

**Cambridge Latin Course Unit 1 Fourth Edition
Cambridge Latin Course Unit 2 Fourth Edition**

Note: Unit 1 (Latin 1A) is used as the **first half of Latin I**; Unit 2 (Latin 1B) is used as the **second half of Level I**

Tennessee Goals and Standards	Citations from Cambridge Latin Course Unit 1 and Unit 2 that support Progress Indicators at the Beginning Stage
<p style="text-align: center;">Goal 1 Communicate in Languages other than English</p> <p style="text-align: center;">Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p style="text-align: center;">Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p>	<p><i>Tennessee Progress Indicators – Students: exchange greetings and personal information; demonstrate mastery of rules of classical pronunciation; apply rules of pronunciation to words, sentences, and short paragraphs.</i></p> <p>Unit 1 <u>Student Book</u> Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audio cassette / CD. Students should read aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions e.g. pp. 24, 25, 36, 38, 40, 57, 58, 77, 92, 106, 108, 114, 131, 146, 149-150, 152, 162-165, 166, 168, 172, 182-183, 184, 185, 188-190, 202-204, 206, 208, 209, 210.</p> <ul style="list-style-type: none"> • greetings modeled pp.24, 36, 38, 40; introductions modeled pp. 52, 56, 58 • participate in dialogues and/or parallel statements such as those on 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 • orally complete the contextualized sentences found in the <i>Practicing the Language</i> sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215 • provide orally the model sentence captions for the 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 orally sentences demonstrating control of vocabulary and syntax pp. 9, 27, 42, 60, 79, 95-96, 112, 133, 151, 174, 192, 214-215 <p><u>Omnibus Workbook</u> example exercises: 1.2 p.5; 2.6 p.14; 3.4 p.20; 5.2 p.33; 7.2 p. 44; 10.4 p.71, 11.5 p. 82; 12.8 p. 92 <u>Teacher’s Manual</u> information, examples: pp. 31-32, 36-38, 44, 49, 59, 75, 79, 87-88 <u>Audio program</u> example tracks: 3, 4, 5, 7, 17, 25, 26</p> <p><i>Tennessee Progress Indicators – Students ask and answer simple questions.</i> <u>Student Book</u>: Students respond to selected questions by speaking or writing the phrases and/or sentences from the reading passages pp. 39, 96, 129, 147, 173, 207 Cambridge approach to asking and answering questions in class: <u>Teacher’s Manual</u> pp. 9-15; specific examples, pp. 24-26, 43, 159 <u>Omnibus Workbook</u> examples: ex 1.7 p.8; 2.9 p.17; 3.2 p.19; 3.8 p. 24; 4.1 p. 26; 4.3 p.27; 8.7 p. 58; 9.9 p.67</p>

Tennessee Progress Indicators – Students engage in group investigation of daily life activities; present simple oral presentations about family, friends, school, and home; list activities that took place in classical daily life.

Unit 1 Student Book

Each of the twelve Stages of Unit 1 opens with line drawings that reflect a specific authentic cultural context. Students read the Latin sentence that accompanies each drawing and, in the target language, begin to understand the lives of the Romans.

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

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

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

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

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

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

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

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

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

Tennessee Progress Indicators – Students: exchange greetings and personal information; demonstrate mastery of rules of classical pronunciation; apply rules of pronunciation to words, sentences, and short paragraphs.

Unit 2 Student Book: Students read aloud 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.

- present orally contextualized sentences found in the *Practicing the Language* sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175
- present dialogues pp. 5, 8-9, 13-14, 28-29, 32-33, 36-37, 39, 41-42, 54-55, 145-146

- provide orally the model sentence captions for the model illustrations pp. 2-4, 28-29, 52-53, 72-73, 92-93, 139, 162
- complete orally sentences that demonstrate control of vocabulary and syntax pp. 15-16, 43, 63, 81, 102-103, 125-126, 152-153, 174

Teacher's Manual for information, topics, and approaches, e.g. pp. 11-13, 23, 62-65

Omnibus Workbook, e.g. 18.4 p. 52

Audio Program Tracks 1, 3, 4, 5, 15, 18, 19

Tennessee Progress Indicators – Students ask and answer simple questions.

Unit 2 Student Book: Students respond to selected questions by writing the phrases and/or sentences from the reading passages pp. 10, 37, 39, 57, 77, 96, 121, 143, 169, 173

Teacher's Manual for information and topics, e.g. pp. 22, 61-62

Omnibus Workbook, e.g. 14.8 p. 20, 16.8 p. 38

Tennessee Progress Indicators – Students engage in group investigation of daily life activities; present simple oral presentations about family, friends, school, and home; list activities that took place in classical daily life.

Unit 2 Student Book 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

Unit 2 Student Book Meaningful passages with extended Latin reading:

