

# **Cambridge Latin Course**

*Fourth Edition*

## **Correlated to Louisiana Foreign Language Content Standards**

**Cambridge Latin Course**

**Unit 1 Student Book 0521782287 for Latin 1A, grades 7-12**

**Book Title:** Cambridge Latin Course Unit 1 Student Book **Grade Level:** 7-12

**Publisher:** Cambridge University Press **Subject/Course:** Latin 1A

# COMMUNICATION STRAND

## COMMUNICATION STANDARD 1

### Interpretive Mode

**Students understand and interpret spoken and written communication in the target language on a variety of topics.**

#### **Unit 1 (Latin 1A)**

Before considering each of the comprehension content areas in the Louisiana Standards document, we provide an overview of the interpretive strand within the *Cambridge Latin Course*.

The *Standards for Classical Language Learning* begin with an important affirmation: “Reading is the first standard and the key to communicating with the ancient world.”

The *Cambridge Latin Course* has two major objectives:

1. To teach comprehension of the Latin language through practice in reading it
2. To develop, through these readings, the students’ understanding of the social and political history of the Romans, especially during the first century A.D.

The *Course*, therefore, does not present the Latin language as an abstract linguistic system, but as the medium of the great culture and literature that molded it.

The *Course* consists of Units (books) divided into Stages (chapters). Unit 1 (Latin 1A), set in Pompeii in the first century A.D., is based on the **familia** of Lucius Caecilius Iucundus, whose house and records survive. Subsequent Units are set in Roman Britain, Roman Egypt, and the city of Rome itself. The *Course* follows the lives of members of this **familia** through an ongoing, engaging, and culturally accurate story line that extends from Stages 1 – 40. Throughout these Stages of the *Course* the vocabulary and syntax of key Latin authors is incorporated into the writings, and unadapted selections included as part of the story line. The story line ends with Stage 40, and Stages 41-48 present unadapted literature.

The twelve Stages (chapters) of **Unit 1 (Latin 1A)** of the *Course* open with line drawings that reflect a specific authentic cultural context. Students read and/or listen to the Latin sentence that accompanies each drawing and, without resorting to translation, begin to understand the lives of the Romans through their own language.

**Unit 1 (Latin 1A)** Opening line drawings and model sentences:

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 of **Unit 1 (Latin 1A)** next connects these contextualized, image-based sentences into meaningful passages that provide students with extended Latin reading/listening they can understand.

**Unit 1 (Latin 1A)** Meaningful passages with extended Latin reading:

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

Each Stage of **Unit 1 (Latin 1A)** asks students to demonstrate their comprehension and/or interpret the contextualized Latin they read/listen.

**Unit 1 (Latin 1A)** Contextualized activities in Latin and/or 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

In the notations that follow, exemplars that illustrate focus concepts have been provided in those categories that have large numbers of potential citations.

## **DEVELOPING STAGE BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage plus the following:

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<b>CM-1-D1...demonstrating comprehension of oral and written instructions connected to daily activities through appropriate responses; (1)</b>	Notations on making use of Latin in the classroom as part of daily activities found in Unit 1 Teacher's Manual pp. 9-15.  Text exemplars pp. 22-24, 36, 38, 40, 52-55, 104-105, 149-150
<b>CM-1-D2...demonstrating comprehension of the main ideas and identifying the principal characters in reading selections in age-appropriate literature from the target cultures; (1, 4)</b>	Exemplars pp. 2-7, 20-25, 36-38, 61, 95, 106, 131
<b>CM-1-D3...demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1, 4)</b>	Exemplars pp. 2-6, 20-25, 52-58, 70-74, 88-89, 92, 113,114, 142-147, 149-150, 166, 168

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-1-D4...demonstrating comprehension of the main ideas and significant details from written, recorded, or live stories, songs, poems, and plays; (1,4)</b>	Exemplars pp. 38-39, 77, 95-96, 106/108/110, 128-129, 146-147, 172-173, 188-190, 206-207  NB: Model sentences and most reading selections are found in the Audio Program recordings
<b>CM-1-D5...demonstrating comprehension of oral and written messages by applying concepts of numbers, time, and weather to real-life situations; (1, 2, 4)</b>	Exemplars pp. 149-150, 202-207
<b>CM-1-D6...demonstrating comprehension of information in the target language from the news media, commercials, magazines, electronic mail, or other sources; (1, 4)</b>	Exemplars of Latin original materials and sources that would be the equivalent of modern communication sources include pp. 48, 138, 177, 197, 198, 200
<b>CM-1-D7...demonstrating comprehension of visual and auditory cues, such as gestures and intonation. (1)</b>	Exemplars pp. 7, 20-23, 72-73, 88-89, 104-105  The Audio Program provides auditory cues.

## COMMUNICATION STANDARD 2

### Interpersonal Mode

**Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.**

Although Latin is not primarily a language of interpersonal communication among contemporary students at grades 7-12, the *Cambridge Latin Course* does provide ample opportunities and training for students in this communicative mode. The Student Book provides many phrases and short sentences tied to visuals for ease in comprehension and memorization, and provides clear, contextualized visual backup for key vocabulary. The Teacher's Manual provides specific suggestions for use of Latin in classroom interaction, while the Omnibus Workbook provides *Audite-Dicite* sections.

#### **Unit 1 (Latin 1A) Overview:**

Students internalize and communicate with 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.

Students interact orally and/or by demonstrations as they: complete the contextualized sentences found in the *Practicing the Language* sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215; participate in dialogues and/or parallel statements such as modeled pp. 24, 57, 58, 77, 108, 114, 149-150, 152, 162-165, 172, 182-183, 184, 185, 188-190, 202-204, 206, 208, 209, 210

## DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-2-D1...following and giving directions for participating in age-appropriate classroom and cultural activities; (1)</b>	Notations on making use of Latin in the classroom as part of daily activities found in Unit 1 Teacher's Manual pp. 9-15.  Text exemplars pp. 22-24, 36, 38, 40, 52-55, 104-105, 149-150
<b>CM-2-D2...requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings; (1, 5)</b>	Modeled in various situations, e.g. 54-56, 57, 58, 77, 92, 114
<b>CM-2-D3...exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1)</b>	Modeled in various formats e.g. pp. 2-6, 20-25, 52-58, 70-74, 88-89, 92, 113,114, 142-147, 149-150, 166, 168
<b>CM-2-D4...comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things(1,4)</b>	Modeled in various situations e.g. 7, 23, 25, 38, 40, 149-150, 162-165, 166, 182-183, 184-185
<b>CM-2-D5...exchanging and applying information incorporating numbers, time, schedules, and weather; (1, 4)</b>	Modeled in various written formats e.g. pp. 149-150, 202-207
<b>CM-2-D6...requesting and providing goods, services, or information in a variety of settings; (1, 4)</b>	Modeled in various situations e.g. 24, 37, 52-56, 57, 77, 104-105, 142-144, 146, 149-150, 168
<b>CM-2-D7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)</b>	Modeled in various written and visual formats e.g. pp. 20-21, 24, 36, 38, 52-56, 57, 58, 149-150, 188
<b>CM-2-D8...expressing feelings, emotions, and opinions in a variety of situations and appropriately responding to the feelings and emotions expressed by others. (1, 4)</b>	Modeled in various situations and forms e.g. pp. 7, 20-23, 72-73, 88-89, 104-105

# COMMUNICATION STANDARD 3

## Presentational Mode

Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.

With the *Cambridge Latin Course* students are trained in accurate Latin structure while provided topics and models for oral and written presentation. This training includes great emphasis on carefully-constructed, contextualized language with a strong visual component to aid in comprehension and memorization.

### Unit 1 (Latin 1A)

Models and passages 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.

Contextualized sentences focusing on accuracy of expression: *Practicing the Language* pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215

Present a story narrative for model illustrations pp. 2-6, 20-23, 52-56, 70-73, 88-89, 104-105, 122-124, 142-114, 162-165, 182-183, 202-204

Present responses to contexts from the reading passages; ideas for such presentations through questions pp. 39, 96, 129, 147, 173, 207

## DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-3-D1...preparing and/or presenting short announcements and messages connected to daily activities in both the native and target cultures; (1)</b>	Concept examples pp. 24, 36, 38, 40, 52-55
<b>CM-3-D2...presenting information incorporating numbers, time, and weather; (1, 4)</b>	Concept examples pp. 149-150, 202-207
<b>CM-3-D3...preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects; (1, 4)</b>	Concept examples pp. 2-6, 52-58, 70-74, 92, 108, 113-114, 142-147, 149-150, 168
<b>CM-3-D4...presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language; (1)</b>	Concept examples pp. 7, 24-25, 58-59, 77, 88-89, 92, 108, 113, 114, 131, 149-150, 152, 168, 184-185, 188-190, 206-210

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<b>CM-3-D5...preparing audio- or video-recorded messages on topics of personal interest; (1, 3, 4)</b>	For this student-based standard concept examples include Stage 1 pp. 1-18 (family), Stage 5 pp. 69-86 (theater), Stage 8 pp. 121-140 (gladiatorial contests), Stage 11 pp. 181-200 (politics), Stage 12 pp. 201-222 (Pompeii and Mt. Vesuvius)
<b>CM-3-D6...preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events; (1, 2, 3, 4)</b>	Concept examples pp. 7, 24-25, 58-59, 77, 88-89, 92, 108, 113, 114, 131, 149-150, 152, 168, 184-185, 188-190, 206-210
<b>CM-3-D7...retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos; (1, 4)</b>	Target-language selections evocative of storytelling and literature include pp. 106, 131
<b>CM-3-D8...preparing short presentations about products and/or practices of the native and target cultures. (1, 3, 4)</b>	Concept examples pp. 20-23, 37, 38, 40, 57-58, 74, 92, 104-105, 113, 125, 127-128, 142-144, 145-146, 166, 188-190

## **CULTURES STRAND**

### **CULTURES STANDARD 1**

#### **Practices**

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

#### **Unit 1 (Latin 1A)**

Stages (a) open with line drawings that depict the Romans engaging in culturally authentic activities, then include these practices in the ongoing story line in Latin, (b) follow with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices, and (c) provide photos, illustrations and diagrams of authentic artifacts.

### **DEVELOPING STAGE**

#### **BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<b>CL-1-D1...using age-appropriate verbal and nonverbal behaviors in daily activities typical of the target cultures; (1, 4)</b>	Daily life 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

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CL-1-D2...identifying cultural practices that give rise to commonly held generalizations and/or stereotypes; (2, 3, 4)</b></p>	<p>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</p> <p>Gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138 (c) 126, 133, 134, 135, 136, 137, 138, 140</p> <p>Specific comparisons and contrasts with contemporary culture: 10, 12, 13, 15, 63, 65, 97, 115, 154, 176</p>
<p><b>CL-1-D3...participating in age-appropriate cultural activities, such as games, social situations, class and school projects, and special occasions or holidays; (5)</b></p>	<p>Education and life skills in Stage 10: (a) 162-172 (b) 175-178 (c) 167, 175, 176, 177, 178, 180</p>
<p><b>CL-1-D4...identifying and describing social, geographic, and historical factors that impact cultural practices; (3, 4)</b></p>	<p>Town 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</p>
<p><b>CL-1-D5...demonstrating an understanding of the cultural connotations of common words, phrases, and idioms; (1)</b></p>	<p>Students will see such language embedded in the many reading selections. They will find additional words and phrases in <i>Word Study</i> sections pp.17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.</p>
<p><b>CL-1-D6...applying units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock;(2, 4)</b></p>	<p>References pp. 65-66, 149-150</p>
<p><b>CL-1-D7...identifying social customs related to religion, family life, folklore, and holidays; (3, 4, 5)</b></p>	<p>Theater and performance arts in Stage 5: (a) 70-77 (b) 81-84 (c) 69, 74, 76, 81, 82, 83, 84, 85, 86</p> <p>Gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138 (c) 126, 133, 134, 135, 136, 137, 138, 140</p> <p>Practices related to death in Stage 7: (a) 108-114 (b) 115-118 (c) 103, 107, 115, 116, 117, 118, 119</p> <p>Religious observances: pp. 50, 207, 209, 213</p>
<p><b>CL-1-D8...distinguishing differences in cultural practices and expressions among same-language cultures; (3, 4)</b></p>	<p>With emphasis throughout this first semester text on the basics of the language and culture of the Pompeii and the Italic peninsula, the distinguishing of cultural practices is focused instead at this point on Roman practices compared to (1) Greeks 162-169, (2) other Mediterranean cultures of the classical period: 12, 45, 97, 99</p>

# CULTURES STANDARD 2

## Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

### Unit 1 (Latin 1A)

Stages begin with line drawings that depict Romans surrounded by authentic products and settings. Then throughout the Stage a variety of Roman products are shown through photos, drawings, and diagrams, each with an accompanying caption that connects the product with the Roman perspective that led to its creation.

In addition, students are invited to reflect on Roman products and perspectives by comparing them with those of the Greeks (pp. 82, 157, 162-169, 177-178) and the Egyptians (pp. 172-173).

## DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CL-2-D1...identifying tangible and intangible products and symbols of the culture (e.g., toys, dress, types of buildings, foods) using authentic materials; (1, 3)</b></p>	<p>Products of home, daily life: pp.7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 28, 29, 30, 31, 32, 33, 34, 207, 209, 217 (Stages 1, 2, 12)</p> <p>Products used in education and employment: pp.167, 175, 176, 177, 178, 180 (Stage 10)</p> <p>Products of town life and commerce: pp. 39, 43, 44, 45, 46, 47, 48, 50, 51, 57, 61, 62, 63, 64, 65, 66, 67, 68, 90, 94, 97, 99 (Stages 3, 4, 6)</p> <p>Products of political life: pp.193, 194, 196, 197, 198, 200 (Stage 11)</p>
<p><b>CL-2-D2...recognizing major works of art, music, and/or literature of the target cultures; (1, 4)</b></p>	<ul style="list-style-type: none"> <li>• Products of the theater and literature: pp. 69, 74, 76, 81, 82, 83, 84, 85, 86 (Stage 5)</li> <li>• Products used in gladiatorial contests: pp.126, 133, 134, 135, 136, 137, 138, 140 (Stage 8)</li> <li>• Works in the fine arts: pp.7, 9, 37, 78, 80, 83, 132, 140</li> <li>• Products of religious observance: pp. 50, 207, 209, 213</li> <li>• Products reflecting perspectives on death: pp. 103, 107, 115, 116, 117, 118, 119 (Stage 7)</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
<b>CL-2-D3...identifying major scientific and historical contributions of the target cultures. (3, 4, 5)</b>	<ul style="list-style-type: none"> <li>• Organization of towns pp. 43-48, 62-66</li> <li>• Drama and literature pp. 81-84</li> <li>• Public baths: pp.141, 145, 147, 150, 152-153, 155-160</li> <li>• Education/engineering/arts pp. 162-166, 175-178</li> <li>• Politics and elections pp. 182-185, 188-190, 194-198</li> </ul>

## CONNECTIONS STRAND

### CONNECTIONS STANDARD 1

#### Reinforcement

Students reinforce and further their knowledge of other disciplines through the second language.

