of their Roman creators. In Unit 1 students will focus on Roman perspectives in the following areas:

Home life and daily routine in Stages 1, 2, and 12: (a) 3-7, 20-25, 202-210 (b) 13-15, 34-36, 216-220 (c) 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 28, 29, 30, 31, 32, 33, 34, 207, 209, 217

Town economic and political life in Stages 3, 4, 6 and 11: (a) 36-40, 52-58, 88-92, 182-190 (b) 43-47, 62-66, 97-100, 194-198 (c) 39, 43, 44, 45, 46, 47, 48, 50, 51, 57, 61, 62, 63, 64, 65, 66, 67, 68, 90, 94, 97, 99, 193, 194, 196, 197, 198, 200

Education and life skills in Stage 10: (a) 162-172 (b) 175-178 (c) 167, 175, 176, 177, 178, 180

Death in Stage 7: (a) 108-114 (b) 115-118 (c) 103, 107, 115, 116, 117, 118, 119

Theater and performance arts in Stage 5: (a) 70-77 (b) 81-84 (c) 69, 74, 76, 81, 82, 83, 84, 85, 86

Public gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138 (c) 126, 133, 134, 135, 136, 137, 138, 140

Socializing in the public baths in Stage 9: (a) 142-152 (b) 154-158 (c) 141, 145, 147, 150, 152, 153, 155, 156, 157, 158, 159, 160

Religious observances: 50, 207, 209, 213

Students will find notations specifically on the diversity within the Roman world on pp. 11, 12, 45, 97-100, 118, 177-178, 162-173.

Students are asked specific questions that helps them to analyze the perspectives of the Romans on pp. 39, 129, 147, 173, 207.

01.b Connect the language of the culture(s) being studied to other disciplines across the curriculum.

Each Stage provides students with tools and skills they can use to increase their accuracy in the use of their own language and the study of additional languages, classical and/or modern. The inductive approach of the *Cambridge Latin Course* guides students so that, in the process of learning to read Latin, they reflect on the nature of the forms and manipulation of language. In the *About the Language* sections found in each stage and at the end of Unit 1 students confirm and/or clarify what they have learned from their guided reading. See pp. 8, 26, 41, 59, 75-76, 78, 93-94, 107, 111, 130, 132, 148-149, 170-171, 186-187, 191, 212-213, 226-242.

Additional specific disciplines across the curriculum with which students may make connections in Unit 1 include:

Economics: pp. 36-40, 43-47, 88-92, 97-100
Political sciences: pp. 52-58, 62-66, 182-190, 194-198
History pp. 43-47, 138, 202-210, 216-220, 256-259
Performance arts: pp. 70-77, 81-84
Social sciences pp. 3-7, 13-15, 20-25, 34-36, 122-131, 134-138, 142-152, 154-158
Geography: pp. 10, 43-47, 216-220
World literature: pp. 82-84, 118, 138, 155, 177
Architecture: diagrams pp. 13-15, 157, 158; photos pp. 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 159, 213, 217

Students may also find their own topics of interest in the Index of Cultural Topics, pp. 252-254.

01.c Analyze the influence of the language being studied on other languages and cultures.

Each Stage provides a *Word Study* that provide activities with derivatives that demonstrate Latin's influence on English. See pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.

The emphasis in this beginning book is on the nature of Roman society itself and on students' own reflections on the connections they note between the culture of the Romans and that of their own culture(s). However, specific references to influences on other cultures may be found on pp. 45-47 and 157.

Section III Appreciation / Expression

Standard: The student will communicate in the humanities disciplines through creative expression.

01.a Communicate effectively and appropriately in a range of common situations and for a variety of purposes.

Each of the twelve Stages of Unit 1 trains students to communicate effectively and appropriately in a variety of situations through:

(1) Adapted Latin readings within the authentic life contexts of the Romans and the classical world, specifically:

Daily life at home pp. 3-7, 20-25

Shopping pp. 36-40

Socializing pp. 142-152

Education pp. 162-172

Entertainment pp. 70-77, 122-131

Running for political office pp. 52-58, 182-190

Beliefs about death pp. 108-114

Social relationships, including the role of slavery pp. 88-92

(2) One or more *About the Language* sections that train students to recognize the elements and structure of the Latin language. See pp. 8, 26, 41, 59, 75-76, 78, 93-94, 107, 111, 130, 132, 148-149, 170-171, 186-187, 191, 212-213, 226-242.

(3) A *Practicing the Language* section with a series of activities in which students use the elements of Latin to create meaningful sentences within the contexts of the readings (see #1, above) and to reflect on what they have learned. Specifically Unit 1 trains students in the following key areas (with selected locations of presentation and practice for students):

Case: recognition, pp. 26, 78, 130, 148-149; use, pp. 42, 133, 151

Declension of nouns and pronouns: recognition, pp. 41, 78, 149, 186-187; use, pp. 60, 79, 96, 112, 174, 192, 214

Verb conjugation and tense: recognition, pp. 59, 75-76, 93-94, 111, 170, 212-213; use, 60, 79, 96, 112, 133

Derivatives – found in the *Word Study* section of each Stage, pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221

Roots, pp. 49, 85, 159, 179, 199

Latin structure and/or syntax specifically compared to English, pp. 8, 26, 93, 107, 111, 186, 191

Latin compared to English through focused translation, pp. 9, 27-28, 42, 60-61, 79-80, 96, 112, 133, 151, 174, 192-193, 214-215

(4) Additional exercises that accompany the *About the Language* and *Complete Vocabulary* sections pp. 226-240, 241-242

(5) An *Index of Grammatical Topics* that permits the student to find specific help on grammar quickly, pp. 255

Note that the Unit 1 **Omnibus Workbook** for students provides 96 pages of exercises that:

- consolidate Latin grammar and vocabulary
- connect students' knowledge of Latin to English and other languages
- test oral and aural comprehension
- extend and test knowledge of Classical mythology and socio-historical settings of the Unit
- review information from the cultural sections

01.b Express preferences, desires, feelings, and opinions in the language being studied.

Students are provided extensive modeling of Latin dialogues in which expression of preferences, desires, feelings, and/or opinions play a key role. See especially pp. 7, 25, 38, 40, 58, 77, 95, 108, 113, 114, 146, 149-150, 152, 166, 168, 172, 184, 185, 188-190, 197, 206-210.

