

| Foreign Language Standard Reading for Understanding | Cambridge Latin Course Latin Level 1 <i>Significant areas of correlation</i> |
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| LI.1 The student will understand simple written Latin based on various topics that are presented through a variety of media. | |
| 1. Read words, phrases, simple sentences, and short passages, and associate them with visual representations. | Unit 1 Student Book: pp. 2-6, 88-89, 162-165, 202-204 Unit 2 Student Book: pp. 2-5, 52-53, 92-93, 138-139 Unit 1 Stage Tests: pp. 19-20, 58-59 Unit 2 Stage Tests: p. 59 Unit 1 Teacher's Manual: pp. 9-10 |
| 2. Demonstrate reading comprehension by answering simple questions about Latin passages. | Unit 1 Student Book: pp.38, 95-96, 129 Unit 2 Student Book: pp.36-39, 142-143, 167-169 Unit 1 Teacher's Manual: pp. 10-13 Unit 2 Teacher's Manual: pp. 54-57 Unit 1 Stage Tests: pp. 31-32 Unit 2 Stage Tests: pp. 33-35 |
| 3. Demonstrate knowledge of basic vocabulary, inflectional systems, and syntax in Latin. | Unit 1 Student Book: pp. 26-28, 41-42, 93-96, 226-240 Unit 2 Student Book: pp. 11-12/14-16, 78/80-82, 125-126 Unit 1 Stage Tests: pp.64-65 Unit 2 Stage Tests: pp. 40-41 |

| Foreign Language Standard Using Oral and Written Language for Understanding | Cambridge Latin Course Latin Level 1 <i>Significant areas of correlation</i> |
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| LI.2 The student will use orally, listen to, and write Latin as part of the language-learning process. | |
| 1. Recognize and reproduce Latin vowel, consonant, and diphthong sounds. | Because the Course is designed as an historical novel (with commentary), training in production of Latin sounds is found in the Audio Program (model sentences and readings). Unit 1 Student Book: pp. 2-7, 20-23 (Audio Program: Tracks 1, 2, 3) Unit 2 Student Book: pp. 2-4, 72-73, 92-93 (Audio Program: Tracks 1, 7, 9) Unit 1 Teacher's Manual: pp.9-10 |
| 2. Initiate and respond appropriately to simple oral and written questions, statements, and commands. | Unit 1 Student Book: pp. 52-56, 149-150, 162-168, 214 (Unit 1 Audio Program: Tracks 6, 14, 16) Unit 2 Student Book: pp. 8-9, 98, 141-142/145-146 (Unit 2 Audio Program Tracks 10, 12) Unit 1 Teacher's Manual: pp. 25-26 Unit 2 Teacher's Manual: pp. 37-39 |
| 3. Write simple Latin phrases and sentences. | Practice exercises in the Course are in the context of sentences, which are designed to be written in toto. Examples: Unit 1 Student Book: pp. 79, 96, 174 Unit 2 Student Book: pp. 15-16, 152 Unit 1 Teacher's Manual: pp. 14-15 Teachers may provide additional practice in sentence construction through manipulation of given sentence structures. |

| Foreign Language Standard Cultural Perspectives, Practices, and Products | Cambridge Latin Course Latin Level 1 <i>Significant areas of correlation</i> |
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| LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. | |
| 1. Identify Roman practices as reflected in aspects of daily life, such as family, education, occupations, mythology, and social structure. | Unit 1 Student Book: pp. 2-7/10-16, 20-25/30-32, 52-58/62-66, 88-92/97-100, 162-168/175-178 Unit 2 Student Book: pp. 114-124 (readings)/131-134, 162-173 (readings)/176-180 Unit 1 Stage Tests: pp. 8-10, 114-116 Unit 2 Stage Tests: pp. 17 |
| 2. Examine through use of print or non-print media and artifacts some products of the Romans, such as food, clothing, methods of transportation, buildings, and art forms. | Unit 1 Student Book: pp. 43-48, 61-66, 81-84, 115-118, 153-158 Unit 2 Student Book: pp. 44-48, 127-130, 153-158 Unit 1 Stage Tests: pp. 7, Unit 2 Stage Tests: pp. 16-18 |
| 3. Locate and describe the major geographical features of the classical world, such as bodies of water, mountain ranges, and cities. | Unit 1 Student Book: pp. 10, 46, 64, 205/216-220 Unit 2 Student Book: pp. 22, 104-110 Unit 1 Stage Tests: pp. 11, 37-39 Unit 2 Stage Tests: p. 46 |
| 4. Identify selected historical figures and events, such as Romulus, Julius Caesar, the founding of Rome, and the three periods of Roman history. | Unit 1 Student Book: 125-128/138, 201-220, 256-259 Unit 2 Student Book: pp. 18-23, 64-68 Unit 2 Stage Tests: p. 8 |
| 5. Participate in cultural simulations, such as family celebrations, banquets, and festivals | Cultural experiences (in Latin) and additional information (in English) include: Unit 1 Student Book: pp. 74-77/81-84, 104-113 Unit 2 Student Book: pp. 56-62/74-77, 138-146/154-158 Unit 1 Teacher's Manual: pp. 29, 34 |