#### DEVELOPING STAGE

#### BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CN-1-D1...demonstrating comprehension of articles or short recordings in the target language on topics studied in other classes; (1, 4)</b>	<ul style="list-style-type: none"> <li>• Economics: pp. 36-40, 88-92</li> <li>• Politics: pp.182-190</li> <li>• Historical events – Pompeii and its destruction: pp. 202-210</li> <li>• Education: pp. 162-172</li> <li>• Public life – the Forum: pp. 52-58</li> <li>• Performance arts: pp. 70-77</li> <li>• Social sciences: social relationships pp. 3-7, 20-25, 34-36; public events pp. 122-131, 142-152</li> <li>• The influence of the Greeks: pp. 162-169</li> <li>• Historical personages, events, and themes, pp. 202-210</li> </ul>
<b>CN-1-D2...exchanging information about topics from other school subjects in the target language; (1, 4)</b>	<p>Information presented in these topics areas in Latin or images for use in interpersonal communication:</p> <ul style="list-style-type: none"> <li>• Economics: pp. 36-40, 88-92,</li> <li>• Politics: pp.182-190</li> <li>• Historical events – Pompeii and its destruction: pp. 202-210</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	<ul style="list-style-type: none"> <li>• Education: pp. 162-172</li> <li>• Public life – the Forum: pp. 52-58</li> <li>• Performance arts: pp. 70-77</li> <li>• Social sciences: social relationships pp. 3-7, 20-25, 34-36; public events pp. 122-131, 142-152, 154-158</li> <li>• The influence of the Greeks: pp. 162-169</li> <li>• Geography: pp. 10, 43-47, 216-220</li> <li>• 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</li> <li>• Historical personages, events, and themes, pp. 202-210</li> </ul>
<p><b>CN-1-D3...presenting oral or written reports in the target language on topics studied in other classes; (1, 4)</b></p>	<p>To develop student skills in language each Stage with its own culturally authentic context provides a <i>Word Study</i> that includes work with derivatives addressing a wide variety of disciplines, including government, law, history, geography, the arts, and literature. See pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.</p> <p>Information for students to use in developing presentations includes selections in Latin, cultural contexts in English, and visual aids such as maps, charts, and diagrams:</p> <ul style="list-style-type: none"> <li>• Economics: pp. 36-40, 43-47, 88-92, 97-100</li> <li>• Politics: pp. 182-190, 194-198</li> <li>• Historical events – Pompeii and its destruction: pp. 43-47, 138, 202-210, 216-220</li> <li>• Education: pp. 162-172, 175-178</li> <li>• Public life – the Forum: pp. 52-58, 62-66</li> <li>• Performance arts: pp. 70-77, 81-84</li> <li>• Social sciences: social relationships pp. 3-7, 13-15, 20-25, 34-36; public events pp. 122-131, 134-138, 142-152, 154-158</li> <li>• The influence of the Greeks: pp. 162-169</li> <li>• Geography: pp. 10, 43-47, 216-220</li> <li>• Plots, themes, and authors in literature: pp. 82-84, 118, 138, 155, 177</li> <li>• 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</li> <li>• Mythological references, pp. 50, 64-65, 80, 118, 120, 173</li> <li>• Historical personages, events, and themes, pp. 43-47, 99, 138, 181, 195-196, 202-210, 216-220, 256-259</li> </ul>

## CONNECTIONS STANDARD 2

### Acquisition

Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.

**DEVELOPING STAGE  
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<p><b>CN-2-D1...finding and using information in authentic materials. (1, 4)</b></p>	<ul style="list-style-type: none"> <li>• Economics: pp. 36-40, 88-92,</li> <li>• Politics: pp.182-190</li> <li>• Historical events – Pompeii and its destruction: pp. 202-210</li> <li>• Education: pp. 162-172</li> <li>• Public life – the Forum: pp. 52-58</li> <li>• Performance arts: pp. 70-77</li> <li>• Social sciences: social relationships pp. 3-7, 20-25, 34-36; public events pp. 122-131,142-152, 154-158</li> <li>• The influence of the Greeks: pp. 162-169</li> <li>• Geography: pp. 10, 43-47, 216-220</li> <li>• 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</li> <li>• Historical personages, events, and themes, pp. 202-210</li> </ul>

**COMPARISONS STRAND  
COMPARISONS STANDARD 1  
Nature of Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language.

**DEVELOPING STAGE  
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-1-D1...recognizing the differences and similarities between the words or expressions from the target and native languages; (1, 3, 4)</b></p>	<p><i>About the Language</i> 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</p> <p><i>Vocabulary Checklist</i> pp. 18, 34, 50, 68, 86, 102, 120, 140, 160, 180, 200, 222, 241-251</p> <p><i>Language Information</i> pp. 225-240</p>
<p><b>CP-1-D2...using cognates and false cognates appropriately; (1, 4)</b></p>	<p>Particular focus placed on cognates and false cognates in <i>Word Study</i> sections pp.17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221</p>
<p><b>CP-1-D3...demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other; (1, 4)</b></p>	<p><i>About the Language</i> 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</p> <p><i>Practicing the Language</i> sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215</p> <p>Latin structure and/or syntax specifically compared to English, pp. 8, 26, 93, 107, 111, 186, 191</p> <p>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</p>
<p><b>CP-1-D4...using formal and informal expressions in the target language; (1, 2, 5)</b></p>	<p>Formal and informal speech is modeled in the reading selections. Correct usage is reinforced 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</p>
<p><b>CP-1-D5...identifying and using critical sound distinctions that must be mastered in order to communicate meaning; (1, 4)</b></p>	<p>The Teacher's Manual addresses the importance of aural and oral training and work in Latin, and the Audio Program provides training in classical pronunciation.</p>
<p><b>CP-1-D6...using the structural patterns of the target language; (1)</b></p>	<p><i>About the Language</i> 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</p> <p><i>Practicing the Language</i> sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215</p>
<p><b>CP-1-D7...expressing ideas in a variety of ways. (1, 2)</b></p>	<p><i>Practicing the Language</i> sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215</p> <p>Answering questions pp. 39, 96, 129, 147, 173, 207</p>

## COMPARISONS STANDARD 2

## Concept of Culture

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture.

### DEVELOPING STAGE BENCHMARKS 6-8

#### Unit 1 (Latin 1A)

Each of the twelve Stages of **Unit 1 (Latin 1A)** is organized around a specific aspect of the culture of the Greco-Roman world. Each contains information, illustrations, and reflections designed both to teach students about classical culture and to provide opportunities for them to compare and contrast their own culture with that of the ancient world.

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-2-D1...contrasting verbal and nonverbal behavior in native and target cultures; (1, 4, 5)</b></p>	<p>Students will experience first hand the verbal (and to some extent, nonverbal) communication patterns of the ancient Romans through the story line and will be able, through these contextualized experiences, to compare and contrast their own behaviors with those of the ancients. Experiences will be reinforced through the cultural reading selections in English.</p> <p>In addition, specific comparisons and contrasts with contemporary culture found on pp. 10, 12, 13, 15, 63, 65, 97, 115, 154,176</p>
<p><b>CP-2-D2...demonstrating an understanding of the reasons why certain products originate and are important to particular cultures; (1, 3, 4)</b></p>	<p>Selected product/perspective focus for this level of study includes:</p> <ul style="list-style-type: none"> <li>• Daily life at home and in the community (Stage 1 pp. 1-18; Stage 2 pp. 19-34)</li> <li>• Education (Stage 10 pp. 161-180)</li> </ul>
<p><b>CP-2-D3...comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays); (1, 3, 4)</b></p>	<ul style="list-style-type: none"> <li>• Entertainment and recreation (Stage 5 pp. 69-86; Stage 8 pp.121-140; Stage 9 pp.141-160)</li> <li>• Beliefs about death (Stage 7 pp. 103-120)</li> </ul>
<p><b>CP-2-D4...comparing the practices and expressive products of the native and target cultures (e.g., historical, business or scientific contributions, music, works of art, and literature). (1, 4)</b></p>	<ul style="list-style-type: none"> <li>• Economic life (Stage 3 pp. 35-50; Stage 4 pp. 51-68; Stage 6 pp. 87-102)</li> <li>• Political life (Stage 11, pp. 181-200)</li> <li>• Events that have an impact on societies (Stage 12 pp. 201-222)</li> <li>• Works in the fine arts: pp.7, 9, 37, 78, 80, 83, 132, 140</li> </ul>

## COMMUNITIES STRAND

# COMMUNITIES STANDARD 1

## Learning

**Students use the language both within and beyond the school setting.**

Through the inductive approach of the *Cambridge Latin Course* students will be able to read Latin and to recognize and use appropriate grammar and syntax. Students will also compare Latin structures and concepts to their own language. Students may then use this knowledge and skill to:

- speak about Latin to others in the school or the community;
- tutor other students;
- participate in school classics clubs and the Junior Classical League;
- recognize Latin words, phrases, and language elements in a variety of texts and media; read classical authors for personal enjoyment and enrichment;
- participate successfully in classical language examinations, contests, and festivals; and
- experience success in additional courses in modern or classical languages.

## DEVELOPING STAGE

### BENCHMARKS 6-8

**As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:**

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-1-D1...communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of general interest; (1, 3, 4)</b>	Exemplars of exchanging information modeled pp. 2-6, 20-25, 52-58, 70-74, 88-89, 92, 113,114, 142-147, 149-150, 166, 168
<b>CT-1-D2...interacting with members of the local community using the target language, as well as local dialects; (1, 3, 4)</b>	Interaction modeled pp. 2-6, 20-25, 52-58, 70-74, 88-89, 92, 113,114, 142-147, 149-150, 166, 168  Language skills reinforced in sections on how the Latin language works, 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; how Latin influenced English, pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221, and how the Latin language compares to English, pp. 8, 26, 93, 107, 111, 186, 191
<b>CT-1-D3...participating in age-appropriate class or club activities which benefit the school or community; (4, 5)</b>	Knowledge and skills to successfully participate in activities and share learning with the community enhanced throughout the <i>Course</i> by clear presentation of the elements of the Latin language; appealing topics clearly expressed in carefully adapted Latin; and succinct, accurate, and appealing presentation of cultural information in English.

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<b>CT-1-D4...writing and illustrating a logo, poster, greeting card, poem, skit, song, and/or story to present to others in the school or community; (1, 2, 3, 4)</b>	Presentation model / inspiration through lively selections, 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
<b>CT-1-D5...preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)</b>	Present a story narrative for model illustrations pp. 2-6, 20-23, 52-56, 70-73, 88-89, 104-105, 122-124, 142-114, 162-165, 182-183, 202-204  Other performance model exemplars 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

## COMMUNITIES STANDARD 2

### Enrichment

Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.

By the end of their first year of Latin study students have a clear idea of the daily lives and basic activities, attitudes, and beliefs of the ancient Romans. They have reflected on the nature of their own culture as they studied that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to:

- recognize Latin cultural elements in a variety media including films, plays, and television;
- participate successfully in school, regional, state, and or national classical examinations and contests;
- participate in school or community festivals;
- recognize classical cultural and historical elements in other course disciplines;
- recognize and appreciate classical influences and elements in art, architecture, and music;
- explore additional aspects of classical culture through attendance at lectures and workshops; and
- correspond with students around the world.

### DEVELOPING STAGE

#### BENCHMARKS GRADES 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<b>CT-2-D1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)</b>	Reading material exemplars pp. 2-6, 20-25, 52-58, 70-74, 88-89, 92, 113,114, 142-147, 149-150, 166, 168
<b>CT-2-D2...identifying and participating in age-appropriate sports or games from the</b>	Exemplars from education of youth pp. 162-172, 175-178

BENCHMARKS	CORRELATION NOTATIONS
target cultures; (4, 5)	
<b>CT-2-D3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)</b>	Cultural events exemplars from ancient Rome include Theater and performance arts in Stage 5: (Latin) 70-77 (English) 81-84 Gladiatorial contests in Stage 8: (Latin) 122-131 (English) 134-138 Religious observances: pp. 50, 207, 209, 213
<b>CT-2-D4...listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)</b>	Performance arts in the ancient world are a focus in Stage 5 (Theater) pp. 69-86.
<b>CT-2-D5...planning a real or imaginary trip. (2, 3, 4)</b>	Students may be inspired in their preparations by the cultural presentations of each Stage, and able to participate more fully in the experience of “being in the ancient world” through the extensive, accessible, and enjoyable contextual reading selections in Latin in each Stage.

## COMMUNITIES STANDARD 3

### Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

### DEVELOPING STAGE BENCHMARKS 6-8

As students progress along the developing stage of the continuum of second language learning, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-3-D1...identifying professions in which the ability to communicate in the target language is a distinct advantage; (3, 4, 5)</b>	The study of Latin language and Latin culture provides a clear advantage in careers due to (a) increased awareness of the impact of the Roman civilization on the modern world, (b) insights into the nature of language, be it one’s own native language or additional modern or classical languages that may be acquired, and increased control of vocabulary and derivatives (CT-3-D2). Students can discuss which careers are especially well related to these areas of study as they experience them in the <i>Cambridge Latin Course</i> . See: (a) • Economics: pp. 36-40, 88-92,

BENCHMARKS	CORRELATION NOTATIONS
	<ul style="list-style-type: none"> <li>• Politics: pp.182-190</li> <li>• Historical events – Pompeii and its destruction: pp. 202-210</li> <li>• Education: pp. 162-172</li> <li>• Public life – the Forum: pp. 52-58</li> <li>• Performance arts: pp. 70-77</li> <li>• Social sciences: social relationships pp. 3-7, 20-25, 34-36; public events pp. 122-131,142-152, 154-158</li> <li>• The influence of the Greeks: pp. 162-169</li> <li>• Geography: pp. 10, 43-47, 216-220</li> <li>• Architecture photos pp. 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 159, 213, 217</li> <li>• Historical personages, events, and themes, pp. 202-210</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>• <i>About the Language</i> 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</li> <li>• <i>Practicing the Language</i> sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215</li> <li>• Latin structure and/or syntax specifically compared to English, pp. 8, 26, 93, 107, 111, 186, 191</li> <li>• 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</li> </ul>
<b>CT-3-D2...identifying and using vocabulary related to the world of work; (1, 4)</b>	<p>The <i>Cambridge Latin Course</i> focuses strongly on vocabulary building, which enhances this career skill. See:</p> <ul style="list-style-type: none"> <li>• <i>Word Study</i> sections pp.17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221</li> <li>• <i>Vocabulary Checklist</i> pp. 18, 34, 50, 68, 86, 102, 120, 140, 160, 180, 200, 222, 241-251</li> </ul>
<b>CT-3-D3...reading and writing work-related notes and messages; (1)</b>	<p>The <i>Cambridge Latin Course</i> provides training in every Stage in the ability to read with comprehension and enjoyment and to write in Latin, which enhances this career skill. See:</p>
<b>CT-3-D4...reading and extracting information from materials, such as graphs and schedules; (2, 3, 4)</b>	<p>The <i>Cambridge Latin Course</i> provides various work-related diagrams and illustrations which enhance this career skill. See:  Architecture: diagrams pp. 13-15, 157, 158</p>



# **Cambridge Latin Course**

*Fourth Edition*

## **Correlated to Louisiana Foreign Language Content Standards**

**Cambridge Latin Course**

**Unit 2 Student Book 0521782295 for Latin 1B, grades 8-12**

**Book Title:** Cambridge Latin Course Unit 2 Student Book **Grade Level:** 8-12

**Publisher:** Cambridge University Press **Subject/Course:** Latin 1B

# COMMUNICATION STRAND

## COMMUNICATION STANDARD 1

### Interpretive Mode

**Students understand and interpret spoken and written communication in the target language on a variety of topics.**

#### **Unit 2 (Latin 1B)**

The story line continues in **Unit 2 (Latin 1B)** as students follow the experiences of the survivors of Caecilius's family in Roman Egypt (Alexandria) and Roman Britain.

The Stages (Chapters) of **Unit 2 (Latin 1B)** of the *Course* open with line drawings that reflect a specific authentic cultural context. Students read and/or listen to the Latin sentence that accompanies each drawing and, without resorting to translation, begin to understand the lives of the Romans through their own language.

**Unit 2 (Latin 1B)** Opening line drawings and model sentences:

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

Each Stage of **Unit 2 (Latin 1B)** next connects these contextualized, image-based sentences into meaningful passages that provide students with extended Latin reading/listening they can understand.

**Unit 2 (Latin 1B)** Meaningful passages with extended Latin reading/listening:

- 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

Each Stage of **Unit 2 (Latin 1B)** asks students to demonstrate their comprehension and/or interpret the contextualized Latin they read/listen to.

**Unit 2 (Latin 1B)** Contextualized activities in Latin and/or 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

In the notations that follow, exemplars that illustrate focus concepts have been provided in those categories that have large numbers of potential citations.

## DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-1-D1...demonstrating comprehension of oral and written instructions connected to daily activities through appropriate responses; (1)</b>	Notations on making use of Latin in the classroom as part of daily activities found in Unit 1 Teacher's Manual pp. 9-15.  Modeled in stories, e.g. pp. 5, 8-9, 13-14, 28-29, 36-37, 39
<b>CM-1-D2...demonstrating comprehension of the main ideas and identifying the principal characters in reading selections in age-appropriate literature from the target cultures; (1, 4)</b>	Exemplars pp. 2-5, 7-10. 13-14, 98, 138-143/145-146
<b>CM-1-D3...demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1, 4)</b>	Exemplars pp. 28-29, 30-33, 39, 56-57, 60-62, 149-150, 162-165, 167-169, 171-173
<b>CM-1-D4...demonstrating comprehension of the main ideas and significant details from written, recorded, or live stories, songs, poems, and plays; (1,4)</b>	Exemplars pp. 36-37, 41-42, 54-55, 72-77, 92-96, 114/116-117/120-121/123-124  NB: Model sentences and most reading selections are found in the Audio Program recordings
<b>CM-1-D5...demonstrating comprehension of oral and written messages by applying concepts of numbers, time, and weather to real-life situations; (1, 2, 4)</b>	Exemplars pp. 3, 30, 114
<b>CM-1-D6...demonstrating comprehension of information in the target language from the news media, commercials, magazines, electronic mail, or other sources; (1, 4)</b>	Exemplars of Latin original materials and sources that would be the equivalent of modern communication sources include pp. 6, 19, 37, 66
<b>CM-1-D7...demonstrating comprehension of visual and auditory cues, such as gestures and intonation. (1)</b>	Exemplars pp. 28-29, 52-53, 92-93, 139  The audio program provides auditory cues.