Students are provided with activities that lead them to reflect on the structure and meaning of these expressions. See pp. 39, 96, 129, 147, 171, 173, 193, 207, 226-236

Students are provided multiple exposures to Latin vocabulary necessary to accomplish these tasks. See pp. 18, 34, 50, 68, 86, 102, 120, 140, 160, 180, 200, 222, 241-251

Students are provided training to use the Latin syntax necessary to perform these tasks. See pp. 171, 186-187, 237-240

01.c Create community awareness of a culture through foreign language.

Students are supported in the accomplishment of this student-based objective through the high-interest cultural contexts of the Unit and its careful training of students in understanding and producing appropriate and accurate Latin.

Specifically students may use Latin or English to share what they have learned with their classmates, school, and community on the topics of:

Home life and daily routine: 3-7, 13-15, 20-25, 34-36

Economic life and slavery: 36-40, 43-47, 88-92, 97-100

Political life and public service: 52-58, 62-66, 182-190, 194-198

Education: 162-172, 175-178

Beliefs about death: 108-114, 115-118

Theater and performance arts: 70-77, 81-84

Public gladiatorial contests: 122-131, 134-138

Public baths: 142-152, 154-158

Destruction of Pompeii: 202-210, 216-220

History of Rome: 256-259

Students may also demonstrate the importance of foreign language studies in the areas of cultural and linguistic understanding by participating successfully in festivals and contests. Along with the cultural understanding listed above, students may demonstrate accuracy in the interpretation, analysis, and production of Latin through:

Learning to recognize the elements and structure of the Latin language in *About the Language* pp. 8, 26, 41, 59, 75-76, 78, 93-94, 107, 111, 130, 132, 148-149, 170-171, 186-187, 191, 212-213, 226-242.

Practicing the language in the *Practicing the Language* sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215.

Working with derivatives in the *Word Study* sections pp. pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.

Studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 18, 34, 50, 68, 86, 102, 120, 140, 160, 180, 200, 222, 241-251.

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Idaho Achievement Standards: Foreign Language

**Section I
Knowledge**

Standard: The student will demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

01.a Identify the interconnectedness between language and culture.

The Stages of Unit 2 open with line drawings that reflect specific authentic cultural contexts. Students read the Latin sentence that accompanies the drawings and, without resorting to translation, begin to understand the lives of the Romans through their own language.

Roman daily life, routine, economics, and attitudes both in Roman provinces and Rome itself: Stage 13, pp. 2-4; Stage 14, pp. 28-29; Stage 17 pp. 92-93
Politics and government: Stage 15, pp. 52-53; Stage 16, pp. 72-73
Beliefs and religion: Stage 15, pp. 52-53; Stage 17, p. 93; Stage 19, p. 139
Medicine, science, and craftsmanship: Stage 20, p. 162

The Stages connect these contextualized, image-based sentences into meaningful passages that provide students with extended Latin reading they can understand.

Roman daily life, routine, economics, and attitudes both in Roman provinces and Rome itself: Stage 13, pp. 5-14; Stage 14, pp. 30-42; Stage 17 pp. 94-101
Politics and government: Stage 15, pp. 54-62; Stage 16, pp. 74-77
Beliefs and religion: Stage 15, pp. 56-57; Stage 17, pp. 98-99; Stage 19, pp. 141-142, 148-150
Medicine, science, craftsmanship: Stage 18, pp. 114-124; Stage 20, pp. 163-172

Students then identify the interconnectedness between the language they read and the culture of the Romans through (a) contextualized activities in Latin and/or (b) focused questions in English.

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

01.b Identify significant cultural and historical events.

The Stages of Unit 2 are set in two very distinct territories of the Roman Empire, the British Isles and Alexandria, Egypt in the years AD 80-82. They provide authentic settings for cultural and historical events important in the study of Latin. An overview of Roman history in context may be found on pp. 240-243. Within the eight Stages, note in particular:

The conquest of Britain by the Romans: conquest pp. 2- 14, 17-24; establishing a Roman lifestyle pp. 30-42, 44-48; the resistance and rule of Boudica, Cartimandua, and Cogidubnus pp. 52-62, 64-68, 72-79, 83-88

Alexandria as an important classical Mediterranean city and province of Rome: establishment of Alexandria and its conquest by Rome pp. 92-93, 98-101, 105-110, 133

Discoveries and advances in science and medicine: pp.162-172, 176-180

01.c Identify regional or native cultural practices.

The Stages open with line drawings that depict members of the Roman Empire engaging in culturally authentic activities, then include these practices in the ongoing story line in Latin, and end with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices.

Agricultural life in the territories pp. 28-33, 36-37, 41-42, 44-48

The role and life of Roman territorial governors pp. 52-55, 66-67, 72-77, 83

Funeral games pp. 60-62

Cult of the emperor pp 93, 98-99

The cults and festival of Isis pp. 119-121,138-150, 154-158

Medical practices, the uses of science, and superstitious practices pp. 162-172, 176-180

Students may search for cultural topics of personal interest in the Index pp. 235-236.

01.d Review the impact of geography, history, economics, political systems, and the arts on the culture(s) being studied.

In each Stage, students may note and reflect on such impact in their reading of Latin in the contextualized sentences and story line, in the cultural readings in English that follow, and in the photographs and illustrations that support and clarify information in each Stage. Note especially:

Geography: pp. 17-19, 22, 104-107, 131-133

Historical events: invasion of Britain pp.18-20, 23; Boudica's rebellion pp.64-65; establishment of Cogidubnus, King of the Regnenses pp. 66-67; Vespasian's palace pp 83-88; general historical overview pp. 240-243

Economics: pp. 6, 20-22, 46-48, 100-101, 105, 131-133, 169

Politics: pp.18-20, 37, 64-65, 105

Arts: specific focus pp. 115, 119, 127-131, 154-158; photos of representative arts pp. 10, 18, 31, 41, 48,49, 67, 76, 77, 85, 86, 90, 96, 99, 103, 111, 133, 134, 140, 146, 151, 164

Literature and myths: pp.103, 115, 119, 154-155, 157

Architecture/city planning: pp. 20, 21, 44-45, 65, 66, 68, 83-86, 104-105, 106-107

Section II Critical Thinking and Problem Solving

Standard: The student will engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical issues.

01.a Use authentic sources to identify and analyze the diversity within and perspectives of the culture(s) being studied.

At this introductory level of Latin, authentic sources include the contextualized adapted readings in Latin, authentic products, and reproduced inscriptions.