| Foreign Language Standard Cultural Perspectives, Practices, and Products | Cambridge Latin Course Latin Level 1 <i>Significant areas of correlation</i> |
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| LI.4 The student will recognize that perspectives, practices and products of Roman culture are interrelated. | |
| 1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship. | Unit 1 Student Book: pp. 10-15, 30-31, 99-100, 115-118, 154-156, 194-198 Unit 2 Student Book: 154-158 Unit 1 Teacher's Manual: pp. 79, 198-200 |
| 2. Examine how geography and history influenced practices and perspectives of the Romans, such as the founding of Rome at a crossroads near the Tiber River. | Unit 1 Student Book: pp. 10, 43-47 Unit 2 Student Book: pp. 17-22, 104-109, 131-133 Unit 2 Stage Tests: pp. 45-47 |

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| <p>Foreign Language Standard Making Connections through Language</p> | <p>Cambridge Latin Course Latin Level 1 <i>Significant</i> areas of correlation</p> |
| <p>LI.5 The student will recognize how information acquired in Latin and information acquired in other subjects reinforce one another.</p> | |
| <p>1. Identify examples of Latin vocabulary, numerals, mottoes, phrases, and symbols that are used in other subjects.</p> | <p>Unit 1 Student Book: pp. 17, 33, 49, 101 Unit 2 Student Book: pp. 25, 69, 89 Unit 1 Teacher’s Manual: pp. 40, 86 Unit 2 Teacher’s Manual: pp. 18, 26</p> |
| <p>2. Relate content from other subject areas to topics discussed in the Latin class, such as Greek and Roman mythology or the influence of geography on the creation of the Roman empire.</p> | <p>Unit 1 Student Book: pp. 64-65, 118, 120, 175-178, 218-220 Unit 2 Student Book: pp. 66-67, 154-158, 176-180 Unit 1 Teacher’s Manual: pp. 61-62 Unit 2 Teacher’s Manual: pp. 65-66</p> |

| Foreign Language Standard Cultural and Linguistic Comparisons | Cambridge Latin Course Latin Level 1 <i>Significant areas of correlation</i> |
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| LI.6 The student will demonstrate an understanding of the significance of culture through comparisons between Roman culture and that of the United States. | |
| 1. Examine elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures. | Unit 1 Student Book: pp. 13-16, 30-32, 43-48, 97-100, 115-118, 154-158, 175-178 Unit 2 Student Book: 20-21, 44-48 |
| 2. Identify similarities and differences evident in practices of both cultures. | Unit 1 Student Book: pp. 10, 12, 63, 65, 97, 115, 154, 176 Unit 2 Student Book: pp. 7, 52-53, 163-165/171-172 |
| 3. Demonstrate an awareness of unique elements of the student's own culture. | Students may reflect on unique elements as they experience and learn about cultural practices such as: Unit 1 Student Book: pp. 81-83, 149-150, 188-190, 194-198 Unit 2 Student Book: pp. 44-48, 56, 139-146/154-158 |

| Foreign Language Standard Cultural and Linguistic Comparisons | Cambridge Latin Course Latin Level 1 <i>Significant</i> areas of correlation |
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| LI.7 The student will compare the basic structures, vocabulary, and sound system of Latin with those of English. | |
| 1. Recognize that the basic language patterns of English differ significantly from those of Latin. | Unit 1 Student Book: pp. 8, 26, 93, 107, 111, 186, 191, 231-235 Unit 2 Student Book: pp. 14, 58-59 |
| 2. Demonstrate that Latin roots, prefixes, and suffixes occur in English word. | Unit 1 Student Book: pp. 85, 139, 179, 199 Unit 2 Student Book: pp. 49, 135 Unit 1 Teacher's Manual: pp. 95-144 Unit 2 Teacher's Manual: pp. 79-99 Unit 1 Stage Tests: pp. 15-16, 49 Unit 2 Stage Tests: pp. 44-45 |
| 3. Compare and contrast the sound systems of Latin and English. | The Cambridge Latin Course provides opportunities for students to hear and practice Latin sounds, words, phrases, and sentences through oral presentation of model sentences and readings by the teacher and/or Audio Program. Unit 1 Audio Program: tracks 1, 2, 3, 8, 18 Unit 2 Audio Program: tracks 1, 3, 5, 12 Unit 1 Teacher's Manual: pp. 10-12/20 |

