

***Cambridge Latin Course Unit 1 – Unit 4  
(Latin Levels 1-3)***

correlated to the

***New Mexico Performance Standards for Modern, Classical and Native Languages***

The *Standards for Classical Language Learning* begin with an important affirmation:

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

Reading is the heart of the *Cambridge Latin Course*, and all text elements (illustrations, vocabulary, grammar and syntax, cultural contexts and references, and activities) are carefully introduced and arranged to provide students with the skills they need to read with comprehension and enjoyment from the first page. Throughout the *Course*, each of the five Standards is thoroughly addressed within the reading context, providing students the key to understanding that

“The ancient Greeks and Romans, breaking barriers of time and place, have communicated their message through the ages and continue to communicate to the modern world; we, in turn, communicate more clearly to each other in word, in practice, and in product as a result of that contact.” (*Standards*, p. 4)

***Unit 1 Fourth Edition Student Book 0521 78228-7***  
***Unit 2 Fourth Edition Student Book 0521 78229-5***  
***Unit 3 Fourth Edition Student Book 0521 78230-9***  
***Unit 4 Third Edition Student Book 0521 34380-1***

Cambridge University Press  
40 West 20<sup>th</sup> Street  
New York, NY 10011-4211  
1.800.872.7423  
www.cambridge.org

## Content Standard 1

**By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes.**

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- A. Express thoughts on topics that are of concern and interest to them within their school and community.
- B. Participate in and interpret various forms of cultural expression such as: music, art., speech, writing, traditions, and other products of a culture.

### **Unit 1 Student Book**

Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audiocassette / CD. Students should read aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions e.g. pp. 24, 25, 36, 38, 40, 57, 58, 77, 92, 106, 108, 114, 131, 146, 149-150, 152, 162-165, 166, 168, 172, 182-183, 184, 185, 188-190, 202-204, 206, 208, 209, 210.

Students may respond orally, in writing, and/or by demonstrations as they:

- complete the contextualized sentences found in the *Practicing the Language* sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215
- participate in dialogues and/or parallel statements such as 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

Students may

- write the model sentence captions for the model illustrations pp. 2-6, 20-23, 52-56, 70-73, 88-89, 104-105, 122-124, 142-144, 162-165, 182-183, 202-204
- write sentences demonstrating control of vocabulary and syntax pp. 9, 27, 42, 60, 79, 95-96, 112, 133, 151, 174, 192, 214-215
- respond to selected questions by writing the phrases and/or sentences from the reading passages pp. 39, 96, 129, 147, 173, 207

### **Unit 2 Student Book**

Reading 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.

Responding orally, in writing, and/or by demonstrations:

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

Students may

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

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8. Cambridge Latin Course **Unit 3** is the text used **for Latin 2**, while **Unit 4** is the text used **for a third year course** in Latin.

9-12 Students will:

- A. Express their feelings and thoughts on current and historical topics that are of interest to them and to others.
- B. Participate in, interpret and compare forms of cultural expression such as music, art speech, writing, traditions, and other products of a culture.

### **Unit 3 Student Book**

Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audiocassette / CD. Students should read aloud words, sentences, and passages, especially those with an authentic and stimulating “voice,” overt dialogue, and/or actions pp. 6, 7-8, 10, 46-48, 50, 66-68, 71-72, 89-90, 92-93, 106-108, 111-113, 129, 131, 146-147, 149-150, 169-170, 172-175, 177-178, 197-198, 216-217, 219-220, 241-242, 244-245, 257-258, 274-275, 279-280, and 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

Students may respond orally, in writing, and/or by demonstrations as they:

- complete the contextualized exercises found in the *Practicing the Language sections* pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285

Students may

- 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

#### **Unit 4 Student Book**

Students are exposed to the sounds of Latin as the teacher reads the model sentences and passages aloud and/or uses the audiocassette. Students should read aloud words, sentences, and passages. Particularly effective are those with an authentic and stimulating “voice,” overt dialogue, and/or actions, e.g. pp. 39-42, those passages structured as a dialogue, e.g. pp. 54-65, 74-78, and literary forms that lend themselves well to oral Latin, e.g. poetry pp. 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246, epigrams pp. 18-20, 23-25, 145-146, fables pp. 140-141