# COMMUNICATION STANDARD 2

## Interpersonal Mode

**Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.**

Although Latin is not primarily a language of interpersonal communication among contemporary students at the K-12 grades, the *Cambridge Latin Course* does provide ample opportunities and training for students in this communicative mode. The Student Book provides many phrases and short sentences tied to visuals for ease in comprehension and memorization, and provides clear, contextualized visual backup for key vocabulary. The Teacher’s Manual provides specific suggestions for use of Latin in classroom interaction, while the Omnibus Workbook provides *Audite-Dicite* sections.

### Unit 2 (Latin 1B) Overview:

Internalize and interact in words, sentences, and evocative passages, 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.

Interact orally and/or by demonstrations: contextualized sentences found in the *Practicing the Language* sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175; participate in dialogues such as those modeled pp. 5, 8-9, 13-14, 28-29, 32-33, 36-37, 39, 41-42, 54-55, 145-146

## DEVELOPING STAGE BENCHMARKS 6-8

**As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:**

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-2-D1...following and giving directions for participating in age-appropriate classroom and cultural activities; (1)</b>	Notations on making use of Latin in the classroom as part of daily activities found in Unit 1 Teacher’s Manual pp. 9-15.  Modeled in stories, e.g. pp. 5, 8-9, 13-14, 28-29, 36-37, 39
<b>CM-2-D2...requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings; (1, 5)</b>	Modeled in various written/aural settings, e.g. pp. 5, 8-9, 28-29, 32-33, 36-37, 54-55, 98
<b>CM-2-D3...exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1)</b>	Modeled in various formats, e.g. pp. 28-29, 30-33, 39, 56-57, 60-62, 149-150, 162-165, 167-169, 171-173

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-2-D4...comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things; (1, 4)</b>	Modeled in various situations, e.g. pp. 8-9, 13-14, 28-29, 30, 32-33, 36-37, 41-42, 98, 114-117, 141-142
<b>CM-2-D5...exchanging and applying information incorporating numbers, time, schedules, and weather; (1, 4)</b>	Modeled in various formats, e.g. pp. 3, 30, 114, 149
<b>CM-2-D6...requesting and providing goods, services, or information in a variety of settings; (1, 4)</b>	Modeled in various settings, e.g. pp. 13-14, 32-33, 36-37, 41-42, 149-150, 163-165, 172-173
<b>CM-2-D7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)</b>	Modeled in various written and visual settings, e.g. pp. 32-33, 39, 98, 116-117
<b>CM-2-D8...expressing feelings, emotions, and opinions in a variety of situations and appropriately responding to the feelings and emotions expressed by others. (1, 4)</b>	Modeled in various written settings, e.g. pp. 5, 8-9, 30, 54-55, 56, 60-62, 116-117, 120, 141-142, 145-146, 148, 149, 163-165, 167-168, 171-172

## COMMUNICATION STANDARD 3

### Presentational Mode

**Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.**

With the *Cambridge Latin Course* students are trained in accurate Latin structure while provided topics and models for oral and written presentation. This training includes great emphasis on carefully-constructed, contextualized language with a strong visual component to aid in comprehension and memorization.

#### Unit 2 (Latin 1B)

Models and passages 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.

Contextualized sentences focusing on accuracy of expression: *Practicing the Language* pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175

Present a story narrative for model illustrations pp. 2-4, 28-29, 52-53, 72-73, 92-93, 139, 162

Present responses to contexts from the reading passages; ideas for such presentations through questions pp. 10, 37, 39, 57, 77, 96, 121, 143, 169, 173

## DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-3-D1...preparing and/or presenting short announcements and messages connected to daily activities in both the native and target cultures; (1)</b>	Concept examples pp. 5, 8-9, 13-14, 28-29, 36-37, 39
<b>CM-3-D2...presenting information incorporating numbers, time, and weather; (1, 4)</b>	Concept examples pp. 3, 30, 114
<b>CM-3-D3...preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects; (1, 4)</b>	Concept examples pp. 28-29, 30-33, 39, 56-57, 60-62, 149-150, 162-165, 167-169, 171-173
<b>CM-3-D4...presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language; (1)</b>	Concept examples pp. 5, 8-9, 13-14, 28-29, 30, 32-33, 36-37, 39, 41-42, 54-55, 98, 145-146
<b>CM-3-D5...preparing audio- or video-recorded messages on topics of personal interest; (1, 3, 4)</b>	For this student-based standard concept examples include Stage 15 pp. 51-70 (Rome and Roman Britain), Stage 17 pp. 91-112 (Alexandria), Stage 18 pp. 113-136 (glassmaking), Stage 19 pp. 137-160 (Isis and Eastern religions)
<b>CM-3-D6...preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events; (1, 2, 3, 4)</b>	Concept examples pp. 5, 8-9, 13-14, 28-29, 30, 32-33, 36-37, 39, 41-42, 54-55, 98, 145-146
<b>CM-3-D7...retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos; (1, 4)</b>	Target-language selections evocative of storytelling and literature include pp. 56, 60-62, 74-76, 94-95, 100, 114-124 (Latin selections), 167-168, 172-173
<b>CM-3-D8...preparing short presentations about products and/or practices of the native and target cultures. (1, 3, 4)</b>	Concept examples pp. 56, 60-62, 75-77, 139, 163-165, 172-173

# CULTURES STRAND

## CULTURES STANDARD 1

### Practices

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

Most Stages (chapters) of **Unit 2 (Latin 1B)** (a) open with line drawings that depict the Romans engaging in culturally authentic activities, then includes these practices in the ongoing story line in Latin, (b) follow with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices, and (c) provides photo, illustrations and diagrams of authentic artifacts.

### DEVELOPING STAGE

#### BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CL-1-D1...using age-appropriate verbal and nonverbal behaviors in daily activities typical of the target cultures; (1, 4)</b>	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
<b>CL-1-D2...identifying cultural practices that give rise to commonly held generalizations and/or stereotypes; (2, 3, 4)</b>	(a) Latin, (b) English, (c) illustrations and photos: <ul style="list-style-type: none"> <li>Roman daily life pp. (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</li> <li>Imperial Rome (a) pp. 52-53, 54-62, 72-73, 74-77; (b) 64-68, 83-88; (c) 19, 37, 68, 70, 133</li> <li>Superstition and religion (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</li> <li>Ancient medicine (a) pp. 162, 163-172; (b) 176-180; (c) 164, 176</li> </ul>
<b>CL-1-D3...participating in age-appropriate cultural activities, such as games, social situations, class and school projects, and special occasions or holidays; (5)</b>	Cultural exemplars pp. 60-62, 72-73, 138-139, 141-146

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CL-1-D4...identifying and describing social, geographic, and historical factors that impact cultural practices; (3, 4)</b></p>	<p>Roman daily life, routine, economics, and attitudes both in Roman provinces and Rome itself in Stages 13, 14, and 17: Latin pp. 2-4, 5-14, 28-29, 30-42, 92-93, 94-101; English pp.17-21, 44-45, 47-48,104-110, 131-133, 172-173</p> <p>Students may also consult the Index of Cultural Topics pp. 235-236.</p>
<p><b>CL-1-D5...demonstrating an understanding of the cultural connotations of common words, phrases, and idioms; (1)</b></p>	<p>Students will see such language embedded in the many reading selections. They will find additional words and phrases in <i>Word Study</i> pp. 25, 49, 69, 89, 111, 135, 159, 181.</p>
<p><b>CL-1-D6...applying units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock;(2, 4)</b></p>	<p>Exemplars pp. 17, 19, 46, 105-109, 178-180</p>
<p><b>CL-1-D7...identifying social customs related to religion, family life, folklore, and holidays; (3, 4, 5)</b></p>	<p>(a) Latin, (b) English, (c) illustrations and photos</p> <p>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</p> <p>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</p>
<p><b>CL-1-D8...distinguishing differences in cultural practices and expressions among same-language cultures; (3, 4)</b></p>	<p>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</p> <p>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.</p> <p>Students are asked specific questions that helps them to analyze the significance of these features 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</p>

# CULTURES STANDARD 2

## Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

Stages (chapters) of **Unit 2 (Latin 1B)** begin with line drawings that depict Romans surrounded by authentic products and settings. Then throughout the Stage a variety of Roman products are shown through photos, drawings, and diagrams, each with an accompanying caption that connects the product with the Roman perspective that led to its creation.

## DEVELOPING STAGE

### BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CL-2-D1...identifying tangible and intangible products and symbols of the culture (e.g., toys, dress, types of buildings, foods) using authentic materials; (1, 3)</b>	Buildings pp. 20, 21, 44-45, 65, 66, 68, 83-86, 92, 104-105, 106, 107, 108, 109, 119, 127-131  Business / daily life pp. 3, 5, 6, 19, 28-29, 31, 33, 37, 41, 48, 53, 150, 153, 154-155
<b>CL-2-D2...recognizing major works of art, music, and/or literature of the target cultures; (1, 4)</b>	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
<b>CL-2-D3...identifying major scientific and historical contributions of the target cultures. (3, 4, 5)</b>	Engineering pp. 21, 47, 107, 179-180  Science pp. 164-165, 176-180  Romanization pp. 18-23, 105-110

# CONNECTIONS STRAND

## CONNECTIONS STANDARD 1

### Reinforcement

Students reinforce and further their knowledge of other disciplines through the second language.

### DEVELOPING STAGE

#### BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CN-1-D1...demonstrating comprehension of articles or short recordings in the target language on topics studied in other classes; (1, 4)</b>	<ul style="list-style-type: none"> <li>• Government pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88;</li> <li>• Religion pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158;</li> <li>• Science pp.108, 162-172, 176-180</li> </ul>
<b>CN-1-D2...exchanging information about topics from other school subjects in the target language; (1, 4)</b>	<ul style="list-style-type: none"> <li>• History and sociology 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</li> <li>• Government pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88;</li> <li>• Religion pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158;</li> <li>• Science and medicine, pp.108, 162-172, 176-180</li> </ul>
<b>CN-1-D3...presenting oral or written reports in the target language on topics studied in other classes; (1, 4)</b>	To develop student skills in language each Stage with its own culturally authentic context provides a <i>Word Study</i> that includes work with derivatives addressing a wide variety of disciplines including government and politics and religion and science. See pp. 25, 49, 69, 89, 111, 135, 159, 181

## CONNECTIONS STANDARD 2

### Acquisition

Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.

**DEVELOPING STAGE  
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CN-2-D1...finding and using information in authentic materials. (1, 4)</b></p>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Civic life and politics, pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88;</li> <li>• Beliefs and religion, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158;</li> <li>• Beliefs and uses of science and medicine, pp. 108, 162-172, 176-180</li> <li>• Funeral games pp. 60-62</li> <li>• Cult of the emperor pp. 93, 98-99</li> </ul>

**COMPARISONS STRAND  
COMPARISONS STANDARD 1  
Nature of Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language.

**DEVELOPING STAGE  
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-1-D1...recognizing the differences and similarities between the words or expressions from the target and native languages; (1, 3, 4)</b></p>	<p>Students learn to recognize the elements and structure of the Latin language in <i>About the Language</i> sections pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213.</p> <p>Students have additional practice with vocabulary by working with derivatives in the <i>Word Study</i></p>

BENCHMARKS	CORRELATION NOTATIONS
	sections pp. 25, 49, 69, 89, 111, 135, 159, 181, and by studying high-frequency vocabulary in the <i>Vocabulary Checklist</i> pp. 26, 50, 70, 90, 112, 136, 160, 182, 215-234  <i>Language Information</i> pp.185-213
<b>CP-1-D2...using cognates and false cognates appropriately; (1, 4)</b>	Particular focus placed on cognates and false cognates in <i>Word Study</i> sections pp. 25, 49, 69, 89, 111, 135, 159, 181
<b>CP-1-D3...demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other; (1, 4)</b>	<i>About the Language</i> pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213  <i>Practicing the Language</i> pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175
<b>CP-1-D4...using formal and informal expressions in the target language; (1, 2, 5)</b>	Formal and informal speech is modeled in the reading selections. Correct usage is reinforced in the <i>Practicing the Language</i> sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175.
<b>CP-1-D5...identifying and using critical sound distinctions that must be mastered in order to communicate meaning; (1, 4)</b>	The Teacher’s Manual addresses the importance of aural and oral training and work in Latin, and the Audio Program provides training in classical pronunciation.
<b>CP-1-D6...using the structural patterns of the target language; (1)</b>	Students practice Latin structural patterns in the <i>Practicing the Language</i> sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175.
<b>CP-1-D7...expressing ideas in a variety of ways. (1, 2)</b>	<i>Practicing the Language</i> pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175  Answering questions pp. 10, 37, 39, 57, 77, 96, 121, 143, 169, 173

## COMPARISONS STANDARD 2

### Concept of Culture

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture.

### DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CP-2-D1...contrasting verbal and nonverbal behavior in native and target cultures; (1, 4, 5)</b>	<p>Students will experience first hand the verbal (and to some extent, nonverbal) communication patterns of the ancient Romans through the story line and will be able, through these contextualized experiences, to compare and contrast their own behaviors with those of the ancients. Experiences will be reinforced through the cultural reading selections in English.</p> <p>In addition, specific comparisons and contrasts with contemporary culture found on pp. 106, 127,129</p>
<b>CP-2-D2...demonstrating an understanding of the reasons why certain products originate and are important to particular cultures; (1, 3, 4)</b>	<p>Selected product/perspective focus for this level of study includes:</p> <ul style="list-style-type: none"> <li>• Products of daily life 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</li> <li>• Civic life pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88</li> </ul>
<b>CP-2-D3...comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays); (1, 3, 4)</b>	<ul style="list-style-type: none"> <li>• Religion, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158</li> <li>• Family life 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</li> <li>• Funeral games pp. 60-62</li> <li>• Cult of the emperor pp. 93, 98-99</li> </ul>
<b>CP-2-D4...comparing the practices and expressive products of the native and target cultures (e.g., historical, business or scientific contributions, music, works of art, and literature). (1, 4)</b>	<ul style="list-style-type: none"> <li>• Science and medicine, pp.108, 162-172, 176-180</li> <li>• Arts pp. 115, 119, 127-131, 154-158; photos pp. 10, 18, 31, 41, 48,49, 67, 76, 77, 85, 86, 90, 96, 99, 103, 111, 133, 134, 140, 146, 151, 164</li> </ul>

## COMMUNITIES STRAND

### COMMUNITIES STANDARD 1

#### Learning

**Students use the language both within and beyond the school setting.**

Through the inductive approach of the *Cambridge Latin Course* students will be able to read Latin and to recognize and use appropriate grammar and syntax. Students will also compare Latin structures and concepts to their own language. Students may then use this knowledge and skill to:

- speak about Latin to others in the school or the community;
- tutor other students;
- participate in school classics clubs and the Junior Classical League;
- recognize Latin words, phrases, and language elements in a variety of texts and media; read classical authors for personal enjoyment and enrichment;

- participate successfully in classical language examinations, contests, and festivals; and
- experience success in additional courses in modern or classical languages.

## DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-1-D1...communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of general interest; (1, 3, 4)</b>	Exemplars of exchanging oral and written information modeled pp. 5, 8-9, 13-14, 28-29, 32-33, 36-37, 39, 41-42, 54-55, 56-57, 60-62, 145-146, 149-150, 162-165, 167-169, 171-173
<b>CT-1-D2...interacting with members of the local community using the target language, as well as local dialects; (1, 3, 4)</b>	Interaction modeled 5, 8-9, 13-14, 28-29, 32-33, 36-37, 39, 41-42, 54-55, 56-57, 60-62, 145-146, 149-150, 162-165, 167-169, 171-173  Language skills reinforced in sections on how the Latin language works, pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213; how Latin influenced English, pp. 25, 49, 69, 89, 111, 135, 159, 181
<b>CT-1-D3...participating in age-appropriate class or club activities which benefit the school or community; (4, 5)</b>	Knowledge and skills to successfully participate in activities and share learning with the community enhanced throughout the <i>Course</i> by clear presentation of the elements of the Latin language; appealing topics clearly expressed in carefully adapted Latin; and succinct, accurate, and appealing presentation of cultural information in English.
<b>CT-1-D4...writing and illustrating a logo, poster, greeting card, poem, skit, song, and/or story to present to others in the school or community; (1, 2, 3, 4)</b>	Presentation model / inspiration through lively selections, e.g. pp. 5, 8-9, 13-14, 28-29, 32-33, 36-37, 39, 41-42, 54-55, 56-57, 60-62, 145-146, 149-150, 162-165, 167-169, 171-173
<b>CT-1-D5...preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)</b>	Performance model exemplars pp. 5, 8-9, 13-14, 28-29, 32-33, 36-37, 39, 41-42, 54-55, 56-57, 60-62, 145-146, 149-150, 162-165, 167-169, 171-173

## COMMUNITIES STANDARD 2

## Enrichment

**Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.**

By the end of their first year of Latin study students have a clear idea of the daily lives and basic activities, attitudes, and beliefs of the ancient Romans. They have reflected on the nature of their own culture as they studied that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to:

- recognize Latin cultural elements in a variety media including films, plays, and television;
- participate successfully in school, regional, state, and or national classical examinations and contests;
- participate in school or community festivals;
- recognize classical cultural and historical elements in other course disciplines;
- recognize and appreciate classical influences and elements in art, architecture, and music;
- explore additional aspects of classical culture through attendance at lectures and workshops; and
- correspond with students around the world.