In addition, English descriptions are provided to help students identify and analyze perspectives and diversity of the Roman world while they gain in the reading skills that will lead to increasing use of authentic sources to accomplish this objective.

Students may identify the perspectives of the Romans as they (a) read contextualized Latin in the opening pages of each Stage and (b) reflect further on what they have experienced by reading the cultural section written in English. In addition students may (c) observe authentic products that reflect the perspectives of their Roman creators. In Unit 2 students focus on Roman perspectives in the following areas:

Roman daily life, routine, economics, and attitudes both in Roman provinces and Rome itself in Stages 13, 14, and 17: (a) pp. 2-4, 5-14, 28-29, 30-42, 92-93, 94-101; (b) 17-21, 44-45, 47-48, 104-110, 131-133, 172-173; (c) 5, 6, 10, 19, 20, 21, 27, 31, 33, 41, 44-48, 65, 77, 83-88, 107, 108, 109, 123, 127-130, 132, 133, 140, 169, 172

Politics and government in Stages 15 and 16: (a) pp. 52-53, 54-62, 72-73, 74-77; (b) 64-68, 83-88; (c) 19, 37, 68, 70, 133

Beliefs and religion in Stages 15, 17, and 19: (a) pp. 52-53, 56-57, 93, 98-99, 139, 141-142, 148-150; (b) 67, 133-134, 154-158; (c) 67, 99, 103, 119, 133, 134, 141, 149-150, 153, 154-158

Medicine, science, and craftsmanship in Stages 18 and 20, pp. 114-124, 162, 163- 172; (b) 127-130, 176-180; (c) 115, 118, 119, 123, 127, 128, 130, 131, 164, 176

Students will find notations specifically on the diversity within the Roman world in Latin on pp. 13-14, 54-57, 60-62, 74-77, 96, 98-101, 120-121, 123-124, 134, 145-146, 148-150, and in English on pp. 18-21, 64-67, 105-109, 132-134, 158, 176-179.

Students are asked specific questions that helps them to analyze the perspectives and diversity of the Roman world after having experienced them through their Latin reading, pp. 7-10, 36-37, 39, 54-57, 74-77, 94-96, 120-121, 140-143, 167-169, 171-173

01.b Connect the language of the culture(s) being studied to other disciplines across the curriculum.

Each Stage provides students with tools and skills they can use to increase their accuracy in the use of their own language and the study of additional languages, classical and/or modern. The inductive approach of the *Cambridge Latin Course* guides students so that, in the process of learning to read Latin, they reflect on the nature of the forms and manipulation of language. In the *About the Language* sections found in each stage and at the end of the Unit students confirm and/or clarify what they have learned from their guided reading. See pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213.

Additional specific disciplines across the curriculum with which students may make connections in Unit 2 include:

Geography: pp. 17-19, 22, 104-107, 131-133
Economics: pp. 5, 6, 19, 22, 46-48, 77, 132, 133, 169
Political sciences: pp. 18-20, 37, 64-65, 105
History: pp. 2-14, 17-24, 52-62, 64-68, 72-79, 83-88, 92-93, 98-101, 105-110, 133
Science and medicine: pp.108, 162-172, 176-180
Math: 108
Religion: pp. 21, 56-57, 67, 98-99, 119, 133, 148-150, 153, 154-158
Arts (specific focus): pp. 115, 119, 127-131, 154-158
Social sciences pp. 5, 21, 48, 96, 108-109, 132-133
World literature: pp. 103, 115, 119, 154-155, 157
Architecture: pp. 20, 21, 44-45, 65, 66, 68, 83-86, 104-105, 106-107

Students may also find their own topics of interest in the Index of Cultural Topics, pp. 235-236.

01.c Analyze the influence of the language being studied on other languages and cultures.

Each Stage provides a *Word Study* that provide activities with derivatives that demonstrate Latin's influence on English. See pp. 25, 49, 69, 89, 111, 135, 159, 181

The emphasis in this Unit is on the impact of Roman conquest on the language, lifestyles, and skills of peoples not on the Italian peninsula. The Unit focuses on the impact of Roman language and civilization first on the Britons (Stages 13-16) and then on Egypt and in particular the city of Alexandria (Stages 17-20). Therefore, all readings (Latin and English) in this Unit are based in this experience of Roman influence. Specific references may be found on pp. 18-21, 44-47, 66-67, 83-88, 105-109, 132-134, 178

Section III Appreciation / Expression

Standard: The student will communicate in the humanities disciplines through creative expression.

01.a Communicate effectively and appropriately in a range of common situations and for a variety of purposes.

Each of the eight Stages of Unit 2 trains students to communicate effectively and appropriately in a variety of situations through:

(1) Adapted Latin readings within the authentic life contexts of the Romans and the classical world, specifically:

Daily life at home for commoner and king pp. 2-4, 5-14, 28-29, 30-42, 72-73, 74-77

Special events and observances pp. 52-53, 54-62, 98, 120, 138-150

Buying and selling in the classical manner pp. 100, 114

Dealing with illness pp. 162-172

(2) One or more *About the Language* sections that train students to recognize the elements and structure of the Latin language. See pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213

(3) A *Practicing the Language* section with a series of activities in which students use the elements of Latin to create meaningful sentences within the contexts of the readings (see #1, above) and to reflect on what they have learned; pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175.

(4) Additional exercises that accompany the *About the Language* and *Complete Vocabulary* sections pp. 185-213, 215

(5) An *Index of Grammatical Topics* that permits the student to find specific help on grammar quickly, pp. 237-238.

Note that the Unit 2 **Omnibus Workbook** for students provides 80 pages of exercises that:

- consolidate Latin grammar and vocabulary
- connect students' knowledge of Latin to English and other languages
- test oral and aural comprehension
- extend and test knowledge of Classical mythology and socio-historical settings of the Unit
- review information from the cultural sections

01.b Express preferences, desires, feelings, and opinions in the language being studied.

Students are provided extensive modeling of Latin dialogues in which expression of preferences, desires, feelings, and/or opinions play a key role. See especially pp. 5, 8-9, 13-14, 28-29, 30, 32-33, 36-37, 39, 41-42, 54-55, 56, 61-62, 74, 75, 76, 94-95, 98, 114, 116-117, 120, 123-124, 141-142, 145-146, 149, 163-165, 167-168, 171-172

Students are provided with activities that lead them to reflect on the structure and meaning of these expressions. See pp. 10, 37, 57, 77, 96, 121, 143, 169, 173

Students are provided multiple exposures to Latin vocabulary necessary to accomplish these tasks. See pp. 26, 50, 70, 90, 112, 136, 160, 182

Students are provided training to use the Latin syntax necessary to perform these tasks. See pp. 12, 34, 38, 80, 147, 151, 153

01.c Create community awareness of a culture through foreign language.