Students may respond orally and in writing as they:

- complete the contextualized exercises found in the *Practicing the Language* sections pp. 9-10, 27-28, 44-45, 66-67, 86-88, 104-106, 131, 155-156, 171-172, 191-193, 213-214, 229-230, 248-250, 272-273
- participate in dialogues pp. 39-42, 54-65, 74-78
- answer questions based on their reading pp. 4, 23-25, 38, 55, 83-84, 102, 114-117, 121-123, 126, 129, 141, 143-144, 149, 151-153, 163, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247, 260, 262, 266, 268

Students will see modeled a variety of authentic Roman forms of communication including letters, pp. 112-129, poetry pp. 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246, epigrams pp. 18-20, 23-25, 145-146, fables pp. 140-141, stories pp. 160-163, *laudatio* pp. 166-169, histories pp. 258-270, and inscriptions p. 175. Students may use the literature as inspiration and model for their own creations; they may use the questions after all types of readings to take effective notes or write paraphrases, pp. 4, 23-25, 38, 55, 83-84, 102, 114-117, 121-123, 126, 129, 141, 143-144, 149, 151-153, 163, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247, 260, 262, 266, 268; and they learn to write accurately in Latin by practicing contextualized exercises involving sentences and phrases, pp. 5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273, 284-328

Students draw conclusions and make inferences from their reading orally or in writing through responding to questions asked pp. 4, 23-25, 38, 55, 83-84, 102, 114-117, 121-123, 126, 129, 141, 143-144, 149, 151-153, 163, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247, 260, 262, 266, 268

## Content Standard 2

**By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.**

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- A. Comprehend information on topics of concern and interest to them, their school and their community.
- B. Recognize and interpret more complex forms of cultural expression.

### **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, without resorting to translation, begin to understand the lives of the Romans through their own language.

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

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

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

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

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

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

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

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

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

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

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

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

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

Each Stage 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

## **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

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

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

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8. Cambridge Latin Course **Unit 3** is the text used for **Latin 2**, while **Unit 4** is the text used for a **third year course** in Latin.

9-12 Students will:

- A. Comprehend information on topics of concern and interest to them and to others.
- B. Recognize, interpret and compare forms of cultural expression.

### **Unit 3 Student Book:**

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.

The Stages connect contextualized, image-based sentences into passages that provide students with extended Latin reading that incorporates a wide variety of authentic cultural contexts: pp.3-5, 6-10, 13-14, 28-29, 30-32, 34-37, 46-48, 50, 53-54, 66-68, 71-72, 86-87, 88-90, 92-93, 106-108, 111-113, 125, 126-127, 129, 131, 142-144, 145-147, 149-150, 152, 166-168, 169-170, 172-175, 177-178, 192, 193-194, 197-198, 212-213, 214-217, 219-220, 236-237, 238-239, 241-242, 244-245, 256, 257-258, 260-262, 274-277, 279-280, 282-283

Students then demonstrate their comprehension through contextualized activities in Latin and/or focused questions in English: pp. 9, 54-55, 69, 109, 127, 147, 150, 173, 195, 217, 245, 261, 277

### **Unit 4 Student Book**

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

- Experiences and customs of love, marriage, and divorce, pp. 54-56, 58-59, 61-65, 160-163, 166-169
- Experiences in the Roman cities and provinces, pp. 2-4, 6-8, 112-129
- Imperial life, pp. 34-42, 74-78, 259-262, 264-270
- Involvement in Roman courts of law, pp. 94-103
- Recitation of literature: skill, pp. 18-21, 23-25; content, pp. 74-78, 80-83, 140-150, 180-189, 200-212, 236-246

Roman literature:

- Ovid: *Metamorphoses* and *Ars Amatoria*, selections pp. 80-83, 149, 180-189; analysis, pp. 83, 84, 149, 181, 182, 187, 190
- Catullus: *Lesbia* and other selected poems pp. 142, 144, 200-212; analysis, pp. 143, 144, 201, 202, 206, 207, 211, 212
- Vergil: *Aeneid*, selections: pp. 150, 236-246; analysis, pp. 151-153, 238, 239, 241, 244, 247
- Martial: *Epigrams* selections, pp. 18-20, 23-25, 145-146; analysis, pp. 23-25