| Foreign Language Standard Communication Across Communities | Cambridge Latin Course Latin Level 1 <i>Significant areas of correlation</i> |
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| LI.8 The student will identify situations in which Latin language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes. | |
| 1. Identify through print and non-print sources examples of the Latin language and Greco-Roman culture that are evident in areas such as the media, entertainment, and occupations. | Examples of areas of Greco-Roman culture for which students are likely to see greatest numbers of examples: Unit 1 Student Book: theater (St. 5), gladiatorial contests (St. 8), education (St.10), politics (St. 11) Unit 2 Student Book: religious observances (St. 19)science and medicine (St.20) Unit 1 Teacher’s Manual: pp. 51, 67 Unit 2 Teacher’s Manual: p. 58, 67 |
| 2. Identify resources, including individuals and organizations that provide basic Greco-Roman cultural information. | Students are provided the tools to identify such resources through teachers sharing information found in: Unit 1 Teacher’s Manual: pp. 117-119 Unit 2 Teacher’s Manual: pp. 102-106 |

| Foreign Language Standard Reading for Understanding | Cambridge Latin Course Latin Level 2 <i>Significant</i> areas of correlation |
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| LII.1 The student will understand written Latin based on topics presented through a variety of media. | |
| 1. Read for information. | Unit 3 Student Book: Latin readings are part of the four-book story line of adapted and unadapted Latin, set in AD 79-82. Examples from Unit 3 Student Book pp. 3-14, 66-72, 106-113, 166-178, 236-245 |
| 2. Recognize the difference between giving literal meaning and paraphrasing. | Unit 3 Student Book: reflection on the act of translating for meaning when reading passage pp. 9, 54-55, 147, 217; when learning forms pp. 218-219, 263, 334. Unit 3 Teacher's Manual pp. 8, 17, 25 |
| 3. Acquire an expanded vocabulary and recognize additional syntactical structures essential to comprehension. | Unit 3 Student Book: To address vocabulary-building, each Stage has both a <i>Word Study</i> section (as found in Units 1 and 2) and a <i>Word Patterns</i> section. Examples pp. 15/25, 55/63, 74/83, 180/189, 222/233; syntactical structures pp. 113, 218-219, 263, 296-339. |

| Foreign Language Standard Using Oral and Written Language for Understanding | Cambridge Latin Course Latin Level 2 <i>Significant areas of correlation</i> |
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| LII.2 The student will continue to use orally, listen to, and write Latin as part of the language-learning process. | |
| 1. Read Latin aloud with consistent Latin pronunciation, meaningful phrase grouping, and appropriate voice inflection. | As with Units 1 and 2, students are encouraged to read aloud and provided motivating contexts in which to do so, e.g. Student Book pp. 6-14, 34-37, 53-54, 86-90, 172-178, 192-194 Supporting correct pronunciation is the Unit 3 Audio Program, ex. Tracks 2, 3, 7, 12, 15, 16, 30, 31, 32, 33 |
| 2. Initiate and respond appropriately to oral and written questions, statements, and commands. | Models for such behaviors found in Latin passages in story context, e.g. Student Book pp. 86-90, 92-93, 125, 149-152, 260-262; Unit 3 Stage Tests pp. 25, 39-40, 58 |
| 3. Write Latin sentences with expanded vocabulary and structures to reinforce language learning. | Unit 3 Student Book exercises in the Practicing the Language Sections are designed to be written out fully and/or spoken. In addition there are specific exercises in sentence-building and –writing, eg. pp. 16, 56, 76, 95, 154-155, 182, 201-202, 247, 284-285 |