- 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

Unit 2 Student Book 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

<p>Goal 1 Communicate in Languages Other Than English</p> <p>Standard 1.2</p> <p>Students understand and interpret written and spoken language on a variety of topics.</p>	<p><i>Tennessee Progress Indicators – Students: master verb forms in all conjugations; know the conjugation of irregular verbs use correct agreement of subjects and verbs, nouns and adjectives; understand sentence structure; enlarge vocabulary, including numbers; drill on forms of verbs, nouns, adjectives, adverbs, and pronouns; translate English [into] the target language, some involving subordinate clauses; use pronouns correctly; form and use present active and passive infinitives of all conjugations understand appositives and their uses.</i></p> <p><u>Unit 1 Student Book</u></p> <p>Students learn the elements and structure of the Latin language in <i>About the Language</i> sections 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>Students demonstrate their knowledge 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>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>Language Information section pp. 226-240</p> <p>Omnibus Workbook examples 2.1 p.11, 3.6 p.22, 5.2 p.33, 5.6 p.36 6.2 p.39, 6.4 p.40, 7.6 p.47, 8.5 p.56, 8.6 p.57, 11.1 p.79, 11.3 p.80, 12.1 p.87, 12.2 p.87</p> <p><u>Unit 2 Student Book</u></p> <p>Students learn 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 demonstrate their knowledge in the <i>Practicing the Language</i> sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175.</p> <p>Language Information section pp. 186-209</p> <p><u>Teacher's Manual</u> examples pp. 13, 23, 30-31, 39, 55, 56, 63, 65</p> <p><u>Omnibus Workbook</u> examples 13.1 p. 4, 13.5 p. 7, 14.3 p. 14, 14.5 p. 16-17, 15.8 p. 28, 17.1-17.2 p. 41, 19.1 p. 59, 19.3 p. 61, 19.5 p. 63</p>
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<p style="text-align: center;">Goal 2 Gain Knowledge and Understanding of Other Cultures</p> <p style="text-align: center;">Standard 2.1 Students demonstrate an understanding of daily life, traditional ideas and other components and aspects of the cultures being studied.</p>	<p><i>Tennessee Progress Indicators – Students: identify and compare patterns of behavior or interactions in a variety of everyday settings; use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions; identify tangible products of everyday living; (4.1) identify, discuss, analyze, and evaluate the relationships among the heritage, practices, and perspectives of the culture.</i></p> <p><u>Unit 1 Student Book</u> Each Stage (a) opens with line drawings that depict the Romans engaging in culturally authentic activities, then includes these practices in the ongoing story line in Latin, (b) follows with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices, and (c) provides photos, illustrations and diagrams of authentic artifacts. See:</p> <ul style="list-style-type: none"> • 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 • 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 • Education and life skills in Stage 10: (a) 162-172 (b) 175-178 (c) 167, 175, 176, 177, 178, 180 • Death in Stage 7: (a) 108-114 (b) 115-118 (c) 103, 107, 115, 116, 117, 118, 119 • Theater and performance arts in Stage 5: (a) 70-77 (b) 81-84 (c) 69, 74, 76, 81, 82, 83, 84, 85, 86 • Gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138 (c) 126, 133, 134, 135, 136, 137, 138, 140 • Socializing in the public baths in Stage 9: (a) 142-152 (b) 154-158 (c) 141, 145, 147, 150, 152, 153, 155, 156, 157, 158, 159, 160 • Religious observances: 50, 207, 209, 213 <p>Roman practices compared to Greeks 162-169, other Mediterranean cultures of the classical period: 12, 45, 97, 99 Specific comparisons and contrasts with contemporary culture: 10, 12, 13, 15, 63, 65, 97, 115, 154, 176 Time Chart p.256-259 <u>Teacher’s Manual</u> pp. 22, 27-28, 30-31, 33-34, 35-36, 39, 47-48, 50, 52-53, 55, 57-58, 61-62, 63-64, 66-67, 68-69, 71, 73-74, 77 <u>Omnibus Workbook</u> examples 1.8, 1.9 p.9, 1.10 p.10, 2.8 p.16, 2.10 p.18, 3.7 p.23, 4.7 p.30, 5.7 p.37, 7.8 p.49, 9.8 p.66, 10.9 p.76, 11.7 p.84, 11.8 p.85-86, 12.9 p.93</p> <p><u>Unit 2 Student Book</u> (a) Latin passages; (b) cultural reading; (c) authentic products:</p> <ul style="list-style-type: none"> • Roman daily life, routine, economics, and attitudes both in Roman provinces and Rome itself in Stages 13, 14, and 17: (a) pp. 2-4, 5-14, 28-29, 30-42, 92-93, 94-101; (b) 17-21, 44-45, 47-48, 104-110, 131-133, 172-173; (c) 5, 6, 10, 19, 20, 21, 27, 31, 33, 41, 44-48, 65, 77, 83-88, 107, 108, 109, 123, 127-130, 132, 133, 140, 169, 172 • Politics and government in Stages 15 and 16: (a) pp. 52-53, 54-62, 72-73, 74-77; (b) 64-68, 83-88; (c) 19, 37, 68, 70, 133 • Beliefs and religion in Stages 15, 17, and 19: (a) pp. 52-53, 56-57, 93, 98-99, 139, 141-142, 148-150; (b) 67, 133-134, 154-158; (c) 67, 99, 103, 119, 133, 134, 141, 149-150, 153, 154-158 • Medicine, science, and craftsmanship in Stages 18 and 20, (a) pp. 114-124, 162, 163-172; (b) 127-130, 176-180; (c) 115, 118, 119, 123, 127, 128, 130, 131, 164, 176
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	<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> <p>Time Chart p.240-243</p> <p><u>Teacher's Manual</u> pp. 9-12,14-17,19-21,22-23,25-26,27-29,35-37,38,40-41,44, 47-48,51-53,57,59-61,65-66,68-69,73</p> <p>Omnibus Workbook examples 13.7 p.9,13.8 p.10-11, 14.1 p.12, 15.2 p.23, 16.4 p.34, 17.6 p.45, 18.5 p. 53, 19.9 p.67, 19.12 p.70, 20.2 p.72-73, 20.7 p.78-79</p>
<p>Goal 3 Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p><i>Tennessee Progress Indicators – Students: use information from the language class in other school subjects such as geography and social studies, and music; use information from other subjects in the foreign language class; recognize some famous classical figures from history and mythology</i></p> <p>Unit 1 <u>Student Book</u></p> <p>Each Stage of Unit 1, set in Pompeii in the year A.D. 79, provides Latin passages in authentic cultural contexts. The passages are followed by English discussions that provide for more in depth study of Roman culture. Note in particular:</p> <ul style="list-style-type: none"> • Economics: pp. 36-40, 43-47, 88-92, 97-100 • Politics: pp.182-190, 194-198 • Historical events – Pompeii and its destruction: pp. 43-47, 138, 202-210, 216-220 • Education: pp. 162-172, 175-178 • Public life – the Forum: pp. 52-58, 62-66 • Performance arts: pp. 70-77, 81-84 • Social sciences: social relationships pp. 3-7, 13-15, 20-25, 34-36; public events pp. 122-131, 134-138, 142-152, 154-158 <p>Additional areas of study addressed in Unit 1 include:</p> <ul style="list-style-type: none"> • The influence of the Greeks: pp. 162-169 • Geography: pp. 10, 43-47, 216-220 • Plots, themes, and authors in literature: pp. 82-84, 118, 138, 155, 177 • Architecture: diagrams pp. 13-15, 157, 158; photos pp. 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 159, 213, 217 • Mythological references, pp. 50, 64-65, 80,118, 120, 173 • Historical personages, events, and themes, pp. 43-47, 99,138, 181, 195-196, 202-210, 216-220, 256-259 <p>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,</p>