- Phaedrus: selected fable, pp. 140-141; analysis, pp. 141
- Petronius: *Satyrica* selections, pp. 160-163, 334; analysis, pp. 163
- Pliny the Elder: *Letters*, selections, pp. 112-129, 222-226; analysis, pp. 114-117, 121-123, 126, 129; *Natural History*: selections pp. 338, 340
- Pliny the Younger: *Letters*, selections, pp. 336, 340, 342
- Tacitus: *Histories*: selections, pp. 258-270, 342, 344; analysis, pp. 260, 262, 266, 268
- Suetonius: *Life of Domitian*, selections, pp. 346, 348, 350
- *laudatio* pp. 166-169

### Content Standard 3

**Students will understand the relationship between language and culture.**

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- Use appropriate language and gestures that reflect cultural understanding and meaning.
- Demonstrate how language influences culture.

#### **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 compare and contrast 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)

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, and 176.

Students 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.

Students respond orally, in writing, and/or by demonstrations as they:

- complete the contextualized sentences found in the *Practicing the Language* sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215
- participate in dialogues and/or parallel statements such as 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

Students read the Latin sentence that accompanies the model drawing that open each Stage and, without resorting to translation, begin to understand the lives of the Romans through their own language.

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

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

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

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

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

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

## **Unit 2 Student Book**

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:

- 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

In addition, specific comparisons and contrasts with contemporary culture are found on pp. 106, 127, 129

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

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

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

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8. Cambridge Latin Course **Unit 3** is the text used **for Latin 2**, while **Unit 4** is the text used **for a third year course** in Latin.

9-12 Students will:

- A. Use appropriate language and gestures in an expanding variety of cultural contexts.
- B. Analyze the interaction between language and culture.

### ***Unit 3 Student Book***

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:

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

Students may search for cultural topics of personal interest in the *Index* pp.370-373.

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

Students may respond orally, in writing, and/or by demonstrations as they:

- complete the contextualized exercises found in the *Practicing the Language* sections pp. 16-17, 40-41, 56, 75-76, 95-96, 114-115, 133, 154-155, 181-182, 201-202, 222-223, 247-248, 265-266, 284-285
- participate in dialogues pp. 13-14, 30-32, 34-37, 53-54, 88, 93, 126, 193-194, 238-239, 260-262, 282-283
- interact in realistic contexts and situations pp. 6, 7-8, 10, 46-48, 50, 66-68, 71-72, 89-90, 92-93, 106-108, 111-113, 129, 131, 145, 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

#### Unit 4 Student Book

Each of the Stages of Unit 4 is organized around a specific aspect of the culture of the Greco-Roman world. Each contains opportunities for students to enter, through their reading, the ancient world. Plus, each Stage provides information, illustrations, and reflections designed both to teach students about classical culture and to provide opportunities for them to identify similarities and differences in ancient and contemporary cultures with regard to:

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

Experiences in cities and countryside, pp. 2-4, 6-8, 112-129

Rulers and governments, pp. 34-42, 74-78, 259-262, 264-270

Law, pp. 94-103

Architecture and urban planning, pp. 12-15, 112-117, 134-135, 275-276

Art, pp. 8, 29, 41, 45, 48, 59, 61, 70, 81, 89, 105, 107, 109, 152, 153, 173, 184, 185, 194-196, 201, 203, 205, 216, 224, 241, 253, 254, 265, 267, 278, 280

Engineering, pp. 119-121, 125-129

Appreciation of education and literature: skill of recitation, pp. 18-21, 23-25; concepts and literary pieces, pp. 74-78, 80-83, 140-150, 180-189, 200-212, 236-246

Inscriptions 175

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

Roman literature:

- Ovid: *Metamorphoses* and *Ars Amatoria*, selections pp. 80-83, 149, 180-189; analysis, pp. 83, 84, 149, 181, 182, 187, 190
- Catullus: *Lesbia* and other selected poems pp. 142, 144, 200-212; analysis, pp. 143, 144, 201, 202, 206, 207, 211, 212
- Vergil: *Aeneid*, selections: pp. 150, 236-246; analysis, pp. 151-153, 238, 239, 241, 244, 247
- Martial: *Epigrams* selections, pp. 18-20, 23-25, 145-146; analysis, pp. 23-25
- Phaedrus: selected fable, pp. 140-141; analysis, pp. 141
- Petronius: *Satyrical* selections, pp. 160-163, 334; analysis, pp. 163
- Pliny the Elder: *Letters*, selections, pp. 112-129, 222-226; analysis, pp. 114-117, 121-123, 126, 129; *Natural History*: selections pp. 338, 340
- Pliny the Younger: *Letters*, selections, pp. 336, 340, 342
- Tacitus: *Histories*: selections, pp. 258-270, 342, 344; analysis, pp. 260, 262, 266, 268
- Suetonius: *Life of Domitian*, selections, pp. 346, 348, 350
- *laudatio* pp. 166-169

Students will see modeled a variety of authentic Roman forms of communication including letters, pp. 112-129, poetry pp. 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246, epigrams pp. 18-20, 23-25, 145-146, fables pp. 140-141, stories pp. 160-163, *laudatio* pp. 166-169, histories pp. 258-270, and inscriptions p. 175. Students may use the literature as inspiration and model for their own creations; they may use the questions after all types of readings to take effective notes or write paraphrases, pp. 4, 23-25, 38, 55, 83-84, 102, 114-117, 121-123, 126, 129, 141, 143-144, 149, 151-153, 163, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247, 260, 262, 266, 268; and they learn to write accurately in Latin by practicing contextualized exercises involving sentences and phrases, pp. 5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273, 284-328

#### **Content Standard 4**

**Students will develop an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives.**

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- A. Expand and apply knowledge of the elements of a cultural system.
- B. Expand and use knowledge of cultural variations within a linguistic group.

#### **Unit 1 Student Book**

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:

- 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

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

### Unit 2 Student Book

(a) Latin passages; (b) cultural reading; (c) authentic products:

- 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

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

Students are asked specific questions that helps them to analyze the 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

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8.

Cambridge Latin Course **Unit 3** is the text used **for Latin 2**, while **Unit 4** is the text used **for a third year course** in Latin.

- Analyze and synthesize knowledge of elements of a cultural system.
- Compare and contrast the cultural variations within a linguistic group.

### Unit 3 Student Book

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:

- 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 (Stage 21); (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)
- Traveling in the Roman world: (b) pp. 66-68, 71-72, (c) pp. 77-82 (Stage 24)
- Roman military, (a) pp 86-87, (b) pp. 88-90, 92-93, (c) pp. 97-102 (Stage 25); (a) pp. 125, (b) 126-127, 129, 131, (c) 134-138 (Stage 27)

Students are asked specific questions that helps 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

#### **Unit 4 Student Book**

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.

- Experiences in the Roman cities and provinces: (a) pp. 2-4, 6-8, 112-129; (b) pp.12-15, 132-137
- Imperial life: (a) pp. 34-42, 74-78, 259-262, 264-270; (b) pp. 45-49, 258, 274-279
- Law and Roman courts: (a) pp. 94-103; (b) 106-109
- Experiences and customs of love, marriage, and divorce: (a) pp. 54-56, 58-59, 61-65, 160-163, 166-169; (b) pp. 67-71, 160, 166, 174-177
- Recitation of literature: skill of recitation, (a) pp. 18-21, 23-25; (b) pp. 28-31; famous authors and literary pieces, (a) pp. 74-78, 80-83, 140-150, 180-189, 200-212, 236-246; (b) 88-91, 140, 142, 145, 149, 150, 180, 194-196, 236, 250

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

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

## Content Standard 5

### Students will understand how languages work.

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- A. Recognize and use the most common patterns of the languages studied.
- B. Recognize and use the appropriate levels and styles of language in various contexts.
- C. Interpret and apply critical elements of the language systems studied to communicate meaning.

#### **Unit 1 Student Book**

Students learn to recognize the elements and structure of the Latin language in *About the Language* 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 of vocabulary and structure in the *Practicing the Language* sections pp. 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215.