Students are supported in the accomplishment of this student-based objective through the high-interest cultural contexts of the Unit and its careful training of students in understanding and producing appropriate and accurate Latin.

Specifically students may use Latin or English to share what they have learned with their classmates, school, and community on the topics of:

Roman Britain: pp. 2- 14, 17-24, 30-42, 44-48, 52-62, 64-68, 72-79, 83-88

Alexandria, Egypt: pp. 92-93, 98-101, 105-110, 133

Discoveries and advances in science and medicine: pp.162-172, 176-180

Diverse Roman beliefs and religious practices: pp. 21, 56-57, 67, 98-99, 119, 133, 148-150, 153, 154-158

Arts and crafts: pp. 115, 119, 127-131, 154-158

Literary references: pp. 103, 115, 119, 154-155, 157

Roman architecture: pp. 20, 21, 44-45, 65, 66, 68, 83-86, 104-105, 106-107

Geography of the Classical world: pp. 17-19, 22, 104-107, 131-133

Historical events and settings: pp. 2-14, 17-24, 52-62, 64-68, 72-79, 83-88, 92-93, 98-101, 105-110, 133

Students may also demonstrate the importance of foreign language studies in the areas of cultural and linguistic understanding by participating successfully in festivals and contests. Along with the cultural understanding listed above, students may demonstrate accuracy in the interpretation, analysis, and production of Latin through:

Learning to recognize the elements and structure of the Latin language in *About the Language* pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213

Practicing the language in the *Practicing the Language* sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175

Working with derivatives in the *Word Study* sections pp. 25, 49, 69, 89, 111, 135, 159, 181

Studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 26, 50, 70, 90, 112, 136, 160, 182, 215-234

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correlated to the

Idaho Achievement Standards: Foreign Language

**Section I
Knowledge**

Standard: The student will demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

01.a Identify the interconnectedness between language and culture.

Each Stage of Unit 3 integrates authentic contexts of daily life along with a variety of details of the life, beliefs, attitudes and experiences of the diverse population of the Roman Empire. General division of cultural contexts in Unit 3 are:

- Roman Britain: daily life and experiences in Aquas Sulis (Bath) (Stages 21, 22, 23)
- Roman Britain: political and civic development of Britain under Roman rule (Stages 24, 25, 26, 28)
- Rome: The center of the Empire; life in the city and the diversity of inhabitants (Stages 29, 30, 31, 32, 33, 34).

The Stages of Unit 3 usually open with line drawings that reflect specific authentic cultural contexts. Students read the Latin sentence that accompanies the drawings and, without resorting to translation, begin to understand the lives of the Romans through their own language.

- Roman Britain: life in Bath pp. 2-4, 24-25; Roman military presence pp. 70-71, 106, 124-126
- Rome: the city and its key sites pp. 150-152, 172, 188-189; a melting pot of beliefs, interests, and social divisions pp. 206-207, 226-227

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.

- Roman Britain: life in Bath pp. 5-10, 12-13, 26-28, 29-33, 40-43, 44-45, 46, 55-57, 58-60; Roman military and political presence pp. 72-74, 76-78, 90-93, 94-95, 96-97, 107-108, 110-112, 127-131, 132-133
- Rome: the city and its key sites pp. 153-159, 160-162, 173-175, 177-179, 190-194; a melting pot of beliefs, interests, and social divisions pp. 208-211, 213-215, 227-233, 244-249, 251

Students then identify the interconnectedness between the language they read and the culture of the Romans through (a) contextualized activities in Latin and/or (b) focused questions in English.

- Roman Britain: life in Bath pp. 8-9, 10-11, 14, 28, 34-35, 43-44, 46-47, 57-58, 61, 62-64; Roman military and political presence pp. 74-75, 78, 79-80, 93, 95, 98-99, 108, 109-110, 113, 114-115, 116, 129, 131-132, 134, 135, 136-137
- Rome: the city and its key sites pp. 159-160, 163, 164-165, 175, 176, 179, 180-181, 193, 195-196, 197, 198; a melting pot of beliefs, interests and social divisions pp. 211-212, 215, 216-217, 218, 231-232, 233-234, 235-236, 237, 247, 250, 252, 253-254

01.b Identify significant cultural and historical events.

The Stages of Unit 3 are set in the territory of Roman Britain and in the city of Rome in the years AD 81-83. They provide authentic settings for cultural and historical events important in the study of Latin. An overview of Roman history in context may be found on pp. 347-348. Within the fourteen Stages, note in particular the events on pp. 17, 18-19, 52, 100-102, 157-159, 166-168, 185, 221, 237, 238.

01.c Identify regional or native cultural practices.

The Stages open with line drawings that depict members of the Roman Empire engaging in culturally authentic activities, then include these practices in the ongoing story line in Latin, and end with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices.

Living in the city of Rome, pp. 199-201; the Forum in the life of the Roman citizen, pp. 150-152, 166-169

Social divisions: patronage, pp. 191-194, 202-203; classes, pp. 218-220; freedmen pp. 244-251, 255-258

Entertainment, p. 226-229, 238-241,

Beliefs: the use of sacred springs and healing baths, pp. 2-13, 16-21; placing curses and making use of the power of the gods, pp. 24-33, 36-37; foretelling the future, pp. 40-45, 48-52; astrology, philosophy, and foreign cults pp. 213-214, 220-222, 237-238

Tombstone inscriptions, pp. 143-146

Roman engineering: roads, pp. 64-65; buildings, pp. 181-185

Traveling in the Roman world, pp. 55-57, 66

The life and work of the Roman soldier, pp. 70-78, 81-86, 106-112, 116-121

Students may search for cultural topics of personal interest in the Index pp. 343-344.

01.d Review the impact of geography, history, economics, political systems, and the arts on the culture(s) being studied.