	<p>139, 159, 179, 199, 221. Teacher’s Manual pp. 23, 36, 39, 41-42, 62, 78-79, 85-86, 88 Omnibus Workbook examples pp. 20, 25, 28, 30, 31, 38, 48, 61, 88, 89, 94-96</p> <p><u>Unit 2 Student Book</u> Students gain awareness of the thoughts and typical activities of the Romans as they read contextualized Latin in the opening pages of each Stage and then reflect further on what they have experienced by reading the cultural section written in English.</p> <ul style="list-style-type: none"> • Daily life, routine, economics, and attitudes both in Roman provinces and Rome itself, pp. 2-4, 5-14, 17-21, 28-29, 30-42, 44-45, 47-48, 92-93, 94-101, 104-110, 131-133, 172-173; • Civic life and politics, pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88; • Beliefs and religion, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158; • Beliefs and uses of science and medicine, pp. 108, 162-172, 176-180 • Funeral games pp. 60-62 • Cult of the emperor pp. 93, 98-99 <p>Each Stage provides a <i>Word Study</i> section that includes sentences and reading passages connected to realistic contexts and containing references to a variety of disciplines, e.g. government and politics (Stages 15 and 16), medicine and science (Stages 18 and 20). 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, pp. 25, 49, 69, 89, 111, 135, 159, 181</p> <p><u>Teacher’s Manual</u> pp. 15-18, 32-33, 44, 57, 65-66 <u>Omnibus Workbook</u> examples pp. 9, 12, 18, 22, 27, 31, 45, 55, 60, 66, 70</p>
<p>Goal 3 Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p><i>Tennessee Progress Indicators – Students: discuss the unique advantages of studying a classical language; recognize how classical languages have influenced modern culture and heritage</i></p> <p><u>Unit 1 Student Book</u> Approaches to family life in Stages 1 and 2, pp. 3-7, 13-15, 20-25, 34-36 Approaches to economic life and slavery in Stages 3 and 6, pp. 36-40, 43-47, 88-92, 97-100 Importance of education and life skills in Stage 10, pp. 162-172, 175-178 Dealing with death in Stage 7, pp. 108-114, 115-118 The importance of civic participation and the rule of law in Stages 4 and 11, pp. 52-58, 62-66, 182-190, 194-198 <u>Teacher’s Manual</u>: Suggestions for discussions that demonstrate recognition of advantages and influence, pp. 34, 39-40, 45-46, 51, 55-56, 62, 65, 67, 72, 77, 82-83 Omnibus Workbook examples pp. 35, 37, 42, 48, 60, 65, 78, 85</p> <p><u>Unit 2 Student Book</u> Roman approach to economics, pp. 5, 6, 19, 22, 46-48, 77, 132, 133, 169 Roman politics and government, pp. 18-20, 37, 64-65, 105 Approached to science and medicine: pp. 108, 162-172, 176-180 Religious practices and values: pp. 21, 56-57, 67, 98-99, 119, 133, 148-150, 153, 154-158</p>

	<p>Social sciences pp. 5, 21, 48, 96, 108-109, 132-133 <u>Teacher's Manual</u> pp. 25-26,40-41,47-49,57,65-66,73 <u>Omnibus Workbook</u> examples pp. 12, 62, 72-73, 78-79</p>
<p>Goal 4 Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.</p>	<p><i>Tennessee Progress Indicators – Students: recognize gender in foreign languages; recognize differences in sound system, writing system, and word order in two languages; recognize and use derivatives in everyday communication.</i></p> <p>Unit 1 Student Book Students learn the elements and structure of the Latin language in <i>About the Language</i> sections 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. Students demonstrate their knowledge 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. Students work with derivatives in the <i>Word Study</i> sections pp.17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221. Latin structure and/or syntax specifically compared to English, pp. 8, 26, 93, 107, 111, 186, 191 Latin compared to English through focused translation, pp. 9, 27-28, 42, 60-61, 79-80, 96, 112, 133, 151, 174, 192-193, 214-215 <u>Teacher's Manual</u> pp. 13-15, 16-17, 26-27, 29, 32-33, 34, 38-39, 40, 45, 49, 51, 54-55, 56, 59-61, 62, 65-67, 70, 72, 77, 80-81, 88-89, 91 <u>Omnibus Workbook</u> examples pp. 6, 7, 11, 20, 28, 59, 79</p> <p>Unit 2 Student Book Students learn 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. Students demonstrate their knowledge in the <i>Practicing the Language</i> sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175. Students work with derivatives in the <i>Word Study</i> sections pp. 25, 49, 69, 89, 111, 135, 159, 181 <u>Teacher's Manual</u> pp. 13,18,22-24,26,30-31,33,38-39,41,46-47,49,55-57, 62-63,65,70-71 <u>Omnibus Workbook</u> examples pp. 9, 28, 35, 37, 43</p>
<p>Goal 4 Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.2 Students demonstrate understanding of the concept of culture</p>	<p><i>Tennessee Progress Indicators – Students: compare and contrast cultural literary elements; use geography and history to place the classical world in its cultural setting; expand understanding of classical politics; explore the basics of classical mythology.</i></p> <p>Unit 1 Student Book Each of the twelve Stages of Unit 1 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 <u>compare</u> and <u>contrast</u> their own culture with that of the ancient world with regard to: Daily life at home and in the community (Stages 1 and 2) Education (Stage 10) Economic life (Stages 3, 4, and 6) Entertainment and recreation (Stages 5, 8, and 9) Politics (Stage 11)</p>