| Foreign Language Standard Cultural Perspectives, Practices, and Products | Cambridge Latin Course Latin Level 2 <i>Significant areas of correlation</i> |
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| LII.3 The student will demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated. | |
| 1. Describe cultural characteristics and behaviors of the Romans as seen in areas such as marriage and funeral customs, leisure activities, games, entertainment, and meals. | Unit 3 Student Book pp. 18-22, 57-62, 229-232, 249-252, 266-270 |
| 2. Demonstrate a knowledge of legendary and historical figures/events, and examine their influence on Roman perspectives, such as Cincinnatus and duty, Horatius and bravery, expulsion of the kings and development of representative government. | Unit 3 Student Book pp. 118-120, 173-175, 187-188, 250-252; Tome Chart pp.376-379; Index of cultural topics pp. 370-373. |
| 3. Examine the influence of major cities and geographical features on Roman culture, such as Carthage and the Punic Wars, Athens and Greek influence, Ostia and trade and travel. | Unit 3 Student Book pp. 2, 18, 77-82, 124, 183-186, 224-228 |
| 4. Demonstrate a knowledge of architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives. | Unit 3 Student Book pp. 20/22-24, 60, 77, 101, 156-162, 203-208, 267. Unit 3 Teacher’s Manual: In each Stage thorough descriptions of illustrations, photos, diagrams, artifacts, etc. are provided so as to clarify the relationship of products to perspectives and practices, eg.pp. 15-17, 73-75, 108-109 |

| Foreign Language Standard Cultural Perspectives, Practices, and Products | Cambridge Latin Course Latin Level 2 <i>Significant</i> areas of correlation |
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| LII.3 (continued) The student will demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated. | |
| 5. Examine selected myths of Greek and Roman origin and their influence on Roman perspectives, such as Ulysses and craftiness, Mars as patron god of Rome, and Baucis and Philemon as symbols of piety. | Unit 3 Student Book pp. 18, 57-61, 136, 183, 185-186, 207, 249-250, 266-267 |
| 6. Participate in cultural simulations, such as family celebrations, sports and entertainment, and festivals. | Unit 3 Student Book pp. 6, 18-22, 59-60, 166-167, 230, 252, 256, 266-270 |

| Foreign Language Standard Making Connections through Language | Cambridge Latin Course Latin Level 2 <i>Significant</i> areas of correlation |
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| LII.4 The student will use information acquired in the Latin classroom and information acquired in other subject areas to reinforce one another. | |
| 1. Give examples of the influence of the Latin language and Greco-Roman cultures in other subject areas, such as English vocabulary derived from Latin or construction and engineering contributions of the Romans to the world. | The influence of the Latin language is noted in each Stage in the Word Study section, e.g. pp. 209, 233, 253, 291, and direct statements of Latin influence are periodically found in the Word Pattern section e.g. pp. 55, 132. A complete derivative chart is found in Unit 3 Teacher’s Manual p. 131-166. Examples provided in the Unit 3 Student Book for the influence of Greco-Roman culture include pp. 77-82, 203-208, 223. The Teacher’s Manual provides thorough discussion of cultural impact in each Stage, eg. pp. 43-45, 79-82. |
| 2. Relate information acquired in other subjects to topics discussed in the Latin class, such as important people and events related to the founding of Rome and the subsequent expansion of the Roman empire. | Other subject areas which share information with this Unit of the <i>Course</i> include those found on pp. 117-120, 156-162, 185-188, 215, 275. |

| Foreign Language Standard Cultural and Linguistic Comparisons | Cambridge Latin Course Latin Level 2 <i>Significant areas of correlation</i> |
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| LII.5 The student will demonstrate an understanding of cultural similarities and differences between the Roman world and the United States. | |
| 1. Compare traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals. | Unit 3 Student Book pp. 18, 35, 57-60, 266-270 Unit 3 Teacher's Manual provides information and discussion to help students compare cultural elements e.g. pp. 21-22, 37-38, 105-106, 114-115 |
| 2. Compare the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington. | Unit 3 Student Book pp. 13-14, 71-72, 106-108, 119-120, 172-175, 185; individual cultural topics may be found in the Index pp. 370-373. Unit 3 Teacher's Manual pp. 57-58, 80 |
| 3. Compare the effects of the geography of the ancient Roman world and of the United States on aspects of culture, such as food, dwellings, clothing, and the arts. | Unit 3 Student Book pp. 18-24, 77-82, 134-138, 203-207, 224-228 Unit 3 Teacher's Manual pp. 43-45, 64-65, 88, 95-98 |