## DEVELOPING STAGE BENCHMARKS GRADES 6-8

**As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:**

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-2-D1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)</b>	Reading material exemplars pp. 28-29, 30-33, 36-37, 39, 41-42, 54-55, 56-57, 60-62, 72-77, 92-96, 114/116-117/120-121/123-124, 149-150, 162-165, 167-169, 171-173
<b>CT-2-D2...identifying and participating in age-appropriate sports or games from the target cultures; (4, 5)</b>	Exemplars pp. 60-62, 72-73, 138-139, 141-146
<b>CT-2-D3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)</b>	Exemplars of such events include: Religious expression (Latin) pp. 52-53, 56-57, 93, 98-99, 139, 141-142, 148-150; (English) 67, 133-134, 154-158 Events of life in society (Latin) pp. 2-4, 5-14, 28-29, 30-42, 92-93, 94-101; (English) 17-21, 44-45, 47-48, 104-110, 131-133, 172-173
<b>CT-2-D4...listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)</b>	Music and musical instruments in the ancient world are included in Stage 19 (Iris) pp. 137-160.
<b>CT-2-D5...planning a real or imaginary trip. (2, 3, 4)</b>	Students may be inspired in their preparations by the cultural presentations of each Stage, and able to participate more fully in the experience of "being in the ancient world" through the extensive

BENCHMARKS	CORRELATION NOTATIONS
	in the ancient world” through the extensive, accessible, and enjoyable contextual reading selections in Latin in each Stage.

## COMMUNITIES STANDARD 3

### Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

### DEVELOPING STAGE BENCHMARKS 6-8

As students progress along the developing stage of the continuum of second language learning, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CT-3-D1...identifying professions in which the ability to communicate in the target language is a distinct advantage; (3, 4, 5)</b></p>	<p>The study of Latin language and Latin culture provides a clear advantage in careers due to (a) increased awareness of the impact of the Roman civilization on the modern world, (b) insights into the nature of language, be it one’s own native language or additional modern or classical languages that may be acquired, and increased control of vocabulary and derivatives (CT-3-D2). Students can discuss which careers are especially well related to these areas of study as they experience them in the <i>Cambridge Latin Course</i>. See:</p> <p>(a)</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Civic life and politics, pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88;</li> <li>• Beliefs and religion, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158;</li> <li>• Beliefs and uses of science and medicine, pp. 108, 162-172, 176-180</li> <li>• Funeral games pp. 60-62</li> <li>• Cult of the emperor pp. 93, 98-99</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>• <i>About the Language</i> pp. 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213</li> <li>• <i>Practicing the Language</i> pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-3-D2...identifying and using vocabulary related to the world of work; (1, 4)</b>	<p>The <i>Cambridge Latin Course</i> focuses strongly on vocabulary building, which enhances this career skill. See:</p> <ul style="list-style-type: none"> <li>• <i>Word Study</i> sections pp. 25, 49, 69, 89, 111, 135, 159, 181</li> <li>• <i>Vocabulary Checklist</i> pp. 26, 50, 70, 90, 112, 136, 160, 182, 215-234</li> </ul>
<b>CT-3-D3...reading and writing work-related notes and messages; (1)</b>	<p>The <i>Cambridge Latin Course</i> provides training in every Stage in the ability to read with comprehension and enjoyment and to write in Latin, which enhances this career skill.</p>
<b>CT-3-D4...reading and extracting information from materials, such as graphs and schedules; (2, 3, 4)</b>	<p>The <i>Cambridge Latin Course</i> provides various work-related diagrams and illustrations which enhance this career skill. See:  Engineering pp. 21, 47, 107, 179-180  Science pp. 164-165, 176-180</p>

# **Cambridge Latin Course**

*Fourth Edition*

## **Correlated to Louisiana Foreign Language Content Standards**

**Cambridge Latin Course**

**Unit 3 Student Book 0521782309 for Latin 2, grades 9-12**

**Book Title:** Cambridge Latin Course Unit 3 Student Book **Grade Level:** 9-12

**Publisher:** Cambridge University Press **Subject/Course:** Latin 2

# COMMUNICATION STRAND

## COMMUNICATION STANDARD 1

### Interpretive Mode

**Students understand and interpret spoken and written communication in the target language on a variety of topics.**

The fourteen Stages of **Unit 3 (Latin 2)** provide students with a continuation of the story line, in this text set in Roman Britain and the city of Rome in AD 81-83.

The Stages often open with image-based extended Latin passages that introduce students in a contextualized, meaningful way to the content of the Stage. Students read/listen to and understand the lives and experiences of people of the ancient world through these passages.

Western Roman Empire: Britain: Aquae Sulis Stage 21 pp.3-5

Belief systems: Stage 22 pp. 28-29

Roman military life and role in empire-building: Stage 25 pp. 86-87; Stage 27 p. 125; Stage 28 pp.142-144

Rome: Society, politics and life in the center of the Roman Empire: Stage 29 pp. 166-168; Stage 30 p. 192; Stage 31 pp. 212-213; Stage 32 pp. 236-237; Stage 33 p. 256

The Stages next connect these image-based narratives into passages that provide students with extended Latin passages that incorporate the wide variety of authentic cultural contexts that can be understood through the readings:

Western Roman Empire: Britain: Aquae Sulis Stage 21 pp. 6-10, 13-14; Agricola Stage 26 pp. 106-108, 111-113

Belief systems: Stage 22 pp.30-32, 34-37; Stage 23 pp. 46- 48, 50, 53-54; Stage 32 pp. 244-245

Travel and transportation: Stage 24 pp. 66-68, 71-72

Roman military life and role in empire-building: Stage 25 pp. 88-90, 92-93; Stage 27 pp. 126-127, 129, 131; Stage 28 pp. 145-147, 149-150, 152; Masada: Stage 29 pp. 172-175

Rome: Society, politics and life in the center of the Roman Empire: Stage 29 pp. 169-170, 177-178; Stage 30 pp. 193-194, 197-198; Stage 31 pp. 214-217, 219-220; Stage 32 pp. 238-239, 241-242, 244-245; Stage 33 pp. 257-258, 260-262; Stage 34 pp. 274-277, 279-280, 282-283

Students then demonstrate their comprehension through contextualized activities in Latin and/or focused questions in English:

Western Roman Empire: Britain: Aquae Sulis Stage 21 p. 9; Agricola Stage 26 p. 109

Belief systems: Stage 23 pp. 54-55; Stage 32 p. 245

Travel and transportation: Stage 24 p. 69

Roman military life and role in empire-building: Stage 27 p. 127; Stage 28 pp.147, 150; Masada: Stage 29 p. 173

Rome: Society, politics and life in the center of the Roman Empire: Stage 30 p. 195; Stage 31 p. 217; Stage 33 p. 261; Stage 34 p. 277

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-1-E1...demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal and informal settings; (1)</b>	Exemplars pp. 13-14, 30-32, 34-37, 53-54, 88, 93, 126, 193-194, 238-239, 260-262, 282-283
<b>CM-1-E2...demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts; (1, 4)</b>	For Unit 3 literary genres (in both written form and on the audio program recordings) are provided in adapted Latin to incorporate accurate cultural experiences through the contextualized story line. Exemplars include pp. 13-14, 34-37, 145, 169-170/172-175/177-178; 241-242/244-245
<b>CM-1-E3...identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences; (1, 4)</b>	Exemplars and concepts pp. 6-10, 13-14, 30-32, 34-37, 46- 48, 50, 53-54, 66-68, 71-72, 88-90, 92-93, 169-170, 177-178, 193-194, 197-198, 214-217, 219-220, 244-245
<b>CM-1-E4...identifying the main ideas from written or oral media, such as film, documentaries, and other presentations; (1, 4)</b>	Exemplars pp. 9, 54-55, 69, 109, 127, 147, 150, 173, 195, 217, 245, 261, 277  NB: Model sentences and many reading selections are found on the Audio Program recordings
<b>CM-1-E5...understanding and applying information using mathematics, scheduling, weather or climate; (1, 3, 4)</b>	Information in Latin in Unit 3 incorporating principles of mathematics and natural and engineering sciences is embedded throughout the readings; those areas of study which enhance student understanding of these areas of study are then explained more in depth in English. Examples include: Engineering (Latin pp. 3-14, English 18-24; Latin pp 66-72, English 77-82; Latin pp. 192-198, English 203-208); Military organization (Latin pp. 86-93, English 97-102; Latin pp.106-113, English 116-120; Latin 124-131, English 134-138) Exemplars of Roman schedule/time include pp. 8, 212-213, 216-217
<b>CM-1-E6...demonstrating an understanding of the principal elements of nonfiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures; (1, 3, 4)</b>	Exemplars of Latin original materials and sources that would be the equivalent of modern communication sources include pp. 22, 41, 42, 58, 101, 105, 118, 141, 159, 161-163, 165, 273/275, 286-288  NB: Those sources which do not provide specific

BENCHMARKS	CORRELATION NOTATIONS
	activities/information for students in the student textbook have information for the teacher to use in presenting those sources in the teacher's manual (each chapter provides thorough information on illustrations and photos found in the student book).
<b>CM-1-E7...interpreting visual and auditory cues, such as gestures and intonation. (1)</b>	Exemplars pp. 3-5, 86-87, 112, 142-144, 166-168, 236-237, 241, 256-257  The Audio Program provides auditory cues.

## COMMUNICATION STANDARD 2

### Interpersonal Mode

**Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.**

Although Latin is not primarily a language of interpersonal communication among contemporary students at the K-12 grades, the *Cambridge Latin Course* does provide ample opportunities and training for students in this communicative mode. The Student Book provides many phrases and short sentences tied to visuals for ease in comprehension and memorization, and provides clear, contextualized visual backup for key vocabulary. The Teacher's Manual provides specific suggestions for use of Latin in classroom interaction, while the Omnibus Workbook provides *Audite-Dicite* sections.

#### Unit 3 (Latin 2) Overview

Students internalize and communicate with words, sentences, and evocative passages: 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 in dialogue, such as those modeled 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

Students may respond orally, in writing, and/or by demonstrations through the contextualized exercises found in the *Practicing the Language sections* pp.16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285

Students may communicate in the style of 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

## EXPANDING/EXTENDING STAGE

### BENCHMARKS 9-12

**As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:**

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-2-E1...following and giving detailed instructions for participating in age-appropriate classroom and cultural activities; (1)</b>	Notations on making use of Latin in the classroom as part of daily activities found in Unit 1 Teacher's Manual pp. 9-15.
<b>CM-2-E2...requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings; (1, 5)</b>	Exemplars pp. 4-5, 6, 8, 10, 13-14, 30-32, 86-87, 88-90, 125/126/129/131,172-173, 274
<b>CM-2-E3...exchanging information about past, current, or future events in the target cultures or those being studied in another subject; (1, 3, 4)</b>	Exemplars pp. 6, 7-8, 10, 13-14, 30-32, 34-37, 46-48, 50, 53-54, 66-68, 71-72, 88, 89-90, 92-93, 106-108, 111-113, 126, 129, 131, 146-147, 149-150, 169-170, 172-175, 177-178, 193-194, 197-198, 216-217, 219-220, 238-239, 241-242, 244-245, 257-258, 260-262, 274-275, 279-280, 282-283
<b>CM-2-E4...sharing ideas about and personal reactions to a variety of sources, both live and recorded; (1, 4)</b>	Exemplars of sharing ideas and reactions found in readings/recordings: 6-10, 13-14, 30-32, 34-37, 46-48, 50, 53-54, 66-68, 71-72, 88-90, 92-93, 106-108, 111-113, 126-127, 129, 131, 145-147, 149-150, 152, 169-170, 172-175,177-178, 193-194, 197-198, 214-217, 219-220, 238-239, 241-242, 244-245, 257-258, 260-262, 274-277, 279-280, 282-283
<b>CM-2-E5...describing issues and problems that are of concern to members of the native and target cultures; (1, 2, 3, 5)</b>	<ul style="list-style-type: none"> <li>• Religion and clash of religious and cultural systems: Stage 22 pp.30-32, 34-37; Stage 23 pp. 46-48, 50, 53-54; Stage 32 pp. 244-245</li> <li>• Political and social domination /empire-building: Stage 25 pp. 88-90, 92-93; Stage 27 pp. 126-127, 129, 131; Stage 28 pp. 145-147, 149-150, 152; Stage 29 pp. 172-175</li> <li>• Social roles, responsibilities, conflicts: Stage 29 pp. 169-170, 177-178; Stage 30 pp. 193-194, 197-198; Stage 31 pp. 214-217, 219-220; Stage 32 pp. 238-239, 241-242, 244-245; Stage 33 pp. 257-258, 260-262; Stage 34 pp. 274-277, 279-280, 282-283</li> </ul>
<b>CM-2-E6...negotiating the acquisition of goods, services, or information, according to changing circumstances; (1, 4)</b>	Exemplars p. 8, 10, 30-32, 46, 107-108, 112-113, 238-239, 241-242
<b>CM-2-E7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)</b>	Exemplars pp. 8, 30, 34-37, 106, 216-217, 219-220, 238-239
<b>CM-2-E8...exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues. (1, 3, 5)</b>	Topic areas included in Unit 3 which provide, along with Latin readings in context, models in Latin of expressing opinion: <ul style="list-style-type: none"> <li>• Western Roman Empire: Britain: Aquae Sulis Stage 21 pp. 6-10, 13-14; Agricola Stage 26 pp. 106-108, 111-113</li> <li>• Belief systems: Stage 22 pp.30-32, 34-37;</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	Stage 23 pp. 46- 48, 50, 53-54; Stage 32 pp. 244-245 <ul style="list-style-type: none"> <li>• Travel and transportation: Stage 24 pp. 66-68, 71-72</li> <li>• Roman military life and role in empire-building: Stage 25 pp. 88-90, 92-93; Stage 27 pp. 126-127, 129, 131; Stage 28 pp. 145-147, 149-150, 152; Masada: Stage 29 pp. 172-175</li> <li>• Rome: Society, politics and life in the center of the Roman Empire: Stage 29 pp. 169-170, 177-178; Stage 30 pp. 193-194, 197-198; Stage 31 pp. 214-217, 219-220; Stage 32 pp. 238-239, 241-242, 244-245; Stage 33 pp. 257-258, 260-262; Stage 34 pp. 274-277, 279-280, 282-283</li> </ul>

## COMMUNICATION STANDARD 3

### Presentational Mode

**Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.**

Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audiocassette / CD. Students should 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 monologue/will and testament p. 145

Students may

- respond orally, in writing, and/or by demonstrations through the contextualized exercises found in the *Practicing the Language sections* pp.16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285
- write original contextualized sentences that are related to specific features of the Latin language pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285
- write the model sentence captions for the model illustrations and/or write 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
- respond to selected questions about the reading passages pp. 9, 54-55, 69. 109, 127, 147, 150, 173, 195, 217, 245, 261, 277