<p>through comparison of cultures studied and their own.</p>	<p>Beliefs about death (Stage 7) Events that have an impact on societies (Stage 12) Specific comparisons and contrasts with contemporary culture are found on pp. 10, 12, 13, 15, 63, 65, 97, 115, 154, 176. <u>Teacher’s Manual</u>: Background information and suggestions on leading discussions, pp. 27-28, 33-34, 39, 45-46, 50-51, 55, 61-62, 66-67, 71, 77, 82-83, 88-89 <u>Omnibus Workbook</u> pp. 6, 10, 37, 51, 60, 68, 78, 85-86</p> <p><u>Unit 2 Student Book</u> Students will find notations on the diversity within the Roman world in Latin on pp. 13-14, 54-57, 60-62, 74-77, 96, 98-101, 120-121, 123-124, 134, 145-146, 148-150, and in English on pp. 18-21, 64-67, 105-109, 132-134, 158, 176-179. Students experience, through their reading, the ancient world and are able to compare those experiences with those of their own culture(s). Plus, each Stage provides information, illustrations, and reflections designed both to teach students about classical cultures and to provide opportunities for them to identify similarities and differences in ancient and contemporary cultures. See:</p> <ul style="list-style-type: none"> • Daily life, routine, economics, and attitudes, pp. 2-4, 5-14, 17-21, 28-29, 30-42, 44-45, 47-48, 92-93, 94-101, 104-110, 131-133, 172-173; • Civic life, pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88; • Religion, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158; • Approaches to science and medicine, pp. 108, 162-172, 176-180 <p>In addition, specific comparisons and contrasts with contemporary culture are found on pp. 106, 127, 129 <u>Teacher’s Manual</u>: The <i>Suggestions for Further Activities</i> suggestions provide students with a variety of projects that can be used to compare to contemporary cultures, pp. 26, 42, 50, 58, 74 <u>Omnibus Workbook</u> pp. 21, 23, 62</p>
<p>Goal 5 Participate in Multicultural Communities and Global Society</p> <p>Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.</p>	<p>With the <i>Cambridge Latin Course</i> students will be able to read Latin and to recognize and use appropriate grammar and syntax. They may:</p> <ul style="list-style-type: none"> • 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 • experience success in additional courses in modern or classical languages <p><u>Unit 1 Student Book</u> Notations on how the Latin language compares to English, pp. 8, 26, 93, 107, 111, 186, 191; 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 <u>Teacher’s Manual</u>: Students have opportunities to share information about their language experience through the extension</p>

	<p>activities found in the teacher's manual, e.g. pp. 29, 34, 40, 51, 83, 90</p> <p><u>Unit 2 Student Book</u> 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 <u>Teacher's Manual</u>: Extension projects provide students with opportunities for sharing information with others, pp.18,26,33-34,50,58,67,74 <i>Tennessee Progress Indicators – Students: locate on a map and pronounce the names of countries and cities in which the target language was spoken; identify the current areas in which the target language was spoken.</i></p> <p><u>Unit 1 Student Book</u> In this Unit the geography of the Roman Empire, for the purposes of focusing developing Latin reading skill in a consistent context, is focused on the region and city of Pompeii, pp. 10, 43-47, 216-220. <u>Teacher's Manual</u> pp. 23, 39, 88 <u>Omnibus Workbook</u> pp. 25, 30, 31, 88, 89, 94-96</p> <p><u>Unit 2 Student Book</u> In this Unit the geography of the Roman Empire, for the purposes of focusing developing Latin reading skill in a consistent context, is focused on Roman Britain and Alexandria, pp. 17-19, 22, 104-107, 131-133 <u>Teacher's Manual</u> pp. 15-18,44,57 <u>Omnibus Workbook</u> pp. 9, 12, 31, 45, 55</p>
<p>Goal 5 Participate in Multicultural Communities and Global Society</p> <p>Standard 5.2 Students will use the language for leisure and personal enrichment.</p>	<p><i>Tennessee Progress Indicators – Students: use materials from the target language and culture for enjoyment; demonstrate awareness of the importance of people, holidays, geography and history of the language and culture; demonstrate awareness of cultural similarities and differences; recognize contributions of culture and language studied to American society and other nations.</i></p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p><u>Unit 1 Student Book</u></p>

	<p>Daily life of Romans, pp. 1-34, 35-68, 87-102; Roman recreation, pp. 69-88, 121-160; Roman education, pp. 161-180; Roman attitudes toward human existence pp. 103-120; Roman political experiences, pp. 181-200; events that had an impact on Roman society (Pompeii AD 79) pp. 201-222; reflections on how Roman life compares with contemporary culture, pp. 10, 12, 13, 15, 63, 65, 97, 115, 154, and 176</p> <p><u>Teacher's Manual</u>: Activities help students explore, pp. 5, 16, 26, 38, 48, 52, 74-75, 81, 91</p> <p><u>Omnibus Workbook</u>: Along with rich experiences connected to the text topics, activities take students beyond the text contents and suggest enrichment opportunities, pp. 28, 34, 74-75</p> <p>Unit 2 <u>Student Book</u> Roman 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; Roman government, pp. 52-53, 54-62, 64-68, 72-73, 74-77, 83-88; ancient religions, pp. 52-53, 56-57, 67, 93, 98-99, 133-134, 139, 141-142, 148-150, 154-158; ancient science and medicine, pp.108, 162-172, 176-180; reflections on how roman life compares with contemporary culture, pp. 106, 127, 129</p> <p><u>Teacher's Manual</u>: Suggestions for Further Activities pp. 18,26,33-34,42,50,58,67,74</p> <p><u>Omnibus Workbook</u> pp. 18, 27, 39, 45, 54</p>
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Cambridge Latin Course Unit 3 Fourth Edition

Note: Unit 3 is used as the text for **Level II**

Tennessee Goals and Standards	Citations from Cambridge Latin Course Unit 3 that support Progress Indicators at the Emerging Stage
<p>Goal 1 Communicate in Languages other than English</p> <p>Standard 1.1 Students engage in conversations,</p>	<p><i>Tennessee Progress Indicators- Students: plan and carry out historical projects and cultural activities; give and follow everyday; classroom directions and instructions; create simple descriptions within a context; read orally longer classical works; summarize plot and briefly describe characters in selected passages; present brief reports on topics that have been studied</i></p> <p>Unit 3 <u>Student Book</u>: Students aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions pp. 6, 7-8, 10, 46-48, 50, 66-68, 71-72, 89-90, 92-93, 106-108, 111-113, 129, 131, 146-147, 149-150, 169-170, 172-175, 177-178, 197-198, 216-217, 219-220, 241-242, 244-245, 257-258, 274-275, 279-280, and those passages structured as a dialogue, pp. 13-14, 30-32, 34-37, 53-54, 88, 93, 126, 193-194, 238-239, 260-262, 282-283 or monologue/will and testament p. 145</p>