Students have additional practice with vocabulary by working with derivatives in the *Word Study* sections pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221, and by studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 18, 34, 50, 68, 86, 102, 120, 140, 160, 180, 200, 222, 241-251.

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

#### **Unit 2 Student Book**

Students learn to recognize the elements and structure of the Latin language in *About the Language* 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 of vocabulary and structure in the *Practicing the Language* sections pp. 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175.

Students have additional practice with vocabulary by working with derivatives in the *Word Study* sections pp. 25, 49, 69, 89, 111, 135, 159, 181, and by studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 26, 50, 70, 90, 112, 136, 160, 182, 215-234.

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8. Cambridge Latin Course **Unit 3** is the text used **for Latin 2**, while **Unit 4** is the text used **for a third year course** in Latin.

9-12 Students will:

- A. Recognize that languages change over time and in context.
- B. Demonstrate use of a variety of levels and styles in both written and spoken language.
- C. Use and explain the functions of critical elements of language systems used.

### **Unit 3 Student Book**

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

Students learn to recognize the elements and structure of the Latin language in *About the Language* 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 *Word Patterns* pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283

Students demonstrate their knowledge of vocabulary and structure in the *Practicing the Language* sections pp. 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 *Word Study* sections pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291, and by studying high-frequency vocabulary in the *Vocabulary Checklist* pp. 26, 44, 64, 84, 104, 122, 140, 164, 190, 210, 234, 254, 272, 292

#### **Unit 4 Student Book**

Students are presented with the elements of Latin to learn about, practice, and compare in each Stage of the Unit, and in a summary section at the end of the Unit. See: 5-6, 10-11, 22-23, 25-26, 38-39, 43, 57, 60, 65-66, 79-80, 84-86, 99-100, 103-104, 118-119, 123-125, 129-130, 146-147, 153-154, 164-165, 170, 172-173, 186, 190-191, 193, 204, 208-209, 214, 225-226, 228, 231, 243, 248, 263, 268, 271-272

*Practicing the Language* pp. 9-10, 27-28, 44-45, 66-67, 86-88, 104-106, 131, 155-156, 171-172, 191-193, 213-214, 229-230, 248-250, 272-273

*Word Search and Synonym Search* pp. 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280

### **Content Standard 6**

**Students will use the languages studied to reinforce and expand knowledge of other disciplines.**

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- A. Access and use information from the languages studied in other content areas.
- B. Compare experiences and new knowledge from other content areas to what is being learned in the culture studied.

#### **Unit 1 Student Book**

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

Each Stage with its own culturally authentic context provides a *Word Study* that includes work with derivatives addressing a wide variety of disciplines, including government, law, history, geography, the arts, and literature. See pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.

Each Stage of Unit 1, set in Pompeii in the year AD 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:

- 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

Additional areas of study addressed in Unit 1 include:

- 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

## **Unit 2 Student Book**

Each Stage provides a *Word Study* 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 *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, pp. 25, 49, 69, 89, 111, 135, 159, 181

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.

- 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

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8. Cambridge Latin Course **Unit 3** is the text used for **Latin 2**, while **Unit 4** is the text used for a **third year course** in Latin.

9-12 Students will:

- A. Access, analyze, and use information from the language studied in other content areas.
- B. Apply experiences and new knowledge from other content areas to what is being learned in the language studied.

### **Unit 3 Student Book**

Students are provided with careful and incremental instruction in the vocabulary and structure of Latin in each Stage with exercises based on the context of the Stage:

*About the Language* 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

*Word Patterns* pp. 15, 39, 55, 74, 95, 114, 132, 153, 180, 200, 222, 246, 264, 283

*Practicing the 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

They apply this learning when reading the story line in opening model sentences and passages pp. 3-5, 28-29, 86-87, 125, 142-144, 166-168, 192, 212-213, 236-237, 256

Students can reflect on how particular use of vocabulary and structures leads to more full understanding of meaning when reading, pp. 9, 54-55, 69, 109, 127, 147, 150, 173, 195, 217, 245, 261, 277