| Foreign Language Standard Cultural and Linguistic Comparisons | Cambridge Latin Course Latin Level 2 <i>Significant areas of correlation</i> |
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| LII.6 The student will develop a better understanding of the English language through the study of Latin. | |
| 1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their derivatives in English. | Unit 3 Student Book: Word Study sections of each Stage, e.g. pp.83, 121, 163, 209, 271 Unit 3 Stage Tests: derivative assessments in each Stage, e.g. 22, 45, 71 Unit 3 Teacher’s Manual: Appendix B pp. 131-166 |
| 2. Compare and contrast structural patterns of Latin and English. | Unit 3 Student Book pp. 11-12, 38, 70, 91, 110, 130, 151, 218-219, 221, 263 |

| Foreign Language Standard Communication across Communities | Cambridge Latin Course Latin Level 2 <i>Significant areas of correlation</i> |
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| LII.7 The student will develop and apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes. | |
| 1. Illustrate through print and non-print sources how the Latin language and Greco-Roman culture are evident in areas such as media, entertainment, and occupations. | Examples of areas of Greco-Roman culture for which students are likely to see greatest numbers of examples: Unit 3 Student Book: soldiers and military life (Stages 25-27), festivals and intrigue in Rome (Stages 29-30), performing arts (Stage 33). Concepts also in the Unit 3 Teacher’s Manual: pp. 21-22, 50-51, 64-65. |
| 2. Locate and use resources beyond the classroom, including individuals and organizations, to reinforce Greco-Roman cultural understanding. | Students are provided the tools to identify such resources through teachers sharing information found in the Unit 3 Teacher’s Manual pp. 12, 169-174 . |

| Foreign Language Standard Reading for Understanding | Cambridge Latin Course Latin Level 3 <i>Significant</i> areas of correlation |
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| LIII.1 The student will comprehend and interpret adapted and authentic Latin based on a variety of topics. | |
| 1. Read for information. | Unit 4 Student Book begins with Latin readings that are part of the four-book story line of adapted and unadapted Latin, set in AD 79-82. Beginning Stage 41, all reading is unadapted. Examples from Unit 4 Student Book pp. 2-8, 46-48, 103-111, 124-139, 234-245, 274-283; from Unit 4 Stage Tests pp. 85-86, 93-94, 102-108 |
| 2. Interpret increasingly complex language structures, and expand vocabulary. | Unit 4 Student Book pp. 12, 14, 19, 79, 84, 92, 93, 209, 222-223 |
| 3. Recognize some figures of speech and features of style in Latin texts. | Unit 4 Student Book: letters, Stage 35, pp. 2-18; recitations, Stage 36, pp. 22-36; poetry, Stage 42, pp.150-168; oratory, Stage 46, pp. 234-250; epic poetry, Stage 47, pp. 254-270; Historiography, Stage 48, pp. 274-288; Literary Terms and Rhetorical Devices pp. 339-341; Metrics pp. 342-346 |
| 4. Identify some of the social, political, and historical implications of the work(s) read. | Unit 4 Student Book pp. 122-135, 172-174, 192-203, 234-246 Unit 4 Teacher’s Manual pp. 68-75, 92-93, 104-112, 126-133 |

| Foreign Language Standard Using Oral and Written Language for Understanding | Cambridge Latin Course Latin Level 3 <i>Significant</i> areas of correlation |
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| LIII.2 The student will increase skills in using and interpreting Latin orally. | |
| 1. Read adapted and authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection. | Unit 4 Student Book examples of potential selections: adapted pp. 46-48, 62-65, 68-71; unadapted pp. 133-134, 150-160, 254-267 Unit 4 Audio Program tracks 8-12, 24, 25-31, 51-55 For assistance in inflection and phrase grouping, Unit 4 Student Book pp. 339-346 |
| 2. Comprehend oral Latin presented through a variety of media. | Oral presentation of the Cambridge Latin Course is currently in Audio CD or cassette format in the US; A web module with oral capability is currently being used in the UK under permission of a government grant; providing permissions to rework and release the web module in the US is currently under negotiation. |