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CM-3-E1...summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas; (1, 4)</b></p>	<p>Concept examples:</p> <ul style="list-style-type: none"> <li>• Society: Stage 29 pp. 169-170, 177-178; Stage 30 pp. 193-194, 197-198; Stage 31 pp. 214-217, 219-220; Stage 32 pp. 238-239, 241-242, 244-245; Stage 33 pp. 257-258, 260-262; Stage 34 pp. 274-277, 279-280, 282-283</li> <li>• Beliefs: Stage 22 pp.30-32, 34-37; Stage 23 pp. 46- 48, 50, 53-54; Stage 32 pp. 244-245</li> <li>• World affairs: Stage 25 pp. 88-90, 92-93; Stage 27 pp. 126-127, 129, 131; Stage 28 pp. 145-147, 149-150, 152; Stage 29 pp. 172-175</li> </ul>
<p><b>CM-3-E2...producing information incorporating numbers, time, and weather; (1, 4)</b></p>	<p>Concept examples include application of the concepts in ancient contexts, pp. 3-14, 66-72, 86-93, 106-113, 124-131,192-198, 212-213, 216-217</p>
<p><b>CM-3-E3...writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures; (1, 4)</b></p>	<p>Concept examples for this student-based standard include:</p> <ul style="list-style-type: none"> <li>• Ancient society pp. 169-170, 177-178,193-194, 197-198, 214-217, 219-220, 238-239, 241-242, 244-245, 257-258, 260-262, 274-277, 279-280, 282-283</li> <li>• Beliefs in the ancient world pp.30-32, 34-37, 46- 48, 50, 53-54, 244-245</li> <li>• Travel in the ancient world pp. 66-68, 71-72</li> <li>• Roman empire and emperors pp. 6-10, 13-14, 106-108, 111-113; Roman army pp. 88-90, 92-93, 126-127, 129, 131, 145-147, 149-150, 152, 172-175</li> </ul>
<p><b>CM-3-E4...performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language; (1)</b></p>	<p>Unadapted literature is presented in Unit 4 (Latin 3). Examples in Unit 3 of contextual, adapted writing which is based on such literature and/or provides opportunity for students to perform plays include pp. 13-14, 34-37</p>
<p><b>CM-3-E5...writing a letter or an article for presentation or publication expressing opinions about an issue; (1, 3, 4, 5)</b></p>	<p>Concept examples for this student-based standard can include roles and experiences in society pp. 169-170, 177-178,193-194, 197-198, 214-217, 219-220, 238-239, 241-242, 244-245, 257-258, 260-262, 274-277, 279-280, 282-283 and beliefs / superstitions pp.30-32, 34-37, 46- 48, 50, 53-54, 244-245</p>
<p><b>CM-3-E6...preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods,</b></p>	<p>Concept examples pp. 28-29, 30-32, 46-48</p>

BENCHMARKS	CORRELATION NOTATIONS
or services; (1, 2, 3, 4)	
<b>CM-3-E7...summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures; (1, 4)</b>	Contextual selections with strong plot elements and distinct characters include pp. 13-14, 30-32, 50/53-54, 88-90/92-93, 126/129/130, 149-150/152, 169-170/172-175/177-178, 216-217/219-220/238-239/241-242/244-245, 260-261/262, 274/276-277/279-280/282-283
<b>CM-3-E8...preparing and presenting orally and/or in writing information describing elements of the target cultures, including literary genres, fine arts, and film. (1, 3, 4)</b>	Concept examples pp. 3-4, 41-42, 57-62, 77-82, 145, 156-162, 266-270

## CULTURES STRAND

### CULTURES STANDARD 1

#### Practices

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

The Stages (a) open with line drawings that depict the Romans engaging in culturally authentic activities, then (b) include 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.

#### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CL-1-E1...using appropriate verbal and nonverbal behaviors reflecting formal and informal situations; (1)</b>	Verbal and nonverbal behaviors are presented in the reading selections throughout Unit 3, e.g. 13-14, 30-32, 50, 53-54, 88-90, 92-93, 126,129,130, 149-150,152, 169-170, 172-175, 177-178, 216-217, 219-220, 238-239, 241-242, 244-245, 260-261, 262, 274, 276-277, 279-280, 282-283
<b>CL-1-E2...describing and evaluating commonly held generalizations about the target cultures; (1, 2, 3)</b>	Exemplars of cultural contexts of which students frequently experience generalizations include: <ul style="list-style-type: none"> <li>Rome: the city and its power (a) pp. 166-168, (b) pp. 169-170, 172-175, 177-178, (c) 183-187</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	<p>(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)</p> <ul style="list-style-type: none"> <li>• Slavery and freedom: (b) pp. 274-277, 279-280, 282-283, (c) pp. 286-290 (Stage 34)</li> <li>• 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)</li> <li>• Traveling in the Roman world: (b) pp. 66-68, 71-72, (c) pp. 77-82 (Stage 24)</li> </ul>
<b>CL-1-E3...identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment; (1, 5)</b>	Exemplars pp.256, 257-258, 260-262, 266-270
<b>CL-1-E4...identifying and explaining significant factors (historical, geographic, economic, political) that impact cultural practices;(4)</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Slavery and freedom: (b) pp. 274-277, 279-280, 282-283, (c) pp. 286-290 (Stage 34)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>Students may also consult the Index of Cultural Topics pp. 370-373</p>
<b>CL-1-E5...integrating culturally embedded words, phrases, and idioms in everyday communication; (1)</b>	Students will see such language embedded in the many reading selections. They will find additional words and phrases in <i>Word Patterns</i> pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283.
<b>CL-1-E6...describing social customs related to religion, school, government, family life, folklore, and holidays; (3, 4, 5)</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
<b>CL-1-E7...comparing and contrasting cultural practices, expressions, and social</b>	Students are asked specific questions that help them to analyze the perspectives and diversity of

BENCHMARKS	CORRELATION NOTATIONS
cultural practices, expressions, and social customs among same-language cultures;(4)	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

## CULTURES STANDARD 2

### Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

Each Stage 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.

### EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
CL-2-E1...identifying, describing, and/or producing symbols and products typical of the target cultures; (1, 3)	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  Military service and life: pp. 97-102; 116-119; 134-138  Archeology: pp.19-20, 22-23, 118, 156-162  Beliefs, superstitions, philosophies: pp. 41-42, 57-60, 62; religion and Romanization pp. 61-62; sacred springs of Aquae Sulis pp. 22-23
CL-2-E2...discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music; (1, 4)	Architecture/city planning: pp. 24, 127, 135-138, 184-186, 207-208, 215  Entertainment: pp. 35, 266-270

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CL-2-E3...summarizing the effects of the target cultures' contributions/products on other societies. (1, 4)</b></p>	<ul style="list-style-type: none"> <li>• City life: pp. 166-168, 183-186, 212-215, 224-228</li> <li>• Organization of society: patronage and classes pp. 229-232, 286-290</li> <li>• Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267</li> <li>• 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</li> <li>• Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21; travel: pp. 77-82</li> <li>• Students may search for cultural topics of personal interest in the <i>Index of Cultural Topics</i> pp.370-373</li> </ul>

## CONNECTIONS STRAND

### CONNECTIONS STANDARD 1

#### Reinforcement

Students reinforce and further their knowledge of other disciplines through the second language.

#### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CN-1-E1...locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills; (1, 4)</b></p>	<p>Sociology pp 166-170, 197-198, 212-217, 219-220, 241-242, 244-245, 260-262  Philosophy and religion pp.3-5, 46-48, 257-258,  Government and history pp. 13-14, 50, 53-54, 71-72, 106-108, 111-113, 142-147, 149, 150, 152, 172-175, 177-178, 193-194  Military history pp. 86-90, 92-93</p>

BENCHMARKS	CORRELATION NOTATIONS
<b>CN-1-E2...discussing topics from other school subjects in the target language; (1, 4)</b>	Each Stage of Unit 3 includes sentences and reading passages connected to realistic contexts and containing references to a variety of disciplines, e.g. law and politics (Stages 26, 28), engineering (Stages 24, 30), military (Stages 25, 27). The <i>Word Study</i> of each Stage then helps students focus on derivatives related to the contextualized reading that they have done, connecting those derivatives to the context(s) and discipline(s) of their reading. The <i>Word Study</i> also trains students to see how Latin roots, prefixes, and suffixes are connected to English vocabulary: pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291
<b>CN-1-E3...combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom. (1, 4)</b>	Sociology pp 166-170, 197-198, 212-217, 219-220, 241-242, 244-245, 260-262 Philosophy and religion pp.3-5, 46-48, 257-258, Government and history pp. 13-14, 50, 53-54, 71-72, 106-108, 111-113, 142-147, 149, 150, 152, 172-175, 177-178, 193-194 Military history pp. 86-90, 92-93

## CONNECTIONS STANDARD 2

### Acquisition

Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.

### EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CN-2-E1...comparing information found in authentic materials in both the native and target languages on topics of personal interest. (4)</b>	<ul style="list-style-type: none"> <li>• City life: pp. 166-168, 183-186, 212-215, 224-228; <i>Aquae Sulis</i> pp.18-24</li> <li>• Organization of society: patronage and classes pp. 229-232; freedmen and freedwomen pp.286-290</li> <li>• Entertainment: pp. 35, 266-270</li> <li>• 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 pp. 172-178, 187</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	<ul style="list-style-type: none"> <li>• Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21</li> <li>• Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215</li> <li>• Archeology: pp.19-20, 22-23, 118, 156-162</li> <li>• Travel: pp. 77-82</li> <li>• Military service and life: pp. 97-102; 116-119; 134-138</li> <li>• 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</li> <li>• Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267</li> <li>• 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</li> <li>• Index of Cultural Topics pp. 370-373</li> <li>• Time Chart pp. 376-379</li> </ul>

## COMPARISONS STRAND

### COMPARISONS STANDARD 1

#### Nature of Language

**Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language.**

Students are presented with the elements of Latin to learn about, practice, and compare to English in each Stage of the Unit, and in a summary section at the end of the Unit.

- Students learn to recognize the elements and structure of the Latin language in
- Students recognize how language families work in order to increase their vocabulary recognition and control exponentially in *Word Patterns* pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283
- Students demonstrate their knowledge of vocabulary and structure in the *Practicing the Language* sections pp.

Students have additional practice with vocabulary by working with derivatives in the *Word Study* sections pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291, and by studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 26, 44, 64, 84, 104, 122, 140, 164, 190, 210, 234, 254, 272, 292

#### EXPANDING/EXTENDING STAGE

## BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CP-1-E1...describing grammatical elements of the target language and comparing them with grammatical elements in the native language; (1, 3, 4)</b>	<i>About the Language</i> sections pp. 11, 33, 38, 49, 51, 70, 73, 91, 94, 110, 113, 128, 130, 148, 151, 171, 176, 179, 196, 199, 218, 221, 240, 243, 246, 259, 263, 278, 281  <i>Language Information</i> pp.295-339
<b>CP-1-E2...using cognates and false cognates appropriately; (1, 4)</b>	Particular focus placed on cognates and false cognates in <i>Word Study</i> sections pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291 and in <i>Word Patterns</i> pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283
<b>CP-1-E3...comparing meanings of words, idioms, and/or vocal inflections of the target and native languages; (1, 4)</b>	<i>About the Language</i> pp. 11, 33, 38, 49, 51, 70, 73, 91, 94, 110, 113, 128, 130, 148, 151, 171, 176, 179, 196, 199, 218, 221, 240, 243, 246, 259, 263, 278, 281  <i>Practicing the Language</i> sections pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285  <i>Vocabulary Checklist</i> pp. 26, 44, 64, 84, 104, 122, 140, 164, 190, 210, 234, 254, 272  The Audio Program may be used to compare vocal inflections.
<b>CP-1-E4...comparing formal and informal expressions of the native and target languages; (1, 2, 5)</b>	Formal and informal speech is modeled in the reading selections. Correct usage is reinforced in the <i>Practicing the Language</i> sections pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285
<b>CP-1-E5...comparing and contrasting the writing and sound systems of the target and native languages; (1, 3, 4)</b>	The Teacher's Manual addresses the importance of aural and oral training and work in Latin, and the Audio Program provides training in classical pronunciation.
<b>CP-1-E6...using and comparing the structural patterns of the target and native languages; (1)</b>	<i>About the Language</i> pp. 11, 33, 38, 49, 51, 70, 73, 91, 94, 110, 113, 128, 130, 148, 151, 171, 176, 179, 196, 199, 218, 221, 240, 243, 246, 259, 263, 278, 281  <i>Practicing the Language</i> sections pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-1-E7...expressing ideas in a variety of ways. (1, 2)</b></p>	<p><i>Practicing the Language</i> pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285</p> <p>Write the model sentence captions for the model illustrations and/or write 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>

## COMPARISONS STANDARD 2

### Concept of Culture

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture.

### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-2-E1...identifying and comparing perspectives and practices of the target culture with those of the native culture; (1, 4, 5)</b></p>	<p>Students will experience first hand the perspectives and practices of the ancient Romans through the story line and will be able, through these contextualized experiences, to compare and contrast their own perspectives and practices with those of the ancients. Experiences will be reinforced through the cultural reading selections in English.</p> <p>Students may search for topics of personal interest in the <i>Index of Cultural Topics</i> pp.370-373.</p> <p>The archeological approach to discovering and analyzing ancient perspectives and practices</p>

BENCHMARKS	CORRELATION NOTATIONS
	explored and discussed pp.19-20, 22-23, 118, 156-162.
<b>CP-2-E2...describing the relationship between the products and perspectives in the target culture and comparing these with the native culture; (1, 3, 4)</b>	Selected product/perspective focus for this level of study includes: Philosophy and religion pp. 3- 5, 41-42, 46-48, 57-60, 62, 257-258; religion and Romanization pp. 61-62 Architecture/city planning pp. 24, 127, 135-138; 184-186; 207-208, 215 Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21 Entertainment: pp. 35, 266-270
<b>CP-2-E3...comparing various institutions of the native and target cultures (e.g., educational, legal, economic, and governmental); (1, 3, 4, 5)</b>	Government pp. 13-14, 50, 53-54, 71-72, 106-108, 111-113, 142-147, 149, 150, 152, 172-175, 177-178, 193-194 Military pp. 86-90, 92-93, 97-102, 116-119, 134-138 Civic pp. 18-24, 166-170, 183-186, 197-198, 212-217, 219-220, 224-228, 241-242, 244-245, 260-262 Economic / social pp. 229-232, 286-290
<b>CP-2-E4...identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres. (1, 4)</b>	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  Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267

## COMMUNITIES STRAND

### COMMUNITIES STANDARD 1

#### Learning

**Students use the language both within and beyond the school setting.**

Through the inductive approach of the *Cambridge Latin Course* students will be able to read Latin and to recognize and use appropriate grammar and syntax. Students will also compare Latin structures and concepts to their own language. Students may then use this knowledge and skill to: speak about Latin to others in the school or the community; tutor other students; participate in school classics clubs and the Junior Classical League; recognize Latin words, phrases, and language elements in a variety of texts and media; read classical authors for personal enjoyment and enrichment; participate successfully in classical language examinations, contests, and festivals; and experience success in additional courses in modern or classical languages. Students are aided in the accomplishment of this student-initiated objective through:

- Learning skills for pleasure reading in Latin 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

- Knowing about and being able to use Latin pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285
- Perceiving Latin's influence on English, pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CT-1-E1...communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern; (1, 3, 4)</b></p>	<p>Exemplars of interpersonal communication through writing and conversation modeled pp. 6, 7-8, 10, 13-14, 30-32, 34-37, 46-48, 50, 53-54, 66-68, 71-72, 88, 89-90, 92-93, 106-108, 111-113, 126, 129, 131, 146-147, 149-150, 169-170, 172-175, 177-178, 193-194, 197-198, 216-217, 219-220, 238-239, 241-242, 244-245, 257-258, 260-262, 274-275, 279-280, 282-283</p>
<p><b>CT-1-E2...using community resources to research a topic related to culture and/or language study; (3, 4)</b></p>	<p>Such research resources modeled in each Stage's cultural section pp.18-24, 41-42, 57-62, 77-82, 97-102, 116-120, 134-138,156-162, 183-188, 203-208, 224-232, 249-252, 266-270, 286-290, <i>Index of Cultural Topics</i> pp. 370-373, <i>Index of Grammatical Topics</i> pp. 374-375, and <i>Time Chart</i> pp. 376-379</p>
<p><b>CT-1-E3...participating in age-appropriate class or club activities which benefit the school or community; (4, 5)</b></p>	<p>Knowledge and skills to successfully participate in activities and share learning with the community enhanced throughout the <i>Course</i> by clear presentation of the elements of the Latin language; appealing topics clearly expressed in carefully adapted Latin; and succinct, accurate, and appealing presentation of cultural information in English.</p>
<p><b>CT-1-E4...presenting researched material about foreign language and culture to others in the community; (1, 2, 3, 4)</b></p>	<p>Sources for such research include each Stage's cultural section pp.18-24, 41-42, 57-62, 77-82, 97-102, 116-120, 134-138,156-162, 183-188, 203-208, 224-232, 249-252, 266-270, 286-290, <i>Index of Cultural Topics</i> pp. 370-373, <i>Index of Grammatical Topics</i> pp. 374-375, and <i>Time Chart</i> pp. 376-379</p> <p>Presentation skills training modeled 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</p> <p>Topics areas suggested and presented within the</p>

BENCHMARKS	CORRELATION NOTATIONS
	<p><i>Course itself include:</i></p> <ul style="list-style-type: none"> <li>• City life: pp. 166-168, 183-186, 212-215, 224-228; Aquae Sulis pp.18-24</li> <li>• Organization of society: patronage and classes pp. 229-232; freedmen and freedwomen pp.286-290</li> <li>• Entertainment: pp. 35, 266-270</li> <li>• Beliefs, superstitions, philosophies: pp. 41-42, 57-60, 62; religion and Romanization pp. 61-62; sacred springs of Aquae Sulis pp. 22-23</li> <li>• Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21</li> <li>• Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215</li> <li>• Archeology: pp.19-20, 22-23, 118, 156-162</li> <li>• Travel: pp. 77-82</li> <li>• Military service and life: pp. 97-102; 116-119; 134-138</li> <li>• 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</li> <li>• Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267</li> <li>• 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</li> </ul>
<p><b>CT-1-E5...preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)</b></p>	<p>Performance model exemplars 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</p>

**COMMUNITIES STANDARD 2**  
**Enrichment**

**Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.**

Students have reflected on the nature of their own culture as they studied that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to: recognize Latin cultural elements in a variety media including films, plays, and television; participate successfully in school, regional, state, and or national classical examinations and contests; participate in school or community festivals; recognize classical cultural and historical elements in other course disciplines; recognize and appreciate classical influences and elements in art, architecture, and music; explore additional aspects of classical culture through attendance at lectures and workshops; and correspond with students around the world.