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

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

#### **Unit 4 Student Book**

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. 34-49, Stage 40, pp. 94-109, Stage 41, pp. 112-137, Stage 48, pp. 259-279) and civil relationships (Stage 38, pp. 54-71, Stage 43, pp. 160-177). The *Word Search and Synonym Search* 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. 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280

Students are provided with careful and incremental instruction in the vocabulary and structure of Latin in each Stage with exercises based on the context of the Stage:

*About the Language* pp. 5-6, 10-11, 22-23, 25-26, 38-39, 43, 57, 60, 65-66, 79-80, 84-86, 99-100, 103-104, 118-119, 123-125, 129-130, 146-147, 153-154, 164-165, 170, 172-173, 186, 190-191, 193, 204, 208-209, 214, 225-226, 228, 231, 243, 248, 263, 268, 271-272

*Practicing the Language* pp. 9-10, 27-28, 44-45, 66-67, 86-88, 104-106, 131, 155-156, 171-172, 191-193, 213-214, 229-230, 248-250, 272-273.

The Latin works and passages to which these exercises are related include works of literature such as letters pp. 112-129, poetry pp. 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246, epigrams pp. 18-20, 23-25, 145-146, fables pp. 140-141, stories pp. 160-163, *laudatio* pp. 166-169, histories pp. 258-270, and inscriptions p. 175. Also included is adapted Latin that forms the ongoing story line that provides an authentic context for all readings, pp. 2-4, 6-8, 34-42, 54-56, 58-59, 61-65, 74-78, 94-103, 112-129, 160-163.

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.

- Experiences and customs of love, marriage, and divorce, pp. 54-56, 58-59, 61-65, 160-163, 166-169
- Experiences in cities and countryside, pp. 2-4, 6-8, 112-129
- Rulers and governments, pp. 34-42, 74-78, 259-262, 264-270
- Law, pp. 94-103
- Architecture and urban planning, pp. 12-15, 112-117, 134-135, 275-276
- Art, pp. 8, 29, 41, 45, 48, 59, 61, 70, 81, 89, 105, 107, 109, 152, 153, 173, 184, 185, 194-196, 201, 203, 205, 216, 224, 241, 253, 254, 265, 267, 278, 280
- Engineering, pp. 119-121, 125-129
- Economics: pp. 12-15, 67-68, 69, 88, 108, 175-176, 276
- Sociology: pp. 12-15, 67-71, 166-169, 174-177, 276-277
- Religion and belief systems: pp. 276, 279

- Inscriptions p. 175
- Myths and heroes, pp. 63, 80-83, 125, 140-141, 150-154, 177, 179-190, 194, 205-206, 236-247, 250-255, 348-349
- Historical people pp. 29, 35-46, 50, 54-55, 96, 98, 101, 112-127, 129-137, 150, 157, 160, 166, 168, 175, 177, 211, 232, 250-255, 257-270, 274, 275-277, 279, 336-337, 342-353, 348-349, 350, 352-253; historical events: pp. 1748-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352; general historical overview pp. 157, 408-409
- Ovid: *Metamorphoses* and *Ars Amatoria*, selections pp. 80-83, 149, 180-189; analysis, pp. 83, 84, 149, 181, 182, 187, 190
- Catullus: *Lesbia* and other selected poems pp. 142, 144, 200-212; analysis, pp. 143, 144, 201, 202, 206, 207, 211, 212
- Vergil: *Aeneid*, selections: pp. 150, 236-246; analysis, pp. 151-153, 238, 239, 241, 244, 247
- Martial: *Epigrams* selections, pp. 18-20, 23-25, 145-146; analysis, pp. 23-25
- Phaedrus: selected fable, pp. 140-141; analysis, p. 141
- Petronius: *Satyrical* selections, pp. 160-163, 334; analysis, p. 163
- Pliny the Elder: *Letters*, selections, pp. 112-129, 222-226; analysis, pp. 114-117, 121-123, 126, 129; *Natural History*: selections, pp. 338, 340
- Pliny the Younger: *Letters*, selections, pp. 336, 340, 342
- Tacitus: *Histories*, selections, pp. 258-270, 342, 344; analysis, pp. 260, 262, 266, 268
- Suetonius: *Life of Domitian*, selections, pp. 346, 348, 350
- *laudatio* pp. 166-169
- How the Latin language works, pp. 5-6, 10-11, 22-23, 25-26, 38-39, 43, 57, 60, 65-66, 79-80, 84-86, 99-100, 103-104, 118-119, 123-125, 129-130, 146-147, 153-154, 164-165, 170, 172-173, 186, 190-191, 193, 204, 208-209, 214, 225-226, 228, 231, 243, 248, 263, 268, 271-272
- How Latin influenced English pp. 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280