| Foreign Language Standard Cultural Perspectives, Practices, and Products | Cambridge Latin Course Latin Level 3 <i>Significant areas of correlation</i> |
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| LIII.3 The student will discuss the interrelationship among the perspectives, practices, and products of Greco-Roman civilization. | |
| 1. Understand that literary as well as non-literary products reflect practices and perspectives of the Greco-Roman world. | Unit 4 Student Book pp. 2-11/16-18, 28-30/34-36, 43-44/46-48/53-54, 212-226/229-230 |
| 2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Greco-Roman perspectives and practices. | Unit 4 Student Book pp. 54-57, 75-77, 112-118, 273-286 Unit 4 Teacher’s Manual pp. 37-39, 45-46, 57-63, 144-149 |
| 3. Examine the role of geography and the military in the history and development of the Greco-Roman world. | Unit 4 Student Book pp. 122-135, 141-146 |
| 4. Examine the effect of the Roman political system on private and public life. | Unit 4 Student Book pp. 2-8, 40-48/53-56, 82-87, 122-146 Unit 4 Teacher’s Manual pp. 18-21, 32-39, 49, 64, 68-77 |
| 5. Analyze the multicultural make-up of the Greco-Roman world as it affected perspectives and practices of the Romans, such as Cleopatra and Egypt, the Jews and Massada, Vercingetorix and Gaul. | Unit 4 Student Book pp. 122-123, 142-146 Unit 4 Teacher’s Manual pp. 63, 75-77 |

| Foreign Language Standard Making Connections through Language | Cambridge Latin Course Latin Level 3 <i>Significant</i> areas of correlation |
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| LIII.4 The student will reinforce and broaden his/her knowledge of connections between Latin and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts. | |
| 1. Give examples of aspects of Greco-Roman cultures that are also found in modern cultures, such as art, architecture, and engineering. | Unit 4 Student Book pp. 1/16-18/20, 124-127, 133-136, 142-146, 195/197-198/202/205-208 Unit 4 Teacher's Manual pp. 17/22-23, 68-69, 73, 102-103, 111-112 |
| 2. Relate topics studied in other subject areas to those studied in the Latin class, such as the use of Latin words in scientific and legal terminology or the importance of archaeology as a tool to reconstruct the past. | Unit 4 Student Book pp. 115-118, 209, 234-250 Unit 4 Teacher's Manual pp. 31-32, 62-63, 126-134 |

| Foreign Language Standard Cultural and Linguistic Comparisons | Cambridge Latin Course Latin Level 3 <i>Significant areas of correlation</i> |
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| LIII.5 The student will discuss why similarities and differences exist within and among cultures. | |
| 1. Compare aspects of culture, such as military conquests, diverse social and political systems, and economies of the Greco-Roman world with those of other cultures. | Students are provided the insights into the Roman world to make such comparisons using such items as Unit 4 Student Book pp. 2-11, 40-56, 60-78, 102-118 and commentaries found in Unit 4 Teacher’s Manual pp. 22-23, 37-39, 45-46, 62-63 |
| 2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, such as the abolition of the Roman monarchy and the American Revolution. | Historical events to which students may relate events in US history may include such items as noted in Unit 4 Student Book pp. 40-42, 56, 142-146, 274-283, 287-288, and the Time Chart pp. 406-409 |

| Foreign Language Standard Cultural and Linguistic Comparisons | Cambridge Latin Course Latin Level 3 <i>Significant areas of correlation</i> |
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| LIII.6 The student will strengthen his/her knowledge of the English language through analysis of complex linguistic and syntactical elements of Latin. | |
| 1. Recognize that Latin and English do not share a word-for-word correspondence. | Unit 4 Student Book pp. 30-31, 84, 92-93, 130, 137, 196, 303 |
| 2. Demonstrate the relationship of Latin words to their derivatives in English, and apply principles of word building and analysis. | In each Stage of the Unit 4 Student Book students have derivative work in the Word Study sections e.g. pp. 57, 99, 119, 209; additional word-building and analysis is found in the Word Patterns sections of Stages 35-40, e.g. pp. 14, 32, 73; a cumulative list of derivatives is found in the Teacher's Manual, Appendix B pp. 165-203 |
| 3. Analyze the structure of English by applying knowledge of linguistic concepts and terminology from the study of Latin, such as subjunctive uses, indirect discourse, and verbals. | Concepts which provide the basis for such analysis by students found in Unit 4 Student Book, e.g. pp.5, 12-13, 26-27, 45, 49, 66-67, 84, 107, 328-330, 331-333 |

| Foreign Language Standard Communication across Communities | Cambridge Latin Course Latin Level 3 <i>Significant areas of correlation</i> |
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| LIII.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes. | |
| 1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and technology. | Suggestions for ways that students can expand their skills found in the Unit 4 Teacher’s Manual, examples pp. 39, 47, 90-91, 100-101, 112 |
| 2. Locate and use resources in Latin, including individuals and organizations in the community to broaden cultural understanding. | Suggestions for potential resources to be tapped may be found in the Unit 4 Teacher’s Manual, e.g. pp. 14, 89, Appendix D pp. 206-208 |