**EXPANDING/EXTENDING STAGE  
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

<b>BENCHMARKS</b>	<b>CORRELATION NOTATIONS</b>
<b>CT-2-E1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)</b>	Reading material exemplars include pp. 6-10, 13-14, 30-32, 34-37, 46- 48, 50, 53-54, 66-68, 71-72, 88-90, 92-93,145, 169-170/172-175/177-178; 193-194, 197-198, 214-217, 219-220, 241-242/244-245
<b>CT-2-E2...participating in age-appropriate sports or games from the target cultures; (4, 5)</b>	Exemplars pp.256, 257-258, 260-262, 266-270
<b>CT-2-E3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)</b>	Ideas for social activities and events (a: modeled Latin; b: extended Latin reading; c: English commentary): <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
<b>CT-2-E4...listening to and/or identifying music, singing songs, or playing musical</b>	Music and performance arts in the ancient world are incorporated in Stage 29 (Roma) especially pp.

BENCHMARKS	CORRELATION NOTATIONS
music, singing songs, or playing musical instruments from the target cultures; (1, 4)	167-169 and Stage 33 (pantomimes) pp. 256-272.
CT-2-E5...planning a real or imaginary trip. (2, 3, 4)	Students may be inspired in their preparations by the cultural presentations of each Stage, and able to participate more fully in the experience of “being in the ancient world” through the extensive, accessible, and enjoyable contextual reading selections in Latin in each Stage.

## COMMUNITIES STANDARD 3

### Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

### EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
CT-3-E1...identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the culture is required; (5)	<p>The study of Latin language and Latin culture provides a clear advantage in careers due to (a) increased awareness of the impact of the Roman civilization on the modern world, (b) insights into the nature of language, be it one’s own native language or additional modern or classical languages that may be acquired, and increased control of vocabulary and derivatives (CT-3-E2). The <i>Cambridge Latin Course</i> specifically and thoroughly addresses each of these career-enhancing aspects in:</p> <p>(a)</p> <ul style="list-style-type: none"> <li>• City life: pp. 166-168, 183-186, 212-215, 224-228; <i>Aquae Sulis</i> pp.18-24</li> <li>• Organization of society: patronage and classes pp. 229-232; freedmen and freedwomen pp.286-290</li> <li>• Entertainment: pp. 35, 266-270</li> <li>• 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 pp. 172-178, 187</li> <li>• Travel: pp. 77-82</li> <li>• Military service and life: pp. 97-102; 116-119;</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	<p>134-138</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267</li> <li>• 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</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>• <i>About the Language</i> pp. 11, 33, 38, 49, 51, 70, 73, 91, 94, 110, 113, 128, 130, 148, 151, 171, 176, 179, 196, 199, 218, 221, 240, 243, 246, 259, 263, 278, 281</li> <li>• <i>Practicing the Language</i> sections pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285</li> </ul>
<p><b>CT-3-E2...writing and presenting work-related scenarios which incorporate appropriate vocabulary; (1, 4)</b></p>	<p>The <i>Cambridge Latin Course</i> provides training in clear, accurate writing which enhances this career skill. See:</p> <ul style="list-style-type: none"> <li>• <i>Word Study</i> sections pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291 and in</li> <li>• <i>Word Patterns</i> pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283</li> <li>• <i>Vocabulary Checklist</i> pp. 26, 44, 64, 84, 104, 122, 140, 164, 190, 210, 234, 254, 272</li> </ul>
<p><b>CT-3-E3...reading and writing work-related notes, messages, and letters; (1)</b></p>	<p>The <i>Cambridge Latin Course</i> provides training in every Stage in the ability to read with comprehension and enjoyment and to write in Latin, which enhances this career skill.</p>
<p><b>CT-3-E4...interpreting work-related materials, such as graphs and schedules; (2, 3, 4)</b></p>	<p>The <i>Cambridge Latin Course</i> provides various work-related diagrams and illustrations which enhance this career skill. See:</p> <ul style="list-style-type: none"> <li>• Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21</li> <li>• Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215</li> </ul>
<p><b>CT-3-E5...identifying and using work-place appropriate verbal and nonverbal behaviors. (1, 4, 5)</b></p>	<p>The <i>Cambridge Latin Course</i> provides readings which, through showing people in various work- and community-based settings, enhance this career skill. See:</p>

BENCHMARKS	CORRELATION NOTATIONS
	<ul style="list-style-type: none"> <li>• Social interaction as seen in the society, politics and life in the center of the Roman Empire: Stage 29 pp. 169-170, 177-178; Stage 30 pp. 193-194, 197-198; Stage 31 pp. 214-217, 219-220; Stage 32 pp. 238-239, 241-242, 244-245; Stage 33 pp. 257-258, 260-262; Stage 34 pp. 274-277, 279-280, 282-283</li> <li>• Social interaction as seen in the western part of the Roman Empire: Aquae Sulis Stage 21 pp. 6-10, 13-14; Agricola Stage 26 pp. 106-108, 111-113</li> <li>• Commuting: Travel and transportation: Stage 24 pp. 66-68, 71-72</li> <li>• Military: Roman military life and role in empire-building: Stage 25 pp. 88-90, 92-93; Stage 27 pp. 126-127, 129, 131; Stage 28 pp. 145-147, 149-150, 152</li> </ul>

# **Cambridge Latin Course**

*Fourth Edition*

## **Correlated to Louisiana Foreign Language Content Standards**

**Cambridge Latin Course**

**Unit 4 Student Book 0521782317 for Latin 3, grades 10-12**

Book Title: Cambridge Latin Course Unit 4 Student Book Grade Level: 10-12

Publisher: Cambridge University Press Subject/Course: Latin 3

# COMMUNICATION STRAND

## COMMUNICATION STANDARD 1

### Interpretive Mode

**Students understand and interpret spoken and written communication in the target language on a variety of topics.**

The fourteen Stages of **Unit 4 (Latin 3)** complete the story line in the city of Rome, and then, in Stages 41-48, provide varieties of unadapted literature.

Students learn to recognize the elements and structure of the Latin language in *About the Language* sections pp. 5, 12-13, 26-27, 30-31, 45, 49, 63, 66-67, 72, 84, 88, 92-93, 107, 110, 130-131, 137, 157, 164, 177, 183, 196, 200, 203, 216-217, 222-223, 239, 260, 265, 280

Students demonstrate their knowledge of vocabulary and structure in the *Practicing the Language* sections pp. 15, 32-33, 51-52, 73-74,, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286

Students have additional practice with vocabulary by working with derivatives in the *Word Study* sections pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289, and by studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 20, 38, 58, 80, 100, 120, 148, 170, 190, 210, 232, 252, 272, 290

Students practice relating Latin vocabulary through patterns and word families in *Word Patterns* sections pp. 14, 32, 50, 73, 93,112

Additional information and exercises accompany the *Language Information Section* pp. 291-349

An *Index of Grammatical Topics* permits the student to find specific help on grammar quickly, pp. 402-405

## EXPANDING/EXTENDING STAGE

### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
CM-1-E1...demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal	Exemplars: <ul style="list-style-type: none"><li>Experiences and customs of love, marriage, and divorce, pp. 60-62, 64-65, 68-71, 178-182; understand and interpret, p.. 61,</li><li>Roman cities and provinces, pp. 2-4, 6-8, 124-</li></ul>

BENCHMARKS	CORRELATION NOTATIONS
and informal settings; (1)	<p>129; understand and interpret, pp. 4,</p> <ul style="list-style-type: none"> <li>• Imperial life, pp. 40-44, 46-48, 74-78, 259-262, 264-270; understand and interpret, pp.. 44</li> <li>• Roman law and courts of law, pp. 102-106, 108-109, 111; understand and interpret, pp. 109</li> <li>• Recitation of literature, pp. 22-25, 82-83, 85-87</li> </ul>
<b>CM-1-E2...demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts; (1, 4)</b>	<ul style="list-style-type: none"> <li>• Ovid: <i>Metamorphoses</i> and <i>Ars Amatoria</i>, selections pp. 89-90, 159, 192-193, 194, 197-199, 201; understand and interpret, pp. 91, 159, 193, 194, 199,203</li> <li>• Catullus: <i>Lesbia</i> and other selected poems pp. 152-153, 154, 212, 214, 218, 220, 221, 223, 224-225, 226; understand and interpret, pp. 153, 154, 213, 219, 220, 221, 223, 225, 226</li> <li>• Vergil: <i>Aeneid</i>, selections: pp. 160-161, 254, 257-259, 261, 262-263, 264, 266-267; understand and interpret, pp. 161-163, 255, 258, 259, 261, 263, 264, 267</li> <li>• Cicero: <i>pro Caelio</i>, pp. 234-235, 236, 237, 240-241, 242-243, 244-245; understand and interpret, pp. 235, 236, 238, 241, 243-244, 245-246</li> <li>• Martial: pp. 22-24 <i>Epigrams</i> selections, pp. 28-30; understand and interpret, pp. 28, 29, 30</li> <li>• Horace: selected poems pp. 155; understand and interpret, p. 156</li> <li>• Phaedrus: fable, pp. 150-151; understand and interpret, p. 151</li> <li>• Petronius: selection based on <i>Satyrica</i> , pp. 172-176, 334; understand and interpret, pp. 174, 176</li> <li>• Pliny the Younger: <i>Letters</i>, selections, pp. 124-129, 131-135, 138-139; understand and interpret, pp. 125, 127, 128, 129, 131, 132, 134, 135, 138, 139</li> <li>• Livy: <i>Ab Urbe Condita Libri</i> selections: pp. 274-275, 276, 277, 281, 283; understand and interpret pp. 275, 277-278, 282, 283-284</li> <li>• <i>laudatio</i> pp. 178-182</li> </ul>
<b>CM-1-E3...identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences; (1, 4)</b>	<p>See the contexts and sources of CM-1-E2.</p> <p>Students learn about the devices used by Roman authors in <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 and <i>Metrics in Poetry</i> pp. 342-346.</p>
<b>CM-1-E4...identifying the main ideas from written or oral media, such as film, documentaries, and other presentations; (1, 4)</b>	<p>See the contexts and sources of CM-1-E2.</p> <p>Most Reading selections will be found on the Unit 4 Audio Program to be recorded in 2004.</p>
<b>CM-1-E5...understanding and applying information using mathematics, scheduling, weather or climate; (1, 3, 4)</b>	<p>References to natural sciences and mathematics appear within both adapted and unadapted readings throughout Unit 4, additional exemplars</p>

BENCHMARKS	CORRELATION NOTATIONS
weather or climate; (1, 3, 4)	include pp. 155, 160
<b>CM-1-E6...demonstrating an understanding of the principal elements of nonfiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures; (1, 3, 4)</b>	Exemplars of original materials and sources that would be the equivalent of modern communication sources include selections listed above and items seen pp. 2-4, 6-8, 17, 182
<b>CM-1-E7...interpreting visual and auditory cues, such as gestures and intonation. (1)</b>	Exemplars pp. 6, 22-23, 69, 70, 102, 105, 179,  The Audio Program for Unit 4 (to be recorded in 2004) will provide auditory cues.

## COMMUNICATION STANDARD 2

### Interpersonal Mode

**Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.**

Although Latin is not primarily a language of interpersonal communication among contemporary students at the K-12 grades, the *Cambridge Latin Course* does provide ample opportunities and training for students in this communicative mode. The Student Book provides many phrases and short sentences tied to visuals for ease in comprehension and memorization, and provides clear, contextual visual backup for key vocabulary. The Teacher's Manual provides specific suggestions for use of Latin in classroom interaction, while the Omnibus Workbook provides *Audite-Dicite* sections.

#### **Unit 4 (Latin 3) Overview:**

Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audiocassette. Students may read aloud words, sentences, and passages, particularly those with an authentic "voice," overt dialogue, and/or actions, e.g. pp. 22-24, 43-44, 46-48, 60, 62, 64-65, 68-71, 82-87 and literary forms that lend themselves well to oral Latin, e.g. poetry pp. 89-90, 159, 192-193, 194, 197-199, 201, 152-153, 154, 155, 160-161, 212, 214, 218, 220, 221, 223, 224-225, 226, 254, 257-259, 261, 262-263, 264, 266-267, epigrams pp. 22-24, 28-30, fables pp. 150-151

Students may express themselves orally and in writing as they:

Complete the contextualized exercises found in the *Practicing the Language* sections pp. 15, 32-33, 51-52, 73-74,, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286

Participate in dialogues pp. 22-24, 43-44, 60, 62, 64-65, 82-83, 85-87

Answer questions based on their reading pp. 4, 28, 29, 30, 44, 61, 91, 109, 125, 127, 128, 129, 131, 132, 134, 135, 138, 139, 151, 153, 154, 156, 159, 161-163, 174, 176, 193, 194, 199, 203, 213, 219, 220, 221, 223, 225, 226, 235, 236, 238, 241, 243-244, 245-246, 255, 258, 259, 261, 263, 264, 267, 275, 277-278, 282, 283-284

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-2-E1...following and giving detailed instructions for participating in age-appropriate classroom and cultural activities; (1)</b>	Notations on making use of Latin in the classroom as part of daily activities found in Unit 1 Teacher's Manual pp. 9-15.
<b>CM-2-E2...requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings; (1, 5)</b>	Exemplars pp. 2-4/6-8, 102-106, 124-126, 128-135, 138-139
<b>CM-2-E3...exchanging information about past, current, or future events in the target cultures or those being studied in another subject; (1, 3, 4)</b>	Exemplars pp. 2-4, 6-8, 41-44, 60-62, 68-71, 85-87, 102-106
<b>CM-2-E4...sharing ideas about and personal reactions to a variety of sources, both live and recorded; (1, 4)</b>	Exemplars of sharing ideas and reactions found in readings/recordings: 62, 64-65, 102-106, 124-126, 128-135, 138-139
<b>CM-2-E5...describing issues and problems that are of concern to members of the native and target cultures; (1, 2, 3, 5)</b>	Exemplars pp. 43-44, 46-48, 82-83, 124-126, 128-135, 138-139
<b>CM-2-E6...negotiating the acquisition of goods, services, or information, according to changing circumstances; (1, 4)</b>	Exemplars pp. 60-61, 85-87, 124-126, 128-135, 138-139
<b>CM-2-E7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)</b>	Exemplars pp. 2, 6, 22, 41, 60, 64-65, 68-71, 124, 128
<b>CM-2-E8...exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues. (1, 3, 5)</b>	Topic areas included in Unit 4 which provide, along with Latin readings in context, models in Latin of expressing opinion: 2-4, 6-8, 22-24, 28-29, 43-44, 46-48, 102-106, 108-111, 124-126, 128-135, 138-139

# COMMUNICATION STANDARD 3

## Presentational Mode

Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.

Students may read aloud words, sentences, and passages, particularly conversations, speeches, and/or selections including lots of action, e.g. pp. 40-41, 46-48, 68-71, 102, 234, 236-237, 240, 242, 244, and literary forms that lend themselves well to oral and written Latin, e.g. poetry pp. 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267, epigrams pp. 28-30, *laudatio* pp. 178-182, fables p. 150, letters pp. 2-4, 6-8, 41-42, 124, 126, 128, 129, 131, 132, 133, 134, 138, 139, stories pp. 172-176, historiography pp. 274, 276-277, 281, 283

Students learn to write accurately in Latin by practicing contextualized exercises involving sentences and phrases, pp. 14, 15, 19, 32-33, 37, 50, 51-52, 57, 73-74, 79, 93, 94-95, 99, 112, 113-114, 119, 140, 147, 165, 169, 184-185, 189, 204-205, 209, 227-228, 231, 247-248, 251, 268, 271, 285-286, 289

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CM-3-E1...summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas; (1, 4)</b>	Concept examples that can help in this student-initiated standard include pp. 2-4, 6-8, 40-44, 46-48, 60-62, 64-65, 68-71, 74-78, 102-106, 108-109, 111, 124-129, 178-182, 259-262, 264-270
<b>CM-3-E2...producing information incorporating numbers, time, and weather; (1, 4)</b>	Numbers, Roman concepts of time, and weather conditions are included in both adapted and unadapted literature as part of the complete reading context; see also p. 290.
<b>CM-3-E3...writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures; (1, 4)</b>	Concept examples plays pp. 40-41, 46-48, 68-71, 102, 234, 236-237, 240, 242, 244; poems 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267; stories pp. 172-176
<b>CM-3-E4...performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language; (1)</b>	Plays pp. 40-41, 46-48, 68-71, 102, 234, 236-237, 240, 242, 244; poems 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267; stories pp. 172-176; fables p. 150

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CM-3-E5...writing a letter or an article for presentation or publication expressing opinions about an issue; (1, 3, 4, 5)</b></p>	<p>Letter format modeled pp. 2-4, 6-8, 41-42, 124, 126, 128, 129, 131, 132, 133, 134, 138, 139</p> <p>Issue concepts:</p> <ul style="list-style-type: none"> <li>• Personal relationships pp. 60-62, 64-65, 68-71, 178-182</li> <li>• Society pp. 2-4, 6-8, 40-44, 46-48, 74-78, 124-129, 259-262, 264-270</li> <li>• Justice pp. 102-106, 108-109, 111</li> </ul>
<p><b>CM-3-E6...preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods, or services; (1, 2, 3, 4)</b></p>	<p>Concept exemplars pp. 53-57, 68-71, 85-87, 136, 142-147</p>
<p><b>CM-3-E7...summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures; (1, 4)</b></p>	<ul style="list-style-type: none"> <li>• Ovid: <i>Metamorphoses</i> and <i>Ars Amatoria</i>, selections pp. 89-90, 159, 192-193, 194, 197-199, 201</li> <li>• Catullus: <i>Lesbia</i> and other selected poems pp. 152-153, 154, 212, 214, 218, 220, 221, 223, 224-225, 226</li> <li>• Vergil: <i>Aeneid</i>, selections: pp. 160-161, 254, 257-259, 261, 262-263, 264, 266-267</li> <li>• Cicero: <i>pro Caelio</i>, pp. 234-235, 236, 237, 240-241, 242-243, 244-245</li> <li>• Martial: pp. 22-24 <i>Epigrams</i> selections, pp. 28-30</li> <li>• Horace: selected poems pp. 155</li> <li>• Phaedrus: fable, pp. 150-151</li> <li>• Petronius: selection based on <i>Satyrical</i>, pp. 172-176, 334</li> <li>• Pliny the Younger: <i>Letters</i>, selections, pp. 124-129, 131-135, 138-139</li> <li>• Livy: <i>Ab Urbe Condita Libri</i> selections: pp. 274-275, 276, 277, 281, 283</li> <li>• <i>laudatio</i> pp. 178-182</li> </ul>
<p><b>CM-3-E8...preparing and presenting orally and/or in writing information describing elements of the target cultures, including literary genres, fine arts, and film. (1, 3, 4)</b></p>	<ul style="list-style-type: none"> <li>• letters, pp. 2-4, 6-8, 41-42, 124, 126, 128, 129, 131, 132, 133, 134, 138, 139</li> <li>• poetry pp. 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267</li> <li>• epigrams pp. 22-24, 28-30</li> <li>• fables p. 150</li> <li>• stories pp. 172-176</li> <li>• <i>laudatio</i> pp. 178-182</li> <li>• histories pp. 274, 276-277, 281, 283</li> <li>• inscriptions pp. 17, 42, 57, 104, 148, 170, 182</li> </ul> <p>To aid students: <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 and <i>Metrics in Poetry</i> pp. 342-346</p>

# CULTURES STRAND

## CULTURES STANDARD 1

### Practices

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

Students may expand their knowledge of the daily life 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.

### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CL-1-E1...using appropriate verbal and nonverbal behaviors reflecting formal and informal situations; (1)</b>	Verbal and nonverbal behaviors are presented in the reading selections throughout Unit 4, e.g. pp. 2-4, 6-8, 28-30, 40-48, 60-71, 89-90, 128-139, 150-163, 172-182, 192-203, 212-226, 234-246, 254-267, 274-284
<b>CL-1-E2...describing and evaluating commonly held generalizations about the target cultures; (1, 2, 3)</b>	Exemplars of cultural contexts of which students frequently experience generalizations include: the role of the Roman empire pp. 9-11, 40-48, 53-56, 122-123, 124-139, 141-146; the nature and impact of Roman law concepts pp. 102-111, 115-118; love, marriage, and divorce in the ancient world pp. 60-71, 75-78, 172-182, 186-188
<b>CL-1-E3...identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment; (1, 5)</b>	Exemplars pp. 22-24, 34-36, 249-250
<b>CL-1-E4...identifying and explaining significant factors (historical, geographic, economic, political) that impact cultural practices;(4)</b>	<ul style="list-style-type: none"> <li>• Imperial life: (a) pp. 40-48, 124-139 (b) pp. 9-11, 53-56, 122-123, 141-146</li> <li>• Law and Roman courts: (a) pp. 102-111; (b) pp. 115-118</li> <li>• Experiences and customs of love, marriage, and divorce: (a) pp. 60-71, 172-182 (b) pp.75-78, 186-188</li> </ul> <p>Students may also consult the Index of Cultural and Literary Topics pp. 395-401</p>
<b>CL-1-E5...integrating culturally embedded words, phrases, and idioms in everyday</b>	Students will see such language embedded in the many reading selections. They will find additional words and phrases in <i>Word Studies</i> 40-27-57

BENCHMARKS	CORRELATION NOTATIONS
<b>communication; (1)</b>	words and phrases in <i>Word Study</i> pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289, and in <i>Word Patterns</i> pp. 14, 32, 50, 73, 93, 112.
<b>CL-1-E6...describing social customs related to religion, school, government, family life, folklore, and holidays; (3, 4, 5)</b>	Government pp. 9-11, 40-48, 53-56, 102-111, 115-118, 122-123, 124-139, 141-146 Family life pp. 60-71, 75-78, 172-182, 186-188
<b>CL-1-E7...comparing and contrasting cultural practices, expressions, and social customs among same-language cultures;(4)</b>	Diversity within the ancient world pp. 16, 77, 146, 167, 186-187, 206, 229,288

## CULTURES STANDARD 2

### Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

Students may expand their knowledge of the daily life of the Romans as they observe authentic products that reflect the perspectives of their Roman creators. Many of the products are included in the flow of the story line and of the selections from literature. In addition, students may make note of the following references (with additional information provided for each in the Teacher's Manual).

### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CL-2-E1...identifying, describing, and/or producing symbols and products typical of the target cultures; (1, 3)</b>	Exemplars pp. 17, 42, 57, 104, 148, 170, 182
<b>CL-2-E2...discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music; (1, 4)</b>	<ul style="list-style-type: none"> <li>architecture and urban planning: pp. 10, 25, 82, 112, 115, 126, 127, 145, 172, 246, 248, 251, 252, 278, 284</li> <li>art forms pp. 38, 50, 54, 59, 65, 67, 75, 80, 81, 89, 104, 118, 120, 129, 134, 146, 147, 148, 162, 163, 170, 189, 191, 197, 198, 206, 210, 211, 213, 215, 223, 228, 229, 230, 232, 241,</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	253, 255, 260, 263, 265, 270, 273, 276, 280, 282, 289, 290 (inspired by Roman life and letters pp. 195, 202, 205, 208)
<b>CL-2-E3...summarizing the effects of the target cultures' contributions/products on other societies. (1, 4)</b>	<ul style="list-style-type: none"> <li>• Daily life in the Empire, cities and provinces pp. 2-4, 6-8, 9-11, 144-146, 170, 176</li> <li>• Law and Roman courts pp. 54, 57, 105-106, 115-117, 249</li> <li>• Experiences and customs of love, marriage, and divorce pp. 59, 68-69, 71, 75-76, 80, 182, 186, 258</li> <li>• engineering, pp. 136</li> <li>• Arts and letters (outside of writings themselves) pp. 1, 16-18, 20, 34, 36, 96-98, 160, 166, 206</li> </ul>

## CONNECTIONS STRAND

### CONNECTIONS STANDARD 1

#### Reinforcement

Students reinforce and further their knowledge of other disciplines through the second language.

### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CN-1-E1...locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills; (1, 4)</b>	The Stages of Unit 4 include sentences and reading passages connected to realistic contexts and containing references to a variety of disciplines, e.g. law and government (Stage 37, pp. 40-48, 53-55, Stage 40, pp. 102-110, 115-118, Stage 41, pp. 122-139, 142-146, Stage 46, pp. 234-244, 249-250; sociology (Stage 38, pp. 60-71, 75-78, Stage 43, pp. 172-182, 186-188); literature and writing (Stage 35, pp. 2-8, 16-18; Stage 36, pp. 22-30, 34-36; Stage 39, pp. 89-90, 96-98; Stage 42, pp. 150-163, 166-168; Stage 44, pp. 192-203; Stage 45 pp. 212-226, 229-230; Stage 47, pp. 254-267, 269-270), history (Stage 48, pp. 274-283, 287-288); and art (Stage 44, p.. 206-208)

BENCHMARKS	CORRELATION NOTATIONS
	Students learn about writing in <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 and <i>Metrics in Poetry</i> pp. 342-346.
<b>CN-1-E2...discussing topics from other school subjects in the target language; (1, 4)</b>	To aid students the Unit 4 presents derivatives related to the contextualized reading that they have done, connecting those derivatives to the context(s) and discipline(s) of their reading, in the <i>Word Study</i> pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289, and in <i>Word Patterns</i> pp. 14, 32, 50, 73, 93, 112.
<b>CN-1-E3...combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom. (1, 4)</b>	Government pp. 40-48, 53-55, 102-110, 115-118, 122-139, 142-146, 234-244, 249-250 Sociology pp. 60-71, 75-78, 172-182, 186-188 Literature pp. 2-8, 16-18, 22-30, 34-36, 89-90, 96-98, 150-163, 166-168, 192-203, 212-226, 229-230, 254-267, 269-270 History pp. 274-283, 287-288 Art pp. 206-208

## CONNECTIONS STANDARD 2

### Acquisition

Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.

### EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CN-2-E1...comparing information found in authentic materials in both the native and target languages on topics of personal interest. (4)</b>	<ul style="list-style-type: none"> <li>• Daily life: 2-4, 6-8, 9-11, 40-48, 53-56, 122-123, 124-139, 141-146</li> <li>• Law and Roman courts: 102-111, 115-118</li> <li>• Experiences and customs of love, marriage, and divorce: 60-71, 75-78, 172-182 186-188</li> <li>• The role of reading, writing, and speech in Roman world 2-4, 6-8, 16-18, 28-30, 34-36, 89-90, 96-98, 150-163, 166-168, 192-203, 206-208, 212-226, 229-230, 234-246, 249-250, 254-267, 269-270, 274-284, 287-288</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	<ul style="list-style-type: none"> <li>• Diversity in the ancient world: pp. 16, 77, 146, 167, 186-187, 206, 229,288</li> <li>• Inscriptions pp. 17, 42, 57, 104, 148, 170, 182</li> <li>• Gods and heroes: pp. 160, 188, 191, 192, 195, 197, 198, 202, 206-207, 208, 254-267, 269, 273, 274, 276, 281, 282</li> <li>• Authors in addition to those of focus of the text:: ancient: pp. 16, 34, 35, 97, 117, 145, 146, 150, 166, 172, 229, 269, 274, 287, 288; later eras: pp. 162, 163, 172, 207</li> <li>• Artists of later eras inspired by Roman arts and letters: pp. 195, 202, 205, 206, 207, 208</li> <li>• Historical figures: pp. 9, 25, 34, 35, 50, 53, 54, 55, 56, 58, 76, 77, 78, 96, 97, 104, 115, 117, 123, 127, 129, 134, 142, 143, 144, 145, 146, 148, 149, 155, 160, 172, 186, 188, 234, 246, 254-267, 270, 272, 288; general historical overview pp. 406-409</li> <li>• How the Latin language works, pp. 14, 15, 19, 32-33, 37, 50, 51-52, 57, 73-74., 79, 93, 94-95, 99, 112, 113-114, 119, 140, 147, 165, 169, 184-185, 189, 204-205, 209, 227-228, 231, 247-248, 251, 268, 271, 285-286, 289, 294-346</li> <li>• Index of Cultural and Literary Topics pp. 395-401</li> </ul>

## COMPARISONS STRAND

### COMPARISONS STANDARD 1

#### Nature of Language

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language.

#### EXPANDING/EXTENDING STAGE

#### BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CP-1-E1...describing grammatical elements of the target language and comparing them with grammatical elements in the native language; (1, 3, 4)</b>	<i>About the Language</i> pp. 5, 12-13, 26-27, 30-31, 45, 49, 63, 66-67, 72, 84, 88, 92-93, 107, 110, 130-131, 137, 157, 164, 177, 183, 196, 200, 203, 216-217, 222-223, 239, 260, 265, 280

BENCHMARKS	CORRELATION NOTATIONS
	<i>Language Information</i> pp. 293-338
<b>CP-1-E2...using cognates and false cognates appropriately; (1, 4)</b>	Particular focus placed on cognates and false cognates in <i>Word Study</i> sections pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289 and in <i>Word Patterns</i> pp. 14, 32, 50, 73, 93, 112
<b>CP-1-E3...comparing meanings of words, idioms, and/or vocal inflections of the target and native languages; (1, 4)</b>	<p><i>About the Language</i> pp. 5, 12-13, 26-27, 30-31, 45, 49, 63, 66-67, 72, 84, 88, 92-93, 107, 110, 130-131, 137, 157, 164, 177, 183, 196, 200, 203, 216-217, 222-223, 239, 260, 265, 280</p> <p><i>Practicing the Language</i> sections pp. 15, 32-33, 51-52, 73-74, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286</p> <p><i>Vocabulary Checklist</i> pp 20, 38, 58, 80, 100, 120, 148, 170, 190, 210, 232, 252, 272</p> <p>The Audio Program (to be recorded in 2004) may be used to compare vocal inflections.</p>
<b>CP-1-E4...comparing formal and informal expressions of the native and target languages; (1, 2, 5)</b>	Formal and informal speech is modeled in the reading selections. Correct usage is reinforced in the <i>Practicing the Language</i> sections pp. 15, 32-33, 51-52, 73-74, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286
<b>CP-1-E5...comparing and contrasting the writing and sound systems of the target and native languages; (1, 3, 4)</b>	The Teacher's Manual addresses the importance of aural and oral training and work in Latin, and the Audio Program (to be recorded in 2004) provides training in classical pronunciation.
<b>CP-1-E6...using and comparing the structural patterns of the target and native languages; (1)</b>	<p><i>About the Language</i> pp. 5, 12-13, 26-27, 30-31, 45, 49, 63, 66-67, 72, 84, 88, 92-93, 107, 110, 130-131, 137, 157, 164, 177, 183, 196, 200, 203, 216-217, 222-223, 239, 260, 265, 280</p> <p><i>Practicing the Language</i> sections pp. 15, 32-33, 51-52, 73-74, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286</p>
<b>CP-1-E7...expressing ideas in a variety of ways. (1, 2)</b>	<p><i>Practicing the Language</i> pp. 15, 32-33, 51-52, 73-74, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286</p> <p>Modeled varieties of writing pp. 14, 19, 37, 50, 57, 79, 93, 99, 112, 119, 147, 169, 189, 209, 231, 251, 271, 289</p>

# COMPARISONS STANDARD 2

## Concept of Culture

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture.