In each Stage, students may note and reflect on such impact in their reading of Latin in the contextualized sentences and story line, in the cultural readings in English that follow, and in the photographs and illustrations that support and clarify information in each Stage. Note especially:

Geography: pp. 16-19, 138, 199-201

Historical events: pp. 17, 52, 101, 157-159, 168, 185, 237, 238; general historical overview pp. 240-243

Economic systems: pp. 84, 118, 202-203, 218-220, 255-258

Politics: pp. 44-45, 90-93, 94-97, 100-102, 218-219

Arts and crafts: pp. 20, 21, 29, 40, 52, 66, 73, 83, 133, 137, 143-146, 173, 183, 224, 237, 240, 257

Literature and myths: pp. 50, 100, 139

Architecture/city planning: pp. 18, 108, 117, 120, 181, 183, 184, 232, 241

Section II Critical Thinking and Problem Solving

Standard: The student will engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical issues.

01.a Use authentic sources to identify and analyze the diversity within and perspectives of the culture(s) being studied.

At this introductory level of Latin, authentic sources include the contextualized adapted readings in Latin, authentic products, and reproduced inscriptions.

In addition, English descriptions are provided to help students identify and analyze perspectives and diversity of the Roman world while they gain in the reading skills that will lead to increasing use of authentic sources to accomplish this objective.

Students may identify the perspectives of the Romans as they (a) read contextualized Latin in the opening pages of each Stage and (b) reflect further on what they have experienced by reading the cultural section written in English. In addition students may (c) observe authentic products that reflect the perspectives of their Roman creators. In Unit 3 students focus on Roman perspectives in the following areas:

Roman Britain: life in Bath (a) pp. 2-4, 5-10, 12-13, 24-25, 26-28, 29-33, 40-43, 44-45, 46, 55-57, 58-60; (b) pp. 16-21, 36-37, 48-52, 64-66; (c) pp. 9, 20, 21, 37, 40, 48, 52, 65; Roman (military) presence (a) pp. 70-71, 72-74, 76-78, 90-93, 94-95, 96-97, 106, 107-108, 110-112, 124-126, 127-131, 132-133; (b) pp. 81-86, 100-102, 116-121, 137-146; (c) pp. 83, 112, 100, 143, 145, 146

Rome: the city and its key sites (a) pp. 150-152, 153-159, 160-162, 172, 173-175, 177-179, 188-189, 190-194; (b) pp. 166-169, 181-185, 199-203; (c) pp. 161, 167, 177, 184; a melting pot of beliefs, interests, and social divisions (a) pp. 206-207, 208-211, 213-215, 226-233, 244-249, 251; (b) pp. 218-222, 237-241, 255-258; (c) pp. 221, 224, 232, 240, 241, 256, 257

Students will find notations specifically on the diversity within the Roman world on pp. 19, 51, 120-121, 139-140, 157-159, 182, 190-191, 200-201, 218-222.

Students are asked specific questions that helps them to analyze the perspectives and diversity of the Roman world after having experienced them through their Latin reading, pp. 8-9, 57, 192, 215, 231, 240

01.b Connect the language of the culture(s) being studied to other disciplines across the curriculum.

Each Stage provides students with tools and skills they can use to increase their accuracy in the use of their own language and the study of additional languages, classical and/or modern. The inductive approach of the *Cambridge Latin Course* guides students so that, in the process of learning to read Latin, they reflect on the nature of the forms and manipulation of language. In the *About the Language* sections found in each stage and in the review grammar at the end of the Unit students confirm and/or clarify what they have learned from their guided reading. See pp. 10-11, 14, 28, 34, 43-44, 57-58, 61, 74-75, 78, 93, 95, 109-110, 113, 116, 131-132, 134, 136-137, 159-160, 163, 176, 179, 195-196, 198, 211-212, 215, 218, 233-234, 236-237, 250, 252, 261-297.

Additional specific disciplines across the curriculum with which students may make connections in Unit 3 include:

Geography: pp. 16-19, 138, 199-201

History: pp. 17, 52, 101, 157-159, 168, 185, 237, 238, 240-243

Economics: pp. 84, 118, 202-203, 218-220, 255-258

Politics: pp. 44-45, 90-93, 94-97, 100-102, 218-219

Art: pp. 20, 21, 29, 40, 52, 66, 73, 83, 133, 137, 143-146, 173, 183, 224, 237, 240, 257

Literature: pp. 50, 100, 139

Architecture: pp. 18, 108, 117, 120, 181, 183, 184, 232, 241

Engineering: pp. 64-65, 181-185

Sociology: pp. 191-194, 202-203, 218-220, 244-251, 255-258

Performance arts: pp. 226, 230-231, 238-239

Religion and belief systems: pp. 2-13, 16-21, 24-33, 36-37, 40-45, 48-52, 213-214, 220-222, 237-238

Students may also find their own topics of interest in the Index of Cultural Topics, pp. 343-344.

01.c Analyze the influence of the language being studied on other languages and cultures.

Each Stage has a *Word Search* that provides activities with derivatives that demonstrate Latin's influence on English. See pp. 22, 38, 53, 67, 87, 103, 122, 147, 170, 186, 204, 223, 242, 259.

The emphasis in this Unit is on life in the city of Rome and on the impact of Roman conquest on the language, lifestyles, and skills of the Britons. Therefore, the readings and commentaries of Stages 21 through 28, in particular, are focused on the influence of the Roman language and culture. See selected references pp. 17-19, 44-45, 51-52, 139-140, 142

Section III Appreciation / Expression

Standard: The student will communicate in the humanities disciplines through creative expression.

01.a Communicate effectively and appropriately in a range of common situations and for a variety of purposes.

Each of the fourteen Stages of Unit 3 trains students to communicate effectively and appropriately in a variety of situations through:

(1) Adapted Latin readings within the authentic life contexts of the Romans and the classical world, specifically:

Activities related to health and well-being: pp. 2-13

Practices of belief and superstition: pp. 24-33, 40-45, 206-215

Travel: pp. 55-60

Serving in the military: pp. 70-78, 106-112

Living in the city: pp. 150-162, 172-179

Entertainment: pp. 226-233

(2) One or more *About the Language* sections that train students to recognize the elements and structure of the Latin language. See pp. 10-11, 14, 28, 34, 43-44, 57-58, 61, 74-75, 78, 93, 95, 109-110, 113, 116, 131-132, 134, 136-137, 159-160, 163, 176, 179, 195-196, 198, 211-212, 215, 218, 233-234, 236-237, 250, 252, 261-297

(3) A *Practicing the Language* section with a series of activities in which students use the elements of Latin to create meaningful sentences within the contexts of the readings (see #1, above) and to reflect on what they have learned; pp. 14-16, 34-35, 46-47, 62-64, 79-80, 98-99, 114-115, 134-135, 164-165, 180-181, 197, 216-217, 235-236, 253-254.