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

### Content Standard 7

**Students will use the language studied for personal enjoyment, personal enrichment, and employability.**

Through the *Cambridge Latin Course* students have studied Latin in a variety of authentic contexts. They achieve a clear idea of the daily lives and basic activities, attitudes, and beliefs of the ancient Romans. They have reflected on the nature of their own culture as they studied

that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to:

- recognize Latin cultural elements in a variety of 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.

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

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

Grades 5-8: Cambridge Latin Course **Unit 1 and Unit 2** together constitute a traditional **first year Latin** program, a typical course provided for students of this age/grade group.

5-8 Students will:

- A. Expand the understanding of languages and cultures through learning about the experiences, values, feelings, and decisions of others.
- B. Integrate languages and knowledge of cultures into their lives for personal enjoyment through recreation, creative expression, and social activities.
- C. Use languages and knowledge of cultures to explore career opportunities in diverse and changing economies.

### **Unit 1 Student Book**

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

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

### **Unit 2 Student Book**

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

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

Grades 9-12: For students beginning their first year of Latin study in 9<sup>th</sup> grade or above, please see the notations under Grades 5-8. Cambridge Latin Course **Unit 3** is the text used **for Latin 2**, while **Unit 4** is the text used **for a third year course** in Latin.

9-12 Students will:

- A. Apply languages and knowledge of cultures in work, educational, and social settings.
- B. Use languages and knowledge of cultures to gain access to the multi-cultural and multi-lingual dimensions of our own society.
- C. Use languages and knowledge of cultures to prepare for a successful transition into post-secondary study and/or careers.

### **Unit 3 Student Book**

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.

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

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

Through the inductive approach of the **Course** students read Latin and recognize and use appropriate grammar and syntax.

- 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
- )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
- perceiving Latin's influence on English, pp. 25, 43, 63, 83, 103, 121, 139, 163, 189, 209, 233, 253, 271, 291

## Unit 4 Student Book

Students gain awareness of the thoughts and typical activities of the Romans as they read contextualized Latin from the opening pages of each Stage, entering into the world of the Romans as they do so.

- Adapted Latin readings within the authentic life contexts of the Romans and the classical world, specifically:
- Experiences and customs of love, marriage, and divorce, pp. 54-56, 58-59, 61-65, 160-163, 166-169
- Experiences in the Roman cities and provinces, pp. 2-4, 6-8, 112-129
- Imperial life, pp. 34-42, 74-78, 259-262, 264-270
- Involvement in Roman courts of law, pp. 94-103
- Recitation of literature: skill, pp. 18-21, 23-25; content, pp. 74-78, 80-83, 140-150, 180-189, 200-212, 236-246
- Inscriptions p. 175
- Mythological references, pp. 63, 80-83, 125, 140-141, 150-154, 177, 179-190, 194, 205-206, 236-247, 250-255, 348-349
- Historical personages pp. 29, 35-46, 50, 54-55, 96, 98, 101, 112-127, 129-137, 150, 157, 160, 166, 168, 175, 177, 211, 232, 250-255, 257-270, 274, 275-277, 279, 336-337, 342-353, 348-349, 350, 352-253; historical events pp. 17, 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352; general historical overview pp. 157, 408-409
- original works of Latin, including letters 112-129, poetry 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246, epigrams 18-20, 23-25, 145-146, fables 140-141, stories 160-163, *laudatio* 166-169, histories 258-270, and inscriptions 175.
- knowledge of and ability to use Latin pp. 9-10, 27-28, 44-45, 66-67, 86-88, 104-106, 131, 155-156, 171-172, 191-193, 213-214, 229-230, 248-250, 272-273
- noting Latin's influence on English, pp. 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280