<p>provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p>	<p>Students may</p> <ul style="list-style-type: none"> respond orally, in writing, and/or by demonstrations through the contextualized exercises found in the <i>Practicing the Language sections</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 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 <p><u>Teacher’s Manual</u> pp. 17-19, 25 – 28, 47-50, 61-63, 75-76, 77-78, 92 – 94, 101-104, 118-120</p> <p><u>Omnibus Workbook</u>: examples 21.1 p.5, 22.1 p.12, 22.2 p.13, 22.5 p.15, 24.1 p.27, 26.4 p.42, 29.3 p.60</p>
<p>Goal 1 Communicate in Languages Other Than English</p> <p>Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</p>	<p><i>Tennessee Progress Indicators- Students: [comprehend] main ideas, themes, and details from age appropriate literature; comprehend content of more difficult written passages; gain meaning of complicated written passages using context clues; individually collect data on given topics; recognize common written phrase groupings and structures; form participles, gerunds, gerundives, and periphrases of verbs of all conjugations; use pronouns correctly; be able to form adverbs correctly from adjectives of all declensions; form all infinitives and be able to use them correctly in all applications; understand and use deponent, impersonal, and irregular verbs; form subjunctives of verbs of all conjugations; understand and apply most uses of the subjunctive mood; understand and apply the rules governing sequence-of-tenses and indirect expressions; translate more difficult sentences and passages in the target language; prepare translation skills for the reading of authentic prose and poetry; translate authentic passages in the target language; expand vocabulary</i></p> <p>Unit 3 <u>Student Book</u>: The fourteen Stages of Unit 3 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.</p> <p>The Stages often open with image-based extended Latin passages that introduce students in a contextualized, meaningful way to the content of the Stage. 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</p> <p>The Stages next connect these image-based narratives into passages that provide students with extended Latin reading that incorporates the wide variety of authentic cultural contexts: 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</p>

	<p>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</p> <p>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</p> <p><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>Word Patterns</i> pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283 <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>Word Study</i> sections pp. 25, 43, 63, 83, 103 <u>Teacher’s Manual</u>: examples pp. 18-19, 28, 35-37, 42-43, 63, 64, 68, 69, 78-79, 86-87, 88, 111-113, 118-119 <u>Omnibus Workbook</u>: examples 21.2 p.6, 21.4 p8-9, 22.4 p.14, 23.4 p.24, 23.5 p.25, 24.3 p.28-29, 26.2 p.40-41, 27.3 p.48-49, 28.2 p52-53, 28.7 p.56, 30.1 p.65, 33.1 p.84, 34.1 p.88, 34.5 p.92, 34.8 p.96</p>
<p>Goal 2 Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1 Students demonstrate an understanding of daily life, traditional ideas and other components and aspects of the</p>	<p><i>Tennessee Progress Indicators- Students: participate in age-appropriate cultural activities; experience expressive products of the culture; identify, discuss and compare aspects of everyday life</i></p> <p>Unit 3 <u>Student Book</u>: The Stages (a) open with line drawings that depict the Romans engaging in culturally authentic activities, then (b) includes these practices in the ongoing story line in Latin, and (c) ends with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices. See:</p> <ul style="list-style-type: none"> • Rome: the city and its power (a) pp. 166-168, (b) pp. 169-170, 172-175, 177-178, (c) 183-187 (Stage 29); (a) 192, (b) pp. 193-194, 197-198, (c) 203-208 (Stage 30); (a) 212-213, (b) pp. 214-217, 219-220, (c) pp. 224-232 (Stage 31) • Life and governance in Roman provinces, (a) pp.3-5, (b) pp. 6-10, 13-14, (c) pp. 18-24 (Stage21); (b) pp. 106-108, 111-113, (c) 116-120 (Stage 26); (a) pp. 142-144, (b) pp. 145-147, 149-150, 152, (c) pp. 156-162 (including archeological studies) (Stage 28) • Slavery and freedom: (b) pp. 274-277, 279-280, 282-283, (c) pp. 286-290 (Stage 34) • Entertainment: (a) pp.256, (b) pp. 257-258, 260-262, (c) 266-270 (Stage 33) • Beliefs: (a) pp. 28-29, (b) pp. 30-32, 34-37, (c) pp. 41-42 (Stage 22); (b) pp. 46- 48, 50, 53-54, (c) pp. 57-62 (Stage 23); (a) pp. 236-237, (b) pp. 238-239, 241-242, 244-245, (c) 249-252 (Stage 32)

<p>cultures being studied.</p>	<ul style="list-style-type: none"> • Traveling in the Roman world: (b) pp. 66-68, 71-72, (c) pp. 77-82 (Stage 24) • Roman military, (a) pp 86-87, (b) pp. 88-90, 92-93, (c) pp. 97-102 (Stage 25); (a) pp. 125, (b) 126-127, 129, 131, (c) 134-138 (Stage 27) <p>Students experience other expressive products of the ancient world: 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 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 Students are asked specific questions that help them to analyze the perspectives and diversity of the Roman world after having experienced them through their Latin reading, pp. 9, 54-55, 69, 109, 127, 147, 150, 173, 195, 217, 245, 261, 277 <u>Teacher's Manual</u> examples pp. 21-22, 28-30, 37-38, 43-45, 50-51, 57-58, 79-82 <u>Omnibus Workbook</u> examples 21.6 p.11, 23.1 p.22, 25.3 p.37, 26.6 p.43, 27.1 p.45, 31.4 p.73, 32.6 p.83, 34.6 p.93</p>
<p>Goal 3 Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p><i>Tennessee Progress Indicators- Students: comprehend articles and short videos on topics being studied in other classes such as geography, history, and archeology; use acquired information as it relates to the foreign language classes in order to make comparisons and contrasts; name and read about famous classical figures and their contributions to contemporary culture</i></p> <p><u>Unit 3 Student Book:</u> 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 Word Study 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 Word Study 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</p> <p>Students gain multi-disciplinary knowledge through the readings that invite students to experience life in the ancient world such as: Life in society: pp 166-170, 197-198, 212-217, 219-220, 241-242, 244-245, 260-262 Beliefs, superstitions, philosophies: pp.3-5, 46-48, 257-258, Politics 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, Travel in the ancient world: pp. 66-68 Role of the Roman military: pp. 86-90, 92-93 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</p>
<p>Goal 3 Connect with Other Disciplines and</p>	<p><i>Tennessee Progress Indicators- Students: use materials in the target language to prepare reports on topics with which the student has limited previous experience; compare ancient and classical military history and tactics to modern usage</i></p> <p><u>Unit 3 Student Book:</u></p>