(4) Additional exercises that accompany the *Language Information Section* pp. 261-338.

(5) An *Index of Grammatical Topics* that permits the student to find specific help on grammar quickly, pp. 345-346.

Note that the Unit 3 **Workbook** for students provides 79 pages of exercises that:

- consolidate Latin grammar and vocabulary
- connect students' knowledge of Latin to English and other languages
- extend and test knowledge of Classical mythology and socio-historical settings of the Unit
- review information from the cultural sections

01.b Express preferences, desires, feelings, and opinions in the language being studied.

Students are provided extensive modeling of Latin dialogues in which expression of preferences, desires, feelings, and/or opinions play a key role.

Examples of modelling within Latin texts:

Model sentences: pp. 4, 71, 172

Stories/dialogues: pp. 5-6, 8, 9, 10, 26, 27, 29-33, 40, 42, 44-45, 56, 58-60, 72, 73-74, 76-78, 92, 107, 110, 128, 132, 157-158, 162, 174, 177, 194, 208, 211, 213-214, 230, 244, 247, 251

Examples found in syntactical items: *Practicing the Language*: pp. 47, 62, 95, 98, 113, 114

Examples found in questions in English: pp. 9, 16, 46, 57, 108, 175, 231-232

Other instances:

passim: in vocabulary checklists, etc.

Use of adverbs or adjectives, etc. to qualify statements expressing emotions, e.g.: pp. 14, 34, 62, 135, 180

In *Language Information*: pp. 267 (comparison of adjectives), 281 (deponent verbs), 282-283 (irregular verbs), 295 (longer sentences)

01.c Create community awareness of a culture through foreign language.

Students are supported in the accomplishment of this student-based objective through the high-interest cultural contexts of the Unit and its careful training of students in understanding and producing appropriate and accurate Latin.

Specifically students may use Latin or English to share what they have learned with their classmates, school, and community on the topics of:

Roman Britain: pp. 2-4, 5-10, 12-13, 16-21, 124-126, 127-133, 137-146

The City of Rome: pp. 150-152, 153-159, 166-169

Roman skill in engineering: pp. 18, 48, 55-60, 62-64, 65, 119, 172-175, 177-179, 181-185

Diverse Roman beliefs and religious practices: pp. 24-33, 36-37, 40-45, 48-52

Geography of the Classical world: pp. 16-19, 138, 199-201

Historical events and settings: pp. 17, 52, 101, 157-159, 168, 185, 237, 238, 347-348

Arts: pp. 29, 40, 52, 66, 83, 133, 137, 173, 183, 224, 237, 240

Tomb inscriptions: pp. 143, 145, 146, 257

Students may also demonstrate the importance of foreign language studies in the areas of cultural and linguistic understanding by participating successfully in festivals and contests. Along with the cultural understanding listed above, students may demonstrate accuracy in the interpretation, analysis, and production of Latin through:

Learning to recognize the elements and structure of the Latin language in *About the Language* sections and the *Review Grammar* pp. 10-11, 14, 28, 34, 43-44, 57-58, 61, 74-75, 78, 93, 95, 109-110, 113, 116, 131-132, 134, 136-137, 159-160, 163, 176, 179, 195-196, 198, 211-212, 215, 218, 233-234, 236-237, 250, 252, 261-297

Practicing the language in the *Practicing the Language* sections pp.14-16, 34-35, 46-47, 62-64, 79-80, 98-99, 114-115, 134-135, 164-165, 180-181, 197, 216-217, 235-236, 253-254

Working with derivatives in the *Word Study* sections pp. 22, 38, 53, 67, 87, 103, 122, 147, 170, 186, 204, 223, 242, 259.

Studying high-frequency vocabulary in the *Words and Phrases Checklist* pp, 22, 38, 53, 67, 87, 103, 122, 146-147, 170, 186, 204, 223, 241-242, 258-259.

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Idaho Achievement Standards: Foreign Language

**Section I
Knowledge**

Standard: The student will demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

01.a Identify the interconnectedness between language and culture.

Each Stage of Unit 4 integrates authentic contexts of Roman life and experiences with extended adapted and unadapted readings. General division of cultural contexts in Unit 4 are:

Experiences in the Roman cities and provinces in Stages 35 and 41, pp. 2-16, 112-138

The emperor and the council in Stages 37 and 48, pp. 34-52, 259-280

Law and Roman courts in Stage 40, pp. 94-110

Love, marriage, and divorce in Stages 38 and 43, pp. 54-72, 160-178

The skill of recitation in Stage 36, pp. 18-32

Roman literature and historical writings in Stages 39, 42, 44, 45, 46, and 47, pp. 74-92, 140-158, 180-197, 200-218, 222-233, 236-256

Students identify the interconnectedness of language and culture by: (1) experiencing the life and attitudes of the Romans in the extended adapted and unadapted readings in Latin in these contexts; (2) by reading the cultural background selections that help them reflect further on what they read; and (3) by answering questions about what they have read.

Experiences in the Roman cities and provinces: pp. 2-4, 6-8, 12-15, 112-129, 132-137

Imperial life and politics: pp. 34-42, 45-49, 74-78, 258, 259-262, 264-270, 274-279

Law and Roman courts: pp. 94-103, 106-109

Love, marriage, and divorce: pp. 54-56, 58-59, 61-65, 67-71, 160-163, 166-169, 174-177

Developing and using the skill of recitation: pp. 18-21, 23-25, 28-31

Roman literature:

- Ovid: *Metamorphoses* and *Ars Amatoria*, selections pp. 80-83, 149, 180-189; analysis, pp. 83, 84, 149, 181, 182, 187, 190
- Catullus: *Lesbia* and other selected poems pp. 142, 144, 200-212; analysis, pp. 143, 144, 201, 202, 206, 207, 211, 212

- Vergil: *Aeneid*, selections: pp. 150, 236-246; analysis, pp. 151-153, 238, 239, 241, 244, 247
- Martial: *Epigrams* selections, pp. 18-20, 23-25, 145-146; analysis, pp. 23-25
- Phaedrus: selected fable, pp. 140-141; analysis, pp. 141
- Petronius: *Satyrica* selections, pp. 160-163, 334; analysis, pp. 163
- Pliny the Elder: *Letters*, selections, pp. 112-129, 222-226; analysis, pp. 114-117, 121-123, 126, 129; *Natural History*: selections, p. 338, 340
- Pliny the Younger: *Letters*, selections, pp. 336, 340, 342
- Tacitus: *Histories*, selections, pp. 258-270, 342, 344; analysis, pp. 260, 262, 266, 268
- Suetonius: *Life of Domitian*, selections, pp. 346, 348, 350
- *laudatio* pp. 166-169

Greek literature and its influence on Roman literature: 250-255

Rhetoric and recitation, pp. 28-31

Students further identify the interconnectedness between the language they read and the culture of the Romans through contextualized activities in Latin in the *About the Language* and *Practicing the Language* sections pp. 5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273.