Each of the Stages of Unit 4 is organized around a specific aspect of the culture of the Greco-Roman world. Each contains opportunities for students to enter, through their reading, the ancient world. Plus, each Stage provides 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:

### EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-2-E1...identifying and comparing perspectives and practices of the target culture with those of the native culture; (1, 4, 5)</b></p>	<p>Students will experience first hand the perspectives and practices of the ancient Romans through the story line and will be able, through these contextualized experiences, to compare and contrast their own perspectives and practices with those of the ancients. Experiences will be reinforced through the cultural reading selections in English.</p> <p>Students may search for topics of personal interest in the <i>Index of Cultural Topics</i> pp. 395-401.</p>
<p><b>CP-2-E2...describing the relationship between the products and perspectives in the target culture and comparing these with the native culture; (1, 3, 4)</b></p>	<p>Selected product/perspective focus for this level of study includes:</p> <ul style="list-style-type: none"> <li>• Daily life: 2- 8, 9-11, 40-48, 53-56, 122-123, 124-139, 141-146</li> <li>• Experiences and customs of love, marriage, and divorce: 60-71, 75-78, 172-182 186-188</li> <li>• The role of reading, writing, and speech in Roman world 2-4, 6-8, 16-18, 28-30, 34-36, 89-90, 96-98, 150-163, 166-168, 192-203, 206-208, 212-226, 229-230, 234-246, 249-250, 254-267, 269-270, 274-284, 287-288</li> </ul>
<p><b>CP-2-E3...comparing various institutions of the native and target cultures (e.g., educational, legal, economic, and governmental); (1, 3, 4, 5)</b></p>	<ul style="list-style-type: none"> <li>• Law and Roman courts: 102-111, 115-118</li> <li>• Government pp. 40-48, 53-55, 102-110, 115-118, 122-139, 142-146, 234-244, 249-250</li> <li>• Engineering pp. 136</li> </ul> <p>Diversity in the ancient world is addressed pp. 16,</p>

BENCHMARKS	CORRELATION NOTATIONS
<p><b>CP-2-E4...identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres. (1, 4)</b></p>	<p>77, 146, 167, 186-187, 206, 229, 288</p> <ul style="list-style-type: none"> <li>• letters, pp. 2-4, 6-8, 41-42, 124, 126, 128, 129, 131, 132, 133, 134, 138, 139</li> <li>• poetry pp. 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267</li> <li>• epigrams pp. 22-24, 28-30</li> <li>• fables p. 150</li> <li>• stories pp. 172-176</li> <li>• <i>laudatio</i> pp. 178-182</li> <li>• histories pp. 274, 276-277, 281, 283</li> <li>• inscriptions pp. 17, 42, 57, 104, 148, 170, 182</li> <li>• art forms pp. 38, 50, 54, 59, 65, 67, 75, 80, 81, 89, 104, 118, 120, 129, 134, 146, 147, 148, 162, 163, 170, 189, 191, 197, 198, 206, 210, 211, 213, 215, 223, 228, 229, 230, 232, 241, 253, 255, 260, 263, 265, 270, 273, 276, 280, 282, 289, 290 (inspired by Roman life and letters pp.: 195, 202, 205, 208)</li> <li>• architecture and urban planning: pp. 10, 25, 82, 112, 115, 126, 127, 145, 172, 246, 248, 251, 252, 278, 284</li> </ul>

## COMMUNITIES STRAND

### COMMUNITIES STANDARD 1

#### Learning

**Students use the language both within and beyond the school setting.**

Through the inductive approach of the *Cambridge Latin Course* students will be able to read Latin and to recognize and use appropriate grammar and syntax. Students will also compare Latin structures and concepts to their own language. Students may then use this knowledge and skill to: speak about Latin to others in the school or the community; tutor other students; participate in school classics clubs and the Junior Classical League; recognize Latin words, phrases, and language elements in a variety of texts and media; read classical authors for personal enjoyment and enrichment; participate successfully in classical language examinations, contests, and festivals; and experience success in additional courses in modern or classical languages. Students are aided in the accomplishment of this student-initiated objective through:

- Reading original works of Latin, including letters, pp. 2-4, 6-8, 41-42, 124, 126, 128, 129, 131, 132, 133, 134, 138, 139, poetry pp. 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267, epigrams pp. 28-30, fables p. 150, stories pp. 172-176, *laudatio* pp. 178-182, histories pp. 274, 276-277, 281, 283, and inscriptions pp. 17, 42, 57, 104, 148, 170, 182.
- Knowing about and accurately using Latin pp. 5, 12-13, 14, 15, 26-27, 30-31, 32-33, 45, 49, 50, 51-52, 63, 66-67, 72, 73-74, 84, 88, 92-93, 94-95, 107, 110, 112, 113-114, 130-131, 137, 140, 157, 164, 165, 177, 183, 184-185, 196, 200, 203, 204-205, 216-217, 222-223, 227-228, 239, 247-248, 260, 265, 268, 280, 285-286.

- Understanding Latin’s influence on English: *Word Study* pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289 and also in the examples given in *About the Language* pp. 5, 12-13, 26-27, 30-31, 45, 49, 63, 66-67, 72, 84, 88, 92-93, 107, 110, 130-131, 137, 157, 164, 177, 183, 196, 200, 203, 216-217, 222-223, 239, 260, 265, 280

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-1-E1...communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern; (1, 3, 4)</b>	Exemplars of interpersonal communication through writing and conversation modeled pp. 2-4, 6-8, 41-44, 60-62, 68-71, 85-87, 102-106
<b>CT-1-E2...using community resources to research a topic related to culture and/or language study; (3, 4)</b>	Such research resources modeled in each Stage’s cultural section pp.16-18, 34-36, 53-56, 75-78, 96-98, 115-118, 141-146, 166-168, 186-188, 206-208, 229-230, 249-250, 269-271, 288-288, <i>Literary Terms and Rhetorical Devices</i> pp. 339-341, <i>Metrics</i> pp. 342-346, <i>Index of Cultural and Literary Topics</i> pp. 395-401, <i>Index of Grammatical Topics</i> pp. 402-405, and <i>Time Chart</i> pp. 406-409
<b>CT-1-E3...participating in age-appropriate class or club activities which benefit the school or community; (4, 5)</b>	Knowledge and skills to successfully participate in activities and share learning with the community enhanced throughout the <i>Course</i> by clear presentation of the elements of the Latin language; appealing topics clearly expressed in carefully adapted Latin and carefully selected unadapted Latin literature; and succinct, accurate, and appealing presentation of cultural information in English.
<b>CT-1-E4...presenting researched material about foreign language and culture to others in the community; (1, 2, 3, 4)</b>	Sources for such research include each Stage’s cultural section pp.16-18, 34-36, 53-56, 75-78, 96-98, 115-118, 141-146, 166-168, 186-188, 206-208, 229-230, 249-250, 269-271, 288-288, <i>Literary Terms and Rhetorical Devices</i> pp. 339-341, <i>Metrics</i> pp. 342-346, <i>Index of Cultural and Literary Topics</i> pp. 395-401, <i>Index of Grammatical Topics</i> pp. 402-405, and <i>Time Chart</i> pp. 406-409  Presentation skills training modeled specifically through oratory, speeches pp. 40-41, 46-48, 68-71, 102, 234, 236-237, 240, 242, 244, and poetry pp.

BENCHMARKS	CORRELATION NOTATIONS
	<p>89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267</p> <p>Topic areas which can be presented through work with this Unit of the <i>Course</i> include:</p> <ul style="list-style-type: none"> <li>• Daily life: 2- 8, 9-11, 40-48, 53-56, 122-123, 124-139, 141-146</li> <li>• Law and government: 102-111, 115-118</li> <li>• Personal relationships: 60-71, 75-78, 172-182 186-188</li> <li>• Literacy: 2-4, 6-8, 16-18, 28-30, 34-36, 89-90, 96-98, 150-163, 166-168, 192-203, 206-208, 212-226, 229-230, 234-246, 249-250, 254-267, 269-270, 274-284, 287-288</li> <li>• Social diversity: pp. 16, 77, 146, 167, 186-187, 206, 229,288</li> <li>• Cities and buildings: pp. 10, 25, 82, 112, 115, 126, 127, 136, 145, 172, 246, 248, 251, 252, 278, 284</li> <li>• Art: pp. 38, 50, 54, 59, 65, 67, 75, 80, 81, 89, 104, 118, 120, 129, 134, 146, 147, 148, 162, 163, 170, 189, 191, 195, 197, 198, 202, 205, 206, 208, 210, 211, 213, 215, 223, 228, 229, 230, 232, 241, 253, 255, 260, 263, 265, 270, 273, 276, 280, 282, 289, 290</li> <li>• Gods and heroes: pp. 160, 188, 191, 192, 195, 197, 198, 202, 206-207, 208, 254-267, 269, 273, 274, 276, 281, 282</li> <li>• Authors in addition to those of focus of the text:: ancient: pp. 16, 34, 35, 97, 117, 145, 146, 150, 166, 172, 229, 269, 274, 287, 288; later eras: pp. 162, 163, 172, 207</li> <li>• Artists of later eras inspired by Roman arts and letters: pp. 195, 202, 205, 206, 207, 208</li> <li>• Historical figures: pp. 9, 25, 34, 35, 50, 53, 54, 55, 56, 58, 76, 77, 78, 96, 97, 104, 115, 117, 123, 127, 129, 134, 142, 143, 144, 145, 146, 148, 149, 155, 160, 172, 186, 188, 234, 246, 254-267, 270, 272, 288</li> </ul>
<p><b>CT-1-E5...preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)</b></p>	<p>Performance model exemplars pp. 40-41, 46-48, 68-71,89-90, 102, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 234, 236-237, 240, 242, 244, 254, 257, 258, 261-262, 264, 266-267</p>

## COMMUNITIES STANDARD 2

## Enrichment

**Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.**

Students have reflected on the nature of their own culture as they studied that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to: recognize Latin cultural elements in a variety media including films, plays, and television; participate successfully in school, regional, state, and or national classical examinations and contests; participate in school or community festivals; recognize classical cultural and historical elements in other course disciplines; recognize and appreciate classical influences and elements in art, architecture, and music; explore additional aspects of classical culture through attendance at lectures and workshops; and correspond with students around the world.

## EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
<b>CT-2-E1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)</b>	Reading material from the <i>Course</i> itself includes: <ul style="list-style-type: none"> <li>• adapted literature pp. 40-41, 46-48, 68-71, 102, 234, 236-237, 240, 242, 244</li> <li>• poetry pp. 89-90, 152, 154, 155, 159, 160, 192, 194, 197, 198, 201, 212, 214, 218, 220, 221, 223, 224, 225-226, 254, 257, 258, 261-262, 264, 266-267</li> <li>• epigrams pp. 28-30</li> <li>• <i>laudatio</i> pp. 178-182</li> <li>• fables p. 150</li> <li>• letters pp. 2-4, 6-8, 41-42, 124, 126, 128, 129, 131, 132, 133, 134, 138, 139</li> <li>• stories pp. 172-176</li> <li>• historiography pp. 274, 276-277, 281, 283</li> </ul>
<b>CT-2-E2...participating in age-appropriate sports or games from the target cultures; (4, 5)</b>	Exemplars pp. 22-24, 34-36, 249-250
<b>CT-2-E3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)</b>	Exemplars involving life in society pp. 9-11, 40-48, 53-56, 102-111, 115-118, 122-123, 124-139, 141-146 Exemplars involving life in the family pp. 60-71, 75-78, 172-182, 186-188
<b>CT-2-E4...listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)</b>	The performance art focus at this third year of Latin study is on recitation of literature and oratorical skills. See in particular Stage 36 ( <i>recitatio</i> , pp. 21-

BENCHMARKS	CORRELATION NOTATIONS
instruments from the target cultures; (1, 4)	38), Stage 42 ( <i>carmina</i> pp. 149-170), and Stage 46 ( <i>orator</i> pp. 233-252).
CT-2-E5...planning a real or imaginary trip. (2, 3, 4)	Students may be inspired in their preparations by the cultural presentations of each Stage, and able to participate more fully in the experience of “being in the ancient world” through the extensive, accessible, and enjoyable contextual reading selections in Latin in each Stage.

## COMMUNITIES STANDARD 3

### Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

### EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

BENCHMARKS	CORRELATION NOTATIONS
CT-3-E1...identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the culture is required; (5)	<p>The study of Latin language and Latin culture provides a clear advantage in careers due to (a) increased awareness of the impact of the Roman civilization on the modern world, (b) insights into the nature of language, be it one’s own native language or additional modern or classical languages that may be acquired, and increased control of vocabulary and derivatives (CT-3-E2). The <i>Cambridge Latin Course</i> specifically and thoroughly addresses each of these career-enhancing aspects in:</p> <p>(a)</p> <ul style="list-style-type: none"> <li>• Daily life: 2-4, 6-8, 9-11, 40-48, 53-56, 122-123, 124-139, 141-146</li> <li>• Law and Roman courts: 102-111, 115-118</li> <li>• Experiences and customs of love, marriage, and divorce: 60-71, 75-78, 172-182 186-188</li> <li>• The role of reading, writing, and speech in Roman world 2-4, 6-8, 16-18, 28-30, 34-36, 89-90, 96-98, 150-163, 166-168, 192-203, 206-208, 212-226, 229-230, 234-246, 249-250, 254-267, 269-270, 274-284, 287-288</li> <li>• Diversity in the ancient world and how it relates to our experiences: pp. 16, 77, 146, 167, 186-187, 206, 229,288</li> </ul>

BENCHMARKS	CORRELATION NOTATIONS
	<ul style="list-style-type: none"> <li>• Gods and heroes: pp. 160, 188, 191, 192, 195, 197, 198, 202, 206-207, 208, 254-267, 269, 273, 274, 276, 281, 282</li> <li>• Authors in addition to those of focus of the text:: ancient: pp. 16, 34, 35, 97, 117, 145, 146, 150, 166, 172, 229, 269, 274, 287, 288; later eras: pp. 162, 163, 172, 207</li> <li>• Artists of later eras inspired by Roman arts and letters: pp. 195, 202, 205, 206, 207, 208</li> <li>• Historical figures: pp. 9, 25, 34, 35, 50, 53, 54, 55, 56, 58, 76, 77, 78, 96, 97, 104, 115, 117, 123, 127, 129, 134, 142, 143, 144, 145, 146, 148, 149, 155, 160, 172, 186, 188, 234, 246, 254-267, 270, 272, 288</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>• <i>About the Language</i> pp. 5, 12-13, 26-27, 30-31, 45, 49, 63, 66-67, 72, 84, 88, 92-93, 107, 110, 130-131, 137, 157, 164, 177, 183, 196, 200, 203, 216-217, 222-223, 239, 260, 265, 280</li> <li>• <i>Practicing the Language</i> sections pp. 15, 32-33, 51-52, 73-74, 94-95, 113-114, 140, 165, 184-185, 204-205, 227-228, 247-248, 268, 285-286</li> </ul>
<p><b>CT-3-E2...writing and presenting work-related scenarios which incorporate appropriate vocabulary; (1, 4)</b></p>	<p>The <i>Cambridge Latin Course</i> provides training in clear, accurate writing which enhances this career skill. See:</p> <ul style="list-style-type: none"> <li>• <i>Word Study</i> sections pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289</li> <li>• <i>Word Patterns</i> pp. 14, 32, 50, 73, 93, 112</li> <li>• <i>Vocabulary Checklist</i> pp 20, 38, 58, 80, 100, 120, 148, 170, 190, 210, 232, 252, 272</li> </ul>
<p><b>CT-3-E3...reading and writing work-related notes, messages, and letters; (1)</b></p>	<p>The <i>Cambridge Latin Course</i> provides training in every Stage in the ability to read with comprehension and enjoyment and to write in Latin, which enhances this career skill.</p>
<p><b>CT-3-E4...interpreting work-related materials, such as graphs and schedules; (2, 3, 4)</b></p>	<p>The <i>Cambridge Latin Course</i> Unit 4 is primarily focused on unadapted literature; images found on pp. 10 and 279 provide some enhancement of this career skill.</p>
<p><b>CT-3-E5...identifying and using work-place appropriate verbal and nonverbal behaviors. (1, 4, 5)</b></p>	<p>The <i>Cambridge Latin Course</i> provides readings which, through showing people in various work- and community-based settings, enhance this career skill. See:</p> <ul style="list-style-type: none"> <li>• Government and civic life: Roman cities and provinces, pp. 2-4, 6-8, 124-129; imperial life, pp. 40-44, 46-48, 74-78, 259-262, 264-270</li> <li>• Justice: Roman law and courts of law, pp. 102-106, 108-109, 111</li> </ul>