<p>Acquire Information</p> <p>Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>Students gain multi-disciplinary knowledge through the readings that invite students to experience: City life: pp. 166-168, 183-186, 212-215, 224-228; Aquae Sulis pp.18-24 Organization of society: patronage and classes pp. 229-232; freedmen and freedwomen pp.286-290 Entertainment: pp. 35, 266-270 Beliefs, superstitions, philosophies: pp. 41-42, 57-60, 62; religion and Romanization pp. 61-62; sacred springs of Aquae Sulis pp. 22-23; Rome and Judea Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21 Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215 Archeology: pp.19-20, 22-23, 118, 156-162 Travel: pp. 77-82 Military service and life: pp. 97-102; 116-119; 134-138 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 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 Illustrated sentences and extended Latin reading incorporates a wide variety of authentic cultural contexts: 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>Goal 4 Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.</p>	<p><i>Tennessee Progress Indicators- Students: use the target language to build English vocabulary through the study of derivatives, word roots, prefixes, and suffixes; explain complex English grammatical structures using classical language examples</i></p> <p>Unit 3 <u>Student Book</u>: 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.</p> <ul style="list-style-type: none"> • Students learn to recognize the elements and structure of the Latin language in <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 • Students recognize how language families work in order to increase their vocabulary recognition and control exponentially in <i>Word Patterns</i> 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 <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 • Students have additional practice with vocabulary by working with derivatives in the <i>Word Study</i> sections pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291, and by studying high-frequency vocabulary in the <i>Vocabulary Checklist</i> pp. 26, 44, 64, 84, 104, 122, 140, 164, 190, 210, 234, 254, 272, 292 <p><u>Omnibus Workbook</u> examples 25.1 p.33-35, 26.1 p.39, 27.2 p.46-47</p>

<p>Goal 4 Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.2 Students demonstrate understanding of the concept of culture through comparison of cultures studied and their own.</p>	<p><i>Tennessee Progress Indicators- Students: express knowledge of fine arts and literature from the target culture; understand origin and existence of cultural differences, perspectives, and practices; develop more detailed knowledge of classical history, culture, society, and mythology; translate selected, short authentic passages of classical prose and/or poetry; compare and contrast certain aspects of classical culture and institutions to modern counterparts</i></p> <p><u>Unit 3 Student Book:</u> 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 with regard to:</p> <p>City life / life in society: pp. 18-24, 166-170, 183-186, 197-198, 212-217, 219-220, 224-228, 241-242, 244-245, 260-262 Organization of society: patronage and classes pp. 229-232; freedmen and freedwomen pp.286-290 Entertainment: pp. 35, 266-270 Beliefs, superstitions, philosophies: pp. 3- 5, 41-42, 46-48, 57-60, 62, 257-258; religion and Romanization pp. 61-62; sacred springs of Aquae Sulis pp. 22-23; Rome and Judea Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21 Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215 Archeology: pp.19-20, 22-23, 118, 156-162 Travel in the ancient world: pp. 66-68, 77-82 Military service and role: 86-90, 92-93, 97-102, 116-119, 134-138 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 Politics 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 Students may search for cultural topics of personal interest in the <i>Index</i> pp.370-373.</p>
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<p>Goal 5 Participate in Multicultural Communities and Global Society</p> <p>Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.</p>	<p><i>Tennessee Progress Indicators- Students: research a particular historical period in the target language to identify historical figures and landmarks; appreciate the modern day cultures where classical civilizations flourished</i></p> <p>Unit 3 <u>Student Book</u>: 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</p> <p>Knowledge of and ability 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</p> <p>Perceiving Latin’s influence on English, pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291</p>
<p>Goal 5 Participate in Multicultural Communities and Global Society</p> <p>Standard 5.2 Students will use the language for leisure and personal enrichment.</p>	<p><i>Tennessee Progress Indicators- Students: use various media from the target language and culture for entertainment; travel with an appreciation of culture and heritage of the target language</i></p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Unit 3</p> <p>Students are provided with rich experiences and information through their participation in ancient society through their reading of Latin in authentic contexts, through the information presented in the cultural readings in English that reinforce and extend those experiences, and through a context-based study of the Latin language. Through this coordinated experience, students are well-prepared to share their learning about the ancients, their lives and language, with others.</p> <p>See: City life: pp. 166-168, 183-186, 212-215, 224-228; Aquae Sulis pp.18-24 Organization of society: patronage and classes pp. 229-232; freedmen and freedwomen pp.286-290 Entertainment: pp. 35, 266-270</p>

	<p>Beliefs, superstitions, philosophies: pp. 41-42, 57-60, 62; religion and Romanization pp. 61-62; sacred springs of Aquae Sulis pp. 22-23; Rome and Judea</p> <p>Engineering: roads, pp. 77-78; buildings, pp. 134-138; 203-208; baths p. 21</p> <p>Architecture/city planning: pp. 24, 127, 135-138; 184-186; 207-208, 215</p> <p>Archeology: pp.19-20, 22-23, 118, 156-162</p> <p>Travel: pp. 77-82</p> <p>Military service and life: pp. 97-102; 116-119; 134-138</p> <p>Arts, crafts, inscriptions: pp. 3, 27, 29, 35, 41, 42, 47, 57, 58, 59, 60, 61, 64, 67, 79, 80, 82, 90, 97, 98, 100, 101, 102, 104, 105, 123, 141, 154, 159, 160, 161-162, 177, 183, 192, 200, 202, 207, 211, 226, 228, 232, 235, 250, 251, 252, 255, 268, 269, 270, 273, 275, 286, 287-288, 290, 293</p> <p>Gods and myths: pp. 12, 18, 23, 41, 42, 57, 58, 59, 60, 61, 136, 183, 185, 186, 207, 249-250, 266-267</p> <p>History: City of Rome: p. 183; People pp 12, 23, 24, 47, 57, 58, 61, 78, 81, 101, 118-120, 122, 156, 159, 183-185, 186, 187, 190, 203, 205, 207, 208, 215, 224, 225, 226, 230, 231, 232, 250, 251, 266, 267, 268, 269, 273, 275, 286, 287, 289, 290; events: pp. 61, 119-120, 156, 160, 177-178, 183, 186, 187,203, 207, 249-250, 268, 269; overview pp. 376-379</p>
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Cambridge Latin Course Unit 4 Fourth Edition