01.b Identify significant cultural and historical events.

The story line is set in Rome in AD 83-90.

Historical events: pp. 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352, 408-409

Cultural events: pp. 157, 174, 215-217

01.c Identify regional or native cultural practices.

The ongoing story line in Latin that opens each Stage provides continuous realistic contexts that give students a living insight into the practices of the Romans. Each Stage ends with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices.

Experiences in the Roman cities and provinces: pp. 2-4, 6-8, 12-15, 112-129, 132-137

Imperial life: pp. 34-42, 45-49, 74-78, 258, 259-262, 264-270, 274-279

Law and Roman courts: pp. 94-103, 106-109

Love, marriage, and divorce: pp. 54-56, 58-59, 61-65, 67-71, 160-163, 166-169, 174-177

Developing and using the skill of recitation: pp. 18-21, 23-25, 28-31;

Reading /reciting famous authors and literary pieces: pp. 74-78, 80-83, 88-91, 140-150, 180-189, 194-196, 200-212, 236-246, 250

Students may search for cultural topics of personal interest in the Index pp. 398-404.

01.d Review the impact of geography, history, economics, political systems, and the arts on the culture(s) being studied.

In each Stage, students may note and reflect on such impact in their reading of Latin in the contextualized sentences and story line, in the cultural readings in English that follow, and in the photographs and illustrations that support and clarify information in each Stage. Note especially:

Geography: pp. 112, 132-133, 180, 223

History: pp. 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352; general historical overview pp. 408-409

Economics: pp. 12-15, 67-68, 69, 88, 108, 175-176

Politics: pp. 45-49, 108, 132-134, 174, 258-270, 274-279

Art: pp. 45, 48, 59, 61, 81, 89, 105, 194-196, 201, 203

Literature: pp. 18-20, 23-25, 28-31, 80-83, 88-91, 112-129, 140-150, 177, 194-195, 200-212, 250-255, 334-353

Section II Critical Thinking and Problem Solving

Standard: The student will engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical issues.

01.a Use authentic sources to identify and analyze the diversity within and perspectives of the culture(s) being studied.

At this intermediate level of Latin, authentic sources include contextualized adapted and unadapted readings in Latin and authentic products.

In addition, English descriptions are provided to help students identify and analyze perspectives and diversity of the Roman world while they continue to grow in the reading skills that permit extensive use of authentic sources to accomplish this objective.

Students may identify the perspectives of the Romans as they (a) read contextualized Latin in the opening pages of each Stage and (b) reflect further on what they have experienced by reading the cultural section written in English. In addition students may (c) observe authentic products that reflect the perspectives of their Roman creators. In Unit 4 students focus on Roman perspectives in the following areas:

Experiences in the Roman cities and provinces: (a) pp. 2-4, 6-8, 112-129; (b) pp.12-15, 132-137; (c) pp. 113, 128, 134-135

Imperial life: (a) pp. 34-42, 74-78, 259-262, 264-270; (b) pp. 45-49, 258, 274-279; (c) pp. 45, 48, 49, 260, 270, 278, 280

Law and Roman courts: (a) pp. 94-103; (b) 106-109; (c) pp.97, 105, 106, 109

Experiences and customs of love, marriage, and divorce: (a) pp. 54-56, 58-59, 61-65, 160-163, 166-169; (b) pp. 67-71, 160, 166, 174-177; (c) pp. 59, 61, 160, 173, 175, 176

Recitation of literature: skill of recitation, (a) pp. 18-21, 23-25; (b) pp. 28-31; famous authors and literary pieces, (a) pp. 74-78, 80-83, 140-150, 180-189, 200-212, 236-246; (b) 88-91, 140, 142, 145, 149, 150, 180, 194-196, 236, 250; (c) 81, 184, 185, 201, 203

Students will find notations specifically on the diversity within the Roman world on pp. 69, 132-137, 175

Students are asked specific questions that helps them to analyze the perspectives and diversity of the Roman world after having experienced them through their Latin reading, pp. 4, 38, 55, 102

01.b Connect the language of the culture(s) being studied to other disciplines across the curriculum.

Each Stage provides students with tools and skills they can use to increase their accuracy in the use of their own language and the study of additional languages, classical and/or modern. The inductive approach of the *Cambridge Latin Course* guides students so that, in the process of learning to read Latin, they reflect on the nature of the forms and manipulation of language. In the *About the Language* sections found in each stage and in the review grammar at the end of the Unit students confirm and/or clarify what they have learned from their guided reading. See pp.5-6, 10-11, 22-23, 25-26, 38-39, 43, 57, 60, 65-66, 79-80, 84-86, 99-100, 103-104, 118-119, 123-125, 129-130, 146-147, 153-154, 164-165, 170, 172-173, 186, 190-191, 193, 204, 208-209, 214, 225-226, 228, 231, 243, 248, 263, 268, 271-272

Additional specific disciplines across the curriculum with which students may make connections in Unit 4 include:

Geography: pp. 112, 132-133, 180, 223

History: pp. 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352

Economics: pp. 12-15, 67-68, 69, 88, 108, 175-176, 276

Politics: pp. 45-49, 108, 132-134, 174, 258-270, 274-279

Art: pp. 45, 48, 59, 61, 81, 89, 105, 194-196, 201, 203

Literature: pp. 18-20, 23-25, 28-31, 80-83, 88-91, 112-129, 140-150, 177, 194-195, 200-212, 250-255, 334-353

Engineering: pp.119-121

Sociology: pp. 12-15, 67-71, 166-169, 174-177, 276-277

Religion and belief systems: pp. 276, 279

Students may also find their own topics of interest in the Index of Cultural Topics, pp. 398-404.

01.c Analyze the influence of the language being studied on other languages and cultures.

Cultural and literary influence, pp. 106-109, 135-137, 176, 183, 188, 194-196, 245

The first six Stages have a *Word Search* that provides activities with derivatives that demonstrate Latin's influence on English. See pp. 16, 32, 52, 72, 92, 110

Section III Appreciation / Expression

Standard: The student will communicate in the humanities disciplines through creative expression.

01.a Communicate effectively and appropriately in a range of common situations and for a variety of purposes.

Each of the fourteen Stages of Unit 4 trains students to communicate effectively and appropriately in a variety of situations through:

(1) Adapted Latin readings within the authentic life contexts of the Romans and the classical world, specifically:

Experiences and customs of love, marriage, and divorce, pp. 54-56, 58-59, 61-65, 160-163, 166-169

Experiences in the Roman cities and provinces, pp. 2-4, 6-8, 112-129

Imperial life, pp. 34-42, 74-78, 259-262, 264-270

Involvement in Roman courts of law, pp. 94-103

Recitation of literature: skill, pp. 18-21, 23-25; content, pp. 74-78, 80-83, 140-150, 180-189, 200-212, 236-246

(2) Two or more *About the Language* sections that train students to recognize the elements and structure of the Latin language, and frequently provide an activity to practice the concept. See pp. 5-6, 10-11, 22-23, 25-26, 38-39, 43, 57, 60, 65-66, 79-80, 84-86, 99-100, 103-104, 118-119, 123-125, 129-130, 146-147, 153-154, 164-165, 170, 172-173, 186, 190-191, 193, 204, 208-209, 214, 225-226, 228, 231, 243, 248, 263, 268, 271-272

(3) A *Practicing the Language* section with a series of activities in which students use the elements of Latin to create meaningful sentences within the contexts of the readings (see #1, above) and to reflect on what they have learned; pp. 9-10, 27-28, 44-45, 66-67, 86-88, 104-106, 131, 155-156, 171-172, 191-193, 213-214, 229-230, 248-250, 272-273

(4) Additional exercises that accompany the *Language Information Section* pp. 284-397.

(5) An *Index of Grammatical Topics* that permits the student to find specific help on grammar quickly, p. 45

Note that the Unit 4 **Workbook** for students provides 109 pages of exercises that:

- consolidate Latin grammar and vocabulary
- connect students' knowledge of Latin to English and other languages
- extend and test knowledge of Classical mythology and socio-historical settings of the Unit
- review information from the cultural sections

01.b Express preferences, desires, feelings, and opinions in the language being studied.

Examples of modelling within Latin texts

Model sentences: p. 94

Stories/dialogues: pp. 2, 6, 18, 24-25, 36, 37, 40, 42, 54-55, 56, 58-59, 61-65, 75, 76-78, 98, 100-101, 114, 116, 117, 121, 122, 126, 141, 142, 144, 146, 150, 161-162, 166-169, 182, 188-189, 200, 202, 206-207, 209-210, 223-224, 226, 244-246, 261, 266

Examples found in syntactical items

About the Language/Practicing the Language: pp. 22, 65, 86-87, 103, 104, 146, 172, 190, 230, 231, 268

Examples found in questions in English: pp. 4, 38, 55, 66-67, 87, 116, 117, 121, 122, 126, 141, 143, 144, 151, 163, 182, 187, 201, 202, 207, 225, 244, 247, 262,

Other instances

- *passim*: in vocabulary checklists, etc.
- Use of particular words (nouns, adjs., advs.), etc. to qualify statements expressing emotions, e.g.: pp. 9, 213,
- In cultural information, e.g. translations of actual texts: pp. 67-71, 136-137, 251-255, 276,
- In *Language Information*: pp. 288-289 (comparison of adjs. and advs.), 307-310 (irregular verbs), 311-313 (uses of the cases), 318 (uses of the subjunctive), 320 (indirect statement), 322 (conditional sentences)
- In Reference Grammar: pp. 329 (fearing clauses), 330 (jussive subjunctive)
- In Supplementary Reading: pp. 334, 338

01.c Create community awareness of a culture through foreign language.

Students are supported in the accomplishment of this student-based objective through the high-interest cultural contexts of the Unit and its careful training of students in understanding and producing appropriate and accurate Latin.

Specifically students may use Latin or English to share what they have learned with their classmates, school, and community on the topics of:

Roman literature:

- poetry of Ovid, Catullus, Vergil: selections: pp. 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246; analysis, pp. 83-84, 143-144, 149, 151-153, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247
- epigrams of Martial: selections, pp. 18-20, 23-25, 145-146; analysis, pp. 23-25
- fables of Phaedrus: selection, pp. 140-141; analysis, pp. 141
- “Satyrical” of Petronius: selections, pp. 160-163, 334; analysis, pp. 163
- Pliny the Elder, *Letters*: selections, pp. 112-129, 222-226; analysis, pp. 114-117, 121-123, 126, 129; *Natural History*: selections, p. 338, 340
- *Letters* of Pliny the Younger: selections, pp. 336, 340, 342

- histories of Tacitus: selections, pp. 258-270, 342, 344; analysis, pp. 260, 262, 266, 268
- Suetonius, *Life of Domitian*: selections, pp. 346, 348, 350
- *laudatio* pp. 166-169

Greek literature and its influence on Roman literature: 250-255

Rhetoric and recitation, pp. 28-31

Roman imperial history and politics, pp. 34-42, 45-49, 259-262, 264-270

Roman law, pp. 94-103, 106-109

Marriage and divorce, pp. 58-59, 61-65, 67-71, 160-163, 166-169, 174-177

Students may also demonstrate the importance of foreign language studies in the areas of cultural and linguistic understanding by participating successfully in festivals and contests. Along with the cultural understanding listed above, students may demonstrate accuracy in the interpretation, analysis, and production of Latin through:

Learning to recognize and have an opportunity to practice the elements and structure of the Latin language in *About the Language* and *Practicing the Language* sections and the *Review Grammar* pp. 5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273, 284-328

Working with derivatives and synonyms in the *Word Search and Synonym Search* sections pp. 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280.

Studying high-frequency vocabulary in the *Words and Phrases Checklist* pp. 16, 32, 52, 72, 91-92, 110, 138, 158, 178, 197, 218, 233, 256, 280.