Note: Unit 4 is used as the text for Level III

Tennessee Goals and Standards	Citations from Cambridge Latin Course Unit 4 that support Progress Indicators at the Expanding Stage
<p align="center">Goal 1 Communicate in Languages other than English</p> <p>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p>	<p><i>Tennessee Progress Indicators- Students: understand basics of classical poetry and metrics; understand and reproduce classical sound patterns; read aloud fluently a variety of selections ; summarize and discuss the content of a selected passage; create stories, poems, and skits on classical themes; write a literary analysis of a given work</i></p> <p>Unit 4 <u>Student Book</u>: Students may read aloud words, sentences, and passages, particularly conversations, speeches, and/or selections including lots of action, including drama, e.g. pp. 40-41, 46-48, 68-71, 102, 234, 236-237, 240, 242, 244, those passages structured as a dialogue, e.g. pp. 22-24, 43-44, 60, 62, 64-65, 82-83, 85-87, and literary forms that lend themselves well to oral 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</p> <p>Students may respond orally and in writing as they:</p> <ul style="list-style-type: none"> • complete the contextualized exercises found 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 • 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 <p>Students will see modeled a variety of authentic Roman forms of communication 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, <i>laudatio</i> pp. 178-182, histories pp. 274, 276-277, 281, 283, and inscriptions pp. 17, 42, 57, 104, 148, 170, 182.</p> <p>Students learn about the oral aspect of literature in <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 and <i>Metrics in Poetry</i> pp. 342-346.</p> <p>Students may 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</p> <p><u>Omnibus Workbook</u>: pp.4-5, 7, 8-9, 11, 12, 14-15, 22-23, 25, 43, 54-57, 58, 59, 60, 62, 70-74, 75, 80-83, 84-86, 92</p>

<p>Goal 1 Communicate in Languages Other Than English</p> <p>Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</p>	<p><i>Tennessee Progress Indicators- Students demonstrate understanding of main ideas and details of discussions, lectures, and presentations; understand linguistic and cultural information in written and spoken language; understand and discuss authentic passages from classical authors; demonstrate understanding of elision and scansion of practical passages; recognize and discuss figures of speech from classical authors; translate at sight passages comparable to those being studied; compare and contrast styles of various authors from the appropriate literary period</i></p> <p>Unit 4 <u>Student Book</u>: Students read a variety of Latin passages including adapted Latin readings within the authentic life contexts of the Romans and the classical world, specifically:</p> <ul style="list-style-type: none"> • Experiences and customs of love, marriage, and divorce, pp. 60-62, 64-65, 68-71, 178-182; understand and interpret, p.. 61, • Roman cities and provinces, pp. 2-4, 6-8, 124-129; understand and interpret, pp. 4, • Imperial life, pp. 40-44, 46-48, 74-78, 259-262, 264-270; understand and interpret, pp.. 44 • Roman law and courts of law, pp. 102-106, 108-109, 111; understand and interpret, pp. 109 • Recitation of literature, pp. 22-25, 82-83, 85-87 <p>Roman literature:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • 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 • Martial: <i>Epigrams</i> selections, pp. 28-30; understand and interpret, pp. 28, 29, 30 • Horace: selected poems pp. 155; understand and interpret, p. 156 • Phaedrus: fable, pp. 150-151; understand and interpret, p. 151 • Petronius: selection based on <i>Satyrica</i> , pp. 172-176, 334; understand and interpret, pp. 174, 176 • 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 • 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 • <i>laudatio</i> pp. 178-182 <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> <p>Students learn to recognize the elements and structure of the Latin language in <i>About the Language</i> 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</p> <p>Students demonstrate their knowledge of vocabulary and structure 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</p> <p>Students have additional practice with vocabulary by working with derivatives in the <i>Word Study</i> sections pp. 19, 37, 57, 79, 99, 119,</p>
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	<p>147, 169, 189, 209, 231, 251, 271, 289, and by studying high-frequency vocabulary in the <i>Vocabulary Checklist</i> pp. 20, 38, 58, 80, 100, 120, 148, 170, 190, 210, 232, 252, 272, 290</p> <p>Students practice relating Latin vocabulary through patterns and word families in <i>Word Patterns</i> sections pp. 14, 32, 50, 73, 93, 112</p> <p>Additional information and exercises accompany the <i>Language Information Section</i> pp. 291-349</p> <p>An <i>Index of Grammatical Topics</i> permits the student to find specific help on grammar quickly, pp. 402-405</p> <p><u>Omnibus Workbook</u>: pp.4-5, 12, 14-15, 22-23, 25, 28-29, 40-41, 58, 60, 62-65, 66, 70-74, 82, 84, 92, 100-102</p>
<p>Goal 2 Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1 Students demonstrate an understanding of daily life, traditional ideas and other components and aspects of the cultures being studied.</p>	<p><i>Tennessee Progress Indicators- Students: identify and experience expressive forms of the culture; identify and examine historical periods, places and persons and evaluate their influence on cultural perspectives and behavior; identify, discuss and analyze social, economic and political institutions and their relationship to culture; identify, discuss, analyze, and evaluate the relationships among the heritage, practices and perspectives of the culture</i></p> <p>Unit 4 <u>Student Book</u>:</p> <p>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.</p> <ul style="list-style-type: none"> • Imperial life: (a) pp. 40-48, 124-139 (b) pp. 9-11, 53-56, 122-123, 141-146 • Law and Roman courts: (a) pp. 102-111; (b) pp. 115-118 • Experiences and customs of love, marriage, and divorce: (a) pp. 60-71, 172-182 (b) pp.75-78, 186-188 • Literature: types of spoken and written literature and the role of reading, writing, and speech in Roman world (a) 2-4, 6-8, 28-30, 89-90, 150-163, 192-203, 212-226, 234-246, 254-267, 274-284 (b) 16-18, 34-36, 96-98, 166-168, 206-208, 229-230, 249-250, 269-270, 287-288 • Literary Terms and Rhetorical Devices pp. 339-341 • architecture and urban planning: pp. 10, 25, 82, 112, 115, 126, 127, 145, 172, 246, 248, 251, 252, 278, 284 • 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) • engineering, pp. 136 • inscriptions pp. 17, 42, 57, 104, 148, 170, 182 <p>Students will find notations specifically on the diversity within the ancient world on pp. 16, 77, 146, 167, 186-187, 206, 229,288</p> <p><u>Omnibus Workbook</u>: 10, 14-15, 17, 18-19, 21, 22-23, 23-24, 25, 28-29, 31, 32-33, 36-37, 38, 39, 40-41, 47-48, 49, 52, 69, 76-77, 78-79, 80-81, 84-86, 86-87, 90</p>
<p>Goal 3 Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1 Students reinforce</p>	<p><i>Tennessee Progress Indicators- Students: relate topics from other school subjects including sports, music, fashions and customs in the country of the target language; acquire information from classical literature about a topic being studied in other school subjects; evaluate accomplishments and achievements of famous classical figures and relate them to modern culture and heritage</i></p> <p>Unit 4 <u>Student Book</u>:</p> <p>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.</p>

<p>and further their knowledge of other disciplines through the foreign language.</p>	<p>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) Students learn about writing in <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 and <i>Metrics in Poetry</i> pp. 342-346. <u>Omnibus Workbook</u>: pp. 17, 18-19, 22, 23, 24, 32-33, 36-37, 38, 39-40, 47-48, 52, 84-86, 90, 100-101, 102</p>
<p>Goal 3 Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p><i>Tennessee Progress Indicators- Students: use target language materials to compare classical life to modern day culture and heritage; read, listen, and talk about passages and poems written in the target language; compose and present classroom skits related to the culture of the target language</i></p> <p>Unit 4 <u>Student Book</u>: Students are provided with rich experiences and information through their participation in ancient society through their reading of Latin in authentic contexts, through the information presented in the cultural readings in English that reinforce and extend those experiences, and through a context-based study of the Latin language.</p> <ul style="list-style-type: none"> • Daily life: 2-4, 6-8, 9-11, 40-48, 53-56, 122-123, 124-139, 141-146 • Law and Roman courts: 102-111, 115-118 • Experiences and customs of love, marriage, and divorce: 60-71, 75-78, 172-182 186-188 • 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 • Diversity in the ancient world: pp. 16, 77, 146, 167, 186-187, 206, 229,288 • Inscriptions pp. 17, 42, 57, 104, 148, 170, 182 • Gods and heroes: pp. 160, 188, 191, 192, 195, 197, 198, 202, 206-207, 208, 254-267, 269, 273, 274, 276, 281, 282 • 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 • Artists of later eras inspired by Roman arts and letters: pp. 195, 202, 205, 206, 207, 208 • 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 • 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 • 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 • 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 • 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 • Martial: <i>Epigrams</i> selections, pp. 28-30; understand and interpret, pp. 28, 29, 30 • Horace: selected poems pp. 155; understand and interpret, p. 156 • Phaedrus: fable, pp. 150-151; understand and interpret, p. 151 • Petronius: selection based on <i>Satyrica</i> , pp. 172-176, 334; understand and interpret, pp. 174, 176

	<ul style="list-style-type: none"> • 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 • 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 • <i>laudatio</i> pp. 178-182 • Literary Terms and Rhetorical Devices pp. 339-341 • Metrics in Poetry pp. 342-346. • 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 <p>Students may search for cultural topics of personal interest in the Index pp. 395-401 <u>Omnibus Workbook</u>: pp. 4-5, 21, 28-29, 32-33, 47-48, 50-51, 62-65, 84-86</p>
<p>Goal 4 Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.</p>	<p><i>Tennessee Progress Indicators- Students: discuss relationship between word order and meaning; recognize and understand figures of speech common to the poetry selections in two languages</i></p> <p>Unit 4 <u>Student Book</u>: <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 <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 <i>Word Patterns</i> pp. 14, 32, 50, 73, 93, 112 <i>Word Study</i> sections pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289 <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 <i>Metrics in Poetry</i> pp. 342-346 Additional information and exercises accompany the <i>Language Information Section</i> pp. 291-349 <u>Omnibus Workbook</u>: pp.26, 27, 42, 45, 51, 54-57, 76-77, 78-79, 108-110</p>
<p>Goal 4 Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.2 Students demonstrate understanding of the concept of culture through</p>	<p><i>Tennessee Progress Indicators- Students: identify origins of idioms; compare nuances of meaning of words and idioms; compare the relationship between the classical epic and its modern counterparts</i></p> <p>Unit 4 <u>Student Book</u>: 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 <i>Word Patterns</i> pp. 14, 32, 50, 73, 93, 112 <i>Word Study</i> sections pp. 19, 37, 57, 79, 99, 119, 147, 169, 189, 209, 231, 251, 271, 289 <i>Vocabulary Checklist</i> pp. 20, 38, 58, 80, 100, 120, 148, 170, 190, 210, 232, 252, 272, 290 <i>Aeneid</i>, selections: pp. 160-161, 254, 257-259, 261, 262-263, 264, 266-267; analysis, pp. 161-163, 255, 258, 259, 261, 263, 264, 267 <i>Literary Terms and Rhetorical Devices</i> pp. 339-341 <u>Omnibus Workbook</u>: pp. 16, 62-65, 70-74, 91, 92, 97, 98</p>

<p>comparison of cultures studied and their own.</p>	
<p>Goal 5 Participate in Multicultural Communities and Global Society Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.</p>	<p><i>Tennessee Progress Indicators- Students: identify cultural similarities and differences observed while viewing a film about the target culture; interact directly with other students in the target language either through oral and written communication or through electronic transmissions</i></p> <p>Unit 4 <u>Student Book</u>: Students learn to interact in Latin about classical topics through:</p> <ul style="list-style-type: none"> • 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, <i>laudatio</i> pp. 178-182, histories pp. 274, 276-277, 281, 283, and inscriptions pp. 17, 42, 57, 104, 148, 170, 182. • knowing how to use 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. <p>Omnibus Workbook: pp.7, 43</p>
<p>Goal 5 Participate in Multicultural Communities and Global Society Standard 5.2 Students will use the language for leisure and personal enrichment.</p>	<p><i>Tennessee Progress Indicators- Students: be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language was spoken; use various media about the target language and culture for entertainment and personal growth; identify the historical figures on the coinage in the target language</i></p> <ul style="list-style-type: none"> • Law and government: 102-111, 115-118 • Social diversity: pp. 16, 77, 146, 167, 186-187, 206, 229,288 • 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 • Inscriptions pp. 17, 42, 57, 104, 148, 170, 182 <p><u>Omnibus Workbook</u>: pp. 18-19, 46, 52, 62-65, 